

Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific

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Solomon Islands Country Report

Andrea Bateman
Elizabeth Cassity
Judy Fangalasuu



Australian Government

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LIST OF ACRONYMS

AAS	Australia Award Scholarship
AAPS	Australian Award Pacific Scholarship
ACER	Australian Council for Educational Research
ADB	Asian Development Bank
ACOM	Anglican Church of Melanesia
APHEDA	Australian People for Health, Education and Development Abroad
APTC	Australia-Pacific Technical College
AusAID	Australian Agency for International Development*
CBA	Competency based assessment
CBSI	Central Bank of Solomon Islands
CBTCs	Community Based Training Centres
CCCE	Centre for Community and Continuing Education (University of the South Pacific)
CEDEFOP	European Centre for the Development of Vocational Training
DFAT	Department of Foreign Affairs and Trade (Australia)
EA	Education Authority
ECE	Early Childhood Education
EFTS	Equivalent Full-Time Student
FY	Financial Year (which is the calendar year in Solomon Islands)
GDP	Gross Domestic Product
IMS	Institute of Maritime Studies
IPAM	Institute of Public Administration and Management (Ministry of Public Service)
ISCO	International Standard Classification of Occupations
ITEC	Institute of Technology (SINU)
JICA	Japanese International Cooperation Agency
MDAs	Ministries, Departments and Agencies
MEHRD	Ministry of Education and Human Resource Development
MCIE	Ministry of Commerce, Industry and Employment
MDPAC	Ministry of Development, Planning and Aid Coordination
MHMS	Ministry of Health and Medical Services
MOE	Ministry of Education
MoFT	Ministry of Finance and Treasury
MPS	Ministry of Public Service
n.a.	Not applicable
NEAP	National Education Action Plan
NGO	Non-government organisation
n.p.	Not provided
NTTTU	National Trade Testing and Training Unit (MCIE)
NTU	National Training Unit (MEHRD)
NZAID	New Zealand Agency for International Development
NZPS	New Zealand Pacific Scholarships
NZRDS	New Zealand Regional Development Scholarships

ODA	Official Development Assistance
PICs	Pacific Island Countries
PEFA	Public Expenditure and Financial Accountability
PFM	Public Financial Management
PNG	Papua New Guinea
PCSC	Police and Correctional Service Commission
PPP	Per Pay Period
PQF	Pacific Qualifications Framework
PSC	Public Service Commission
PSSC	Pacific Senior Secondary Certificate
RAMSI	Regional Assistance Mission to Solomon Islands
ROC	Republic of China (Taiwan)
S\$	Solomon Islands Dollar (SBD)
SBM	School of Business and Management (SINU)
SDA	Seventh Day Adventist
SIAVRTC	Solomon Islands Association of Vocational Rural Training Centres
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SIG	Solomon Islands Government
SINPA	Solomon Islands NGO Partnership Agreement
SINU	Solomon Islands National University
SISBEC	Solomon Islands Small Business Enterprise Centre
SNRAS	School of Natural Resources and Applied Sciences (SINU)
SPBEA	South Pacific Board for Educational Assessment
SSEC	South Seas Evangelical Church
TSC	Teaching Service Commission
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
VRTCs	Vocational Rural Training Centres
YOY	Year over year

*AusAID was integrated into DFAT in October 2013. Citations of AusAID documents or programs in this report refer to the authorship or structure before that time.

PREFACE

The project *Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific* was managed by the Australian Council for Educational Research (ACER) and Scope Global on behalf of the Australian Government. The project was undertaken between 2012 and 2014 under contract to the Australian Government, initially through AusAID and then the Department of Foreign Affairs and Trade (DFAT).

The study was conducted in seven Pacific countries: Fiji; Kiribati; Papua New Guinea; Samoa; Solomon Islands; Tonga; and Vanuatu. The aims of the research were to produce, in conjunction with host country governments and TVET stakeholders, comprehensive analyses of the systems for financing TVET and discussions of policies through which the financing of TVET could be made more efficient and effective. This volume is one of the seven country reports produced by the study.

I am very appreciative of the assistance provided by Leo Maglen as Research Coordinator, Jim Jones as Operations Manager, and Justin Brown who worked across all seven studies. I am also very appreciative of all the work done by the members of the seven country teams:

Fiji: Leo Maglen (Lead Researcher), Mark Weston Wall (Researcher), Manaini Rokovunisei (National Consultant), Daniel Lafu Taufaga (In-Country Manager)

Kiribati: Prabir Majumdar (Lead Researcher), Teweiariki Teaero (Researcher), Linda Uan (In-Country Manager)

Papua New Guinea: Robert Horne (Lead Researcher), Ken Ngangan (Researcher), Simaima Tavil-Melachon (National Consultant), Meghan Toka and Peter Mulligan (In-Country Managers)

Samoa: Leo Maglen (Lead Researcher), Justin Brown (Researcher), Salā Perive T. Lene (National Consultant), Frances Soon-Schuster (In-Country Manager)

Solomon Islands: Andrea Bateman (Lead Researcher), Elizabeth Cassity (Researcher), Judy Fangalasuu (National Consultant), Bob Pollard (In-Country Manager)

Tonga: Andrea Bateman (Lead Researcher), Justin Brown (Researcher), Meleoni Uera (National Consultant), David Wyler (in-Country Manager)

Vanuatu: Ray Powell (Lead Researcher), Julie Kos (Researcher), Henry Vira (National Consultant), Kathryn Nako (Consultant), Lou Cochrane (In-Country Manager)

The project benefited greatly from the engagement and input from the seven participating national governments, the National Reference Groups established in each country, the relevant DFAT country posts, TVET authorities and providers, NGOs, employers, regional organisations and a range of other TVET stakeholders. Without their contributions and willingness to work with the research teams, the project would not have been possible.

I would also like to gratefully acknowledge the assistance provided by the Research Steering Committee chaired by Kaye Schofield, the reviewers of draft reports, and the DFAT managers of the project.

The analyses, opinions and conclusions herein do not represent the views of DFAT, national governments, or any other organisation or individual, unless stated otherwise.

Phillip McKenzie
Project Director
ACER

ACKNOWLEDGEMENTS

The team express sincere thanks to all the stakeholders we visited and worked with during our time in Solomon Islands for their valuable contributions to this report. Annex 4 lists the people consulted with during the fieldwork. These people contributed freely of their time and information to help make this study possible.

In particular, the team thanks Franco Rodie (Under Secretary, MEHRD), John Wate (Director, TVET Division, MEHRD), Solomon Pita (Dean, School of Technology and Maritime Studies, Solomon Islands National University), Billie Mae (SIAVRTC), Andrew Tahisihaka (Finance, MEHRD), Peter Asaph (Registrar, Solomon Islands National University) and Walter Maesugea (Finance, Solomon Islands National University) for their ongoing support and contributions to the study.

The team also thanks the National Reference Group for their guidance and feedback. The members are listed in Annex 3.

A special thank you goes to staff at the Australian High Commission for their encouragement and support of the study, especially those who accompanied the team on the visits to provincial vocational and rural training centres (VRTCs).

The team acknowledges the time, resources and hospitality afforded us by staff at each of the providers we visited during our time in Solomon Islands, especially the VRTC principals and communities who housed the team on the provincial trips. We are grateful for your hospitality, openness and generosity.

We greatly appreciate the assistance of Bob Pollard and his team at Scope Global (formerly Austraining International) in helping organise the fieldwork.

The views expressed in the report are ours, as is responsibility for any errors and omissions.

Andrea Bateman
Elizabeth Cassity
Judy Fangalasuu

EXECUTIVE SUMMARY

This report provides a detailed analysis of the financing of Technical and Vocational Education and Training (TVET) in Solomon Islands.

The report forms part of the study *Research into the Financing of TVET in the Pacific* initiated through Australia's aid program in 2012. The study aims to produce, in conjunction with host country governments and TVET stakeholders, a comprehensive empirical analysis of the systems for financing TVET in seven Pacific countries (Fiji, Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu), identify key financing issues, and identify directions through which future financing for TVET could be made more efficient and effective at both national and regional levels.

The main fieldwork for Solomon Islands was conducted in eight weeks in the period from May to June 2013, and included extensive first-hand collection of data from TVET providers and consultations with stakeholders. The work was guided and supported by a National Reference Group.

The broad definition of TVET provided in the *Research Brief* for the purpose of the research was:

Post-secondary education and training programs designed to develop vocational skills. Degree and higher level programs, and subjects delivered as part of general education by secondary schools, are not included in this definition.

The institutions identified as providing structured TVET programs in Solomon Islands were classified according to whether they are public, mission or private training centres, or regional TVET providers, other Solomon Islands Government (SIG) line Ministries and agencies that offer TVET-type programs, and employers in the state-owned enterprise and private sectors. The research focused on these types of TVET providers.

KEY FINDINGS

Revenue sources

SIG contributes the majority of operational funding and scholarships in the tertiary sector, though the specific funding of TVET constitutes only a small proportion of SIG's tertiary sector spending. SIG contributes funds to the Solomon Islands National University (SINU) and vocational rural training centres (VRTCs) through general operating grants, payment of staff salaries, capital works, grants to Education Authorities (EAs), and scholarship support for SINU students. EAs and VRTCs also receive donor funds and student fees in addition to operating support from the government.

In 2012 there was an estimated S\$115 million of funding specific to TVET provision. Of this amount around 60 per cent was provided by SIG through grants (32%), payment of teacher salaries (11%), and funding for upgrading facilities and staff (17%) as part of the transition to launching SINU. In 2012 student fees provided 28 per cent of the funding specific to TVET provision; most of the fee income was from SINU students. Support from development partners was the other major source of funding specific to TVET provision in 2012 (9%). As of 2013, SIG pays the fees for all 'self-sponsored' SINU students, which means that direct fee income will decline as a source of TVET funding relative to earlier years.

Financial mechanisms

The education budget of SIG is managed through the Ministry of Education and Human Resource Development (MEHRD) within the framework and processes specified by the Ministry of Finance and Treasury (MoFT).

For VRTC, MEHRD pays registered teaching staff salaries and also allocates a government grant. Grants to VRTCs are based on numbers of students, whether a centre has boarding facilities, and whether the location is remote. The Ministry may also provide funding for specific projects. The VRTCs rely heavily on government staff salaries and the government grant as well as income generating activities to fund TVET training.

For SINU, the identified funds from SIG are listed as a line item in the Recurrent and the Development Budgets. As the University was established in January 2013, the Development Budget includes a specific line item in relation to transition costs. SINU also receives monies from SIG in relation to scholarships and, from June 2013 onwards, for the payment of the fees of 'self-sponsored' students. In other words, SINU in 2013 received no direct fees from students.

The Ministry of Commerce, Industry and Employment (MCIE) has responsibility for the apprenticeship scheme and for the Apprenticeship Board, as well as for undertaking proficiency assessments of completing apprentices, National Trade Testing and Training (NTTT) assessments for exiting VRTC students and for training support and assessment of trades related employees. The MCIE also provides scholarships for apprentices (from second year onwards).

For private providers the main source of income is from student fees. Other sources may include donations, and enterprise in-kind contributions, such as work placements.

Scholarships and sponsorships for students and apprentices are provided through development partners, MCIE, MEHRD, other Ministries and government agencies, and via employers paying for student fees.

Expenditure patterns and trends

Internationally, Solomon Islands has one of the highest public expenditures on education as a proportion of the overall government budget (an average of 25 per cent between 2009 and 2012). However, the Government's spending on TVET is much lower than other education sectors with a four-year average of 3 per cent of the MEHRD budget supporting the sector. However, this amount does not include SIG support for SINU. Between 2009 and 2012 total public funding for TVET is estimated to have more than doubled, but most of that increase was associated with the transition to establishing SINU.

In addition to MEHRD and European Union (EU) funding of TVET, SIG receives a significant amount of support from development partners for scholarships. This is in addition to SIG allocating an average of S\$66m to scholarship support of students attending SINU. From 2011, there has been a significant amount of funding allocated to scholarships from both SIG and development partners; however, a minimal number of these scholarships seem to be TVET focused.

In 2012, the proportion of SINU expenditure for payroll and staff costs was just over 50 per cent of the total budget. As SINU moves through the transition to a university, payroll and staff costs may increase as a proportion.

The level of expenditure in the Catholic Church aligned VRTC was between S\$2.25m and S\$3.04m during the five years from 2009–2013. An average of 14 per cent of VRTCs' recurrent budget was allocated to VRTC staffing costs; this amount does not include the MEHRD salary expenditure. For rural and remote VRTCs non-staffing costs can be significant due to the relatively high costs of communication and transport.

The level of expenditure in the other Church aligned VRTCs was between S\$2.34m and S\$6.37m during the five years from 2009–2013. These VRTCs incurred significant expenditure (an average of 48 per cent of the total) on non-staffing costs, including consumables, utilities and maintenance.

The level of expenditure for the sampled provincial VRTCs was between S\$950,000 and S\$1.18m for the five years to 2013. Salary costs of MEHRD-paid teachers from 2010 make up the bulk of expenditures, followed by significant expenditures committed to non-staffing costs. Some of these organisations reported relatively high capital expenditure in 2009 as facilities were upgraded.

The level of expenditure for the sampled disability-focused providers was between S\$1.05m and S\$1.66m for the four years to 2013. Non-staffing costs and development budgets have made up the bulk of expenditures in this period.

Cost of TVET Delivery

There are marked differences in unit costs across and within provider types. Costs per student are higher in the three schools of SINU than in any of the VRTCs. Among the VRTCs, though, there are three institutions that specialise in meeting particular needs (two for people with disabilities, and one focused on permaculture) that have per student costs that come close to those at SINU. These three institutions are very small, with an average of just 25 students each, and that tends to drive up their average costs.

The other VRTCs, which include government and church-run organisations, are larger (an average of 160 students) and have lower per student costs. The more remote VRTCs report relatively high expenditures on transport, fuel, utilities and food.

SINU is the largest single institution that provides TVET (with around 900 students in TVET programs in 2012) but also has the highest estimated costs per training hour. Relative to other providers, SINU has higher expenditure on staffing, overheads, buildings, student facilities, administration and management structure support. These higher expenditures are due to both more extensive resourcing and also to generally higher costs for each input, particularly for staffing, support and facilities.

Overall, the estimated costs per TVET graduate are markedly higher than those expressed in per enrolment or per training hour terms. This is due to the large proportion of students who do not complete some courses. This seems to be especially the case for some programs at SINU, and in a number of the VRTCs.

ISSUES AND FUTURE DIRECTIONS

The study has identified a number of issues for the TVET sector in Solomon Islands:

- an underdeveloped policy direction for TVET;
- a lack of cohesion in funding for TVET;
- variable costs of TVET offerings;
- little incentive to change financing of the TVET model;
- funding issues inhibiting the future role of VRTCs;
- limited quality assurance of TVET and impact of funding;

- dependence on scholarship and sponsorships; and
- a lack of data to inform policy and practice.

At the same time, there are strengths in the system that provide opportunities to be built on. These strengths include:

- the nationwide distribution of VRTC's and their subsequent ability to reach people in rural and remote areas;
- the TVET system being supported in VRTC's through considerable amounts of non-government revenue;
- a peak body that coordinates funding sources and VRTC's;
- the gradual, if inconsistent, inclusion of TVET in system-wide education policies; and
- the better understanding of labour market needs that is emerging.

There is a range of opportunities that SIG in conjunction with its development partners could consider in relation to supporting and financing quality TVET provision in Solomon Islands.

To better inform TVET policy and future directions, consideration could be given to:

- improving participation data and financial data to assist policy makers and providers to make better informed and strategic decisions; and
- improving cost effectiveness and outcomes data to inform funding models.

To provide targeted TVET programs, consideration could be given to:

- allocating priority funding on a competitive basis to providers who wish to expand beyond traditional offerings into new fields linked to emerging industries and labour market needs;
- addressing the factors associated with low graduation rates in a number of institutions and programs;
- undertaking regular labour market surveys to inform training imperatives, and linking funding to these imperatives; and
- increasing the number of TVET scholarships that are linked to labour market needs.

To avoid duplication of programs and enhance economies of scale, consideration could be to:

- building the capacity of VRTC's to deliver recognised certificate level programs that provide pathways to other providers who have been targeted to deliver higher level certificates and diplomas e.g. to SINU and to advanced VRTC's; and
- strategically positioning teacher training as a key to quality provision of TVET, and ensuring that the provision of these programs is not spread too thinly.

PART I: INTRODUCTION

CHAPTER 1 PURPOSES OF THE STUDY

1.1 INTRODUCTION

This report provides a detailed analysis of the financing of Technical and Vocational Education and Training (TVET) in Solomon Islands.

The report forms part of the study *Research into the Financing of TVET in the Pacific* initiated through Australia's aid program in 2012. The study aims to produce, in conjunction with host country governments and TVET stakeholders, a comprehensive empirical analysis of the systems for financing TVET in seven Pacific countries (Fiji, Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu), identify key financing issues, and identify directions through which future financing for TVET could be made more efficient and effective at both national and regional levels.

The research is guided by the following over-arching questions:

- 1) What are the current sources of post-secondary TVET finance? Will they sustain a quality TVET system? Why / Why not?
- 2) How efficient and effective is the current use of TVET funding? How could it be improved?

The overall project ran from 2012 to 2014, with the seven country studies being conducted in two stages. The timing of the fieldwork in participating countries is outlined in Table 1.1.

Table 1.1 Countries participating in the research

Stage One (fieldwork in 2012)	Stage Two (fieldwork in 2013)
Samoa	Fiji
Tonga	Kiribati
Vanuatu	Solomon Islands
Papua New Guinea (Phase 1)	Papua New Guinea (Phase 2)

The individual country studies were based on a common conceptual framework and research approach intended to facilitate synthesis and comparative analysis.

1.2 RESEARCH OBJECTIVES

Developing vocational and technical skills and enhancing employability are strategic objectives in the Pacific Islands Forum's *Pacific Plan for Strengthening Regional Cooperation and Integration* (2007), Australia's *Port Moresby Declaration* (2008) and the Forum Education Ministers' *Pacific Education Development Framework* (2009).

Background research for the *Research Brief* developed by AusAID (2011) concluded that, to help achieve skills development and employability objectives, national governments, donors and other TVET stakeholders need a comprehensive understanding of public and private investment in TVET, taking into account the sources of funding, costs of services, size and patterns of expenditure, financing mechanisms, and outcomes delivered. Nevertheless, the research concluded there is a dearth of up-to-date information about these aspects of skill development in the Pacific.

The research is intended to help fill this gap by:

- a) identifying the current public and private sources of capital and recurrent funding for TVET and the relevant expenditure from each source;
- b) identifying where expenditure is directed, taking account of the participation of females and males, and through what distribution mechanisms;
- c) identifying the TVET outcomes provided for the funds allocated, including a comparison of the costs of TVET training between different types of providers, fields and level of training, duration, mode of delivery and geographic location; and
- d) assessing the strengths and weaknesses in different contexts of different financing mechanisms being used and identifying directions for financing mechanisms that are more likely to ensure financially sustainable TVET systems.

Annex 1 details the research questions to be addressed.

The broad definition of TVET provided in the *Research Brief* for the purpose of the research was as follows:

Post-secondary education and training programs designed to develop vocational skills. Degree and higher level programs, and subjects delivered as part of general education by secondary schools, are not included in this definition.

Chapter 2 of this report details how this definition was applied in the Solomon Islands context to determine the scope of TVET to be included in the Solomon Islands study.

1.3 STRUCTURE OF THE REPORT

The report is structured in five main parts. Chapter 2 completes Part I by providing a detailed description of the research approach used in Solomon Islands, including these data collection instruments that were developed. Part II (Country Background) contains Chapters 3 to 7 that outline the broad national context of Solomon Islands.

In Part III (TVET in Context) Chapters 8 to 11 provide a detailed description of TVET institutions and activities in Solomon Islands, and discuss access to educational opportunities, the contribution of TVET to economic developments, and developments and issues concerning the quality of TVET.

Part IV (The Financing of TVET) presents the main findings and analyses from the study. TVET funding and expenditure patterns and trends are presented and analysed in Chapters 12 and 14. The financial mechanisms that channel resources into and throughout the TVET sector are identified and analysed in Chapter 13. Chapter 15 details the study team's pilot survey on enterprise training and its funding, and in Chapter 16 unit costs of TVET delivery are estimated, and their use in evaluating the efficiency of TVET delivery is assessed.

In Part V (Issues and Future Directions) the overall conclusions of the study are summarised, key issues identified, and directions developed for consideration by the Solomon Islands Government, other TVET stakeholders, and development partners.

Further details on the study are provided in the Annexes.

CHAPTER 2 RESEARCH APPROACH

The research brief for this study of the financing of TVET in the Pacific includes the systematic gathering and analysis of information under four broad headings:

1. sources of funding for TVET;
2. expenditure patterns and trends in TVET;
3. financial mechanisms for channelling funds to and facilitating expenditure on TVET; and
4. costs of TVET delivery.

The approach taken in Solomon Islands is based on the general framework developed to guide the overall study.

2.1 DEFINING TVET IN SOLOMON ISLANDS

The first task was to determine the scope of TVET in Solomon Islands. The broad definition provided in the *Research Brief* for the overall study was:

'Post-secondary education and training programs designed to develop vocational skills. Degree and higher level programs, and subjects delivered as part of general education by secondary schools, are not included in this definition.'

In refining this definition for the purposes of the Solomon Islands study, a matrix was developed that identifies TVET programs by (a) the skill categories and levels they seek to develop and (b) by the institutions that offer them. The matrix is based on the general framework developed by the research team to guide the overall study. Skill categories and levels are in turn identified according to the qualification levels they are pitched at, and the occupations to which they are directed. The levels are based on the Pacific Qualifications Framework, and occupations are classified according to the International Standard Classification of Occupations (ISCO).¹

Institutions identified as providing structured TVET programs are classified according to whether they are public, mission/private training centres, or regional TVET providers based in the country, other Solomon Islands Government (SIG) line ministries and agencies that offer TVET-type programs, and employers in the state-owned enterprise (SOE) and private sectors. The matrix is shown in Table 2.1. The scope of the TVET sector in Solomon Islands as used in this study is depicted in green. The table lists the names of the individual providers (e.g. SINU) or groups of providers (such as the VTCs and RTCs) concerned. Organisations that provide training at those levels but which are in areas defined as out of scope for the study, such as police training and theological studies, are not listed in the table. The Australia-Pacific Technical College (APTC) is not listed as one of the regional providers because the Solomon Islands campus had not commenced at the time of the fieldwork.

¹ The PQF is used to structure the matrix as a national qualifications framework is not yet established in Solomon Islands. Providers have been assigned to PQF levels based on information about their programs.

Table 2.1 A skills/employment/training matrix for Solomon Islands

PQF - level of skills training		Occupational category (ISCO 08)		Providers			
				Training institutions			Other Govt. Ministries; SOEs; other employers
				Public	Mission Private or	Regional	
10	Doctoral	1/2	Managers Professionals	Solomon Islands National University		University of the South Pacific (USP) Open College of UPNG	
9	Masters						
8	Postgrad. Dip. Postgrad. Cert. Hons. Degree						
7	Bachelor Degree, Graduate Dip. Graduate Cert.						
6	Advanced Diploma	3	Technicians	Solomon Islands National University		USP Open College of UPNG	Institute of Public Admin. and Management (IPAM)
5	Diploma		Associate professionals				
4/3	Certificate Level 4 Certificate Level 3	4	Skilled trades	Solomon Islands National University		USP	IPAM
		5	Skilled clerical				
		6	Skilled agricultural, forestry and fishery workers				
		7	Craft and related trades workers				
2/1	Certificate Level 2 Certificate Level 1	4	Clerical support workers	Vocational subjects offered at secondary level	Don Bosco Technical Institute Private VTCs & RTCs (33) Public RTCs (6)	USP (continuing education)	IPAM National Trade Training & Testing Unit On- and off-the- job training
		5	Service and sales workers				
		8	Plant and machine operators Assemblers				
	Basic manual	9	Elementary occupations		Don Bosco Technical Institute Private VTCs & RTCs (33) Public RTCs (6) CBTCs (56)		National Trade Training & Testing Unit On-the-job training

	advanced skills/professional and managerial occupations/higher education
	middle level skills/ trade and technician occupations/TVET (the focus of the study)
	elementary employment skills/ unskilled and semi-skilled occupations/ general secondary & primary schools
	no training provided at this level

For the purposes of this study, the TVET sector in Solomon Islands is defined by the parameters identified in Table 2.2.

Table 2.2 TVET sector scope

Element	Criteria for inclusion in scope
TVET qualification levels	Pacific Qualifications Framework levels 1, 2, 3, 4, 5, 6
ISCO-08 major <ul style="list-style-type: none"> (first digit) occupational groups serviced by TVET 	<ol style="list-style-type: none"> 1. technicians and associate professionals 2. clerical support workers 3. service and sales workers 4. skilled agricultural, forestry and fishery workers 5. craft and related trades workers 6. plant and machine operators, and assemblers
TVET provision *	<ol style="list-style-type: none"> a. Public provider(s) Solomon Islands National University b. Mission/private training centres Vocational and rural training centres (39) Don Bosco Technical Institute - Henderson c. Regional provider(s) University of the South Pacific (USP) Solomon Islands Campus: <ul style="list-style-type: none"> • Centre for Community and Continuing Education (CCCE) • College of Foundation Studies Open College of UPNG d. Other structured training provider(s) SI Small Business Enterprise Centre MASE Business Proficiency Training Centre Kastom Garden (NGO) E.N. Technologies e. Public and private enterprise(s) Institute of Public Administration and Management (IPAM) Training supported/delivered by MDAs
TVET regulation	f. Ministry of Education and Human Resource Development

The following providers were deemed out of scope:

- Red Cross (Handicap Centre);
- Community Based Training Centres (56 centres);²
- Royal Solomon Islands Police Academy;
- Helena Goldie Hospital College of Nursing (Western Province); and
- Atoifi College of Nursing (Malaita Province).

² CBTCs are considered non formal training centres.

2.2 DATA REQUIREMENTS

Analysis of financial flows and mechanisms, the estimation of unit costs of TVET provision and assessment of TVET program outcomes require a solid base of comprehensive, reliable, current and frequently up-dated information. The key data identified for the study comprised the following fields and sub-fields.

Table 2.3 TVET program details

Area	Details
Program offerings	<ul style="list-style-type: none"> - course levels, fields, duration etc - fees and student assistance - maximum student contact hours
Student numbers	<ul style="list-style-type: none"> - enrolments, new and total - graduates (successful completions) - student training hours - student outcomes (tracer data)
Staffing	<ul style="list-style-type: none"> - staff numbers and categories - equivalent full-time staff - teaching loads, etc
Funding sources	<ul style="list-style-type: none"> - Government annual budget allocations – Ministry of Finance and Treasury - Targeted ODA grants (The Australian Aid Program, NZAID, Others) - Student fees - Sale of products and services - Industry/employer contributions - Churches and community - Other sources
Expenditure categories – planned and actual	<ul style="list-style-type: none"> - Recurrent expenditure - Personnel – staff salaries and other emoluments - Direct operating expenses – utilities, teaching materials and consumables, etc - Overhead expenses – e.g. pro-rata share of general institutional costs of administration - Development expenditure – staff development, curriculum development, etc - Capital programs – civil works, equipment, etc
Scholarship and other student assistance programs	<ul style="list-style-type: none"> - Scholarships and other forms of student assistance (living allowances, rent assistance, subsidized accommodation, etc) are transfer payments

2.3 AVAILABLE INFORMATION SOURCES³

The team initially conducted an extensive review of data available for Solomon Islands. This review included desk analysis and discussion with key organisations during the facilitation visit to Solomon Islands in April 2013. The main purpose of this initial review was to minimise the burden on TVET stakeholders by making use of existing data and confining any new collections to filling gaps.

Table 2.4 summarises the main sources of available data.

³ A full list of all documents and web-based material cited is contained in the References.

Table 2.4 Documents and data sources used in the study

Publication status	Document type	Document name
Published and unpublished documents of Government and its ministries and agencies	Legislation and planning documents	MEHRD (2012). <i>Manual: Financial Management Education Sector</i> . Honiara: SIG MEHRD (2013). <i>National Education Action Plan 2013-2015</i> . Honiara: SIG MEHRD (2007). <i>Education Strategic Framework 2007-2015</i> . Honiara: SIG. MEHRD (2012). <i>Solomon Islands Teaching Service Handbook 2012</i> . Honiara: SIG. MEHRD (2012). <i>Teacher Appraisal Handbook: For Primary & Secondary Schools ECE and TVET Centres in Solomon Islands 2011</i> . Honiara: SIG. MEHRD (2012). <i>Up-dated Policy Statement and Guidelines for Grants to Schools in Solomon Islands</i> . Honiara: SIG. SIG (1978). <i>Education Act 1978</i> . Honiara: SIG SIG (2012). <i>Ministry of Finance and Treasury Corporate Plan 2012 – 2014</i> . Honiara: SIG SIG (2012). <i>Solomon Islands National University Act 2012</i> . Honiara: SIG SIG (2012). <i>Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012</i> . Honiara: SIG.
	Government Budget Documents	SIG (2012). <i>Solomon Islands Budget 2012: Budget Strategy and Outlook</i> . Honiara: SIG. SIG (2013). <i>Financial Circular (draft)</i> . Honiara: SIG. SIG 2010 Budget (recurrent and development) SIG 2011 Budget (recurrent and development) SIG 2012 Budget (recurrent and development) SIG 2013 Budget (recurrent and development)
	Department of Statistics	SIG (2006). <i>Household Income and Expenditure Survey 2005/2006 Provincial Report (Part Two)</i> . Solomon Islands Statistics Office, Department of Finance and Treasury, Honiara: SIG Solomon Islands National Statistics Office (2011). <i>Gross Domestic Product 2005-2009, 'Erratum', Statistical Bulletin: 02/2011</i> .
	Annual Reports	MEHRD (2012). <i>Annual Report 2011</i> . Honiara: SIG MEHRD (2012). <i>Performance Assessment Framework Report 2009-2011</i> . Honiara: SIG
	Commissioned reports	Bird, C. (2007). <i>Blowing the conch shell: a baseline survey of churches engagement in service provision and governance in the Solomon Islands</i> . AusAID and Solomon Islands Christian Association (SICA). Gannicott, K. (2012). <i>Education Expenditure and Sub-Sector Analysis in Solomon Islands: Work in support of NEAP Assessment Report 2009-2013 and NEAP 2012-15; Solomon Islands Government Consolidated Budgets, Years 2010, 2011, 2012, and 2013</i> .
Published and unpublished documents of development		AusAID (2012). <i>Solomon Islands Annual Program Performance Report 2011</i> . Canberra: AusAID AusAID and DFAT (2004). <i>Solomon Islands: Rebuilding an island economy</i> . Canberra: Commonwealth of Australia. Emmott, S., Barcham, M. & Tarcisius Kabutaulaka, T. (2011). <i>Annual</i>

Publication status	Document type	Document name
partners		<i>Performance Report: A Report on the Performance of the Regional Assistance Mission to the Solomon Islands 2010.</i> Honiara: SIG and RAMSI. World Bank (2013). <i>Country Partnership Strategy for Solomon Islands for the Period FY2013 – 2017</i> . Washington, DC: World Bank. World Bank (2012). <i>Skills for Solomon Islands: Opening New Opportunities</i> . Sydney: World Bank.
Other	Public	- SINU Budget 2013 - SICHE Budget 2012 - SICHE Budget 2011 - SICHE Budget 2010
	Private and NGO reports	- Business Survey of enterprises - Solomon Islands Association of Vocational Rural Training Centres (SIAVRTC) (2013). <i>SIAVRTC Annual report</i> . Honiara: SIAVRTC.

2.4 REVIEW OF SECONDARY SOURCE MATERIAL

Table 2.5 summarises the available source material on TVET. The summary refers to the availability of data in terms of the study's particular needs. It does not relate to other aspects of the information included in the documents and the particular reports concerned.

Table 2.5 Summary of available source material on TVET

Source material	SINU	VRTCs	Regional providers	NGOs	MEHRD	MDAs	EAs
Strategic plans							
Operational plans							
Budget allocations							
Annual reports							
Websites							
Donor strategies/plans							
Donor annual reports							
Commissioned reports							

	current , with useable TVET and financial statistics
	current , with useable TVET statistics, but without financial statistics
	out-of-date or incomplete, but with useable TVET and financial statistics
	out-of-date or incomplete, with limited TVET statistics and no financial data
	no reports available

Preparation of budgeting and planning documentation is the responsibility of MEHRD. SINU has responsibility for managing its own budget. For VRTC budgeting is the responsibility of the principal; which is heavily dependent on the skills and knowledge of staff and the availability and access to technology and software.

Legislative and planning reports provide information pertaining to the legislative base as well as the vision of education and training for Solomon Islands. In Solomon Islands a range of strategic plans were available but there was limited statistical and financial data.

Annual reports have the advantage of being able to record actual expenditure, as opposed to estimated numbers. The annual reports of the MEHRD provide useful information in terms of the education system however these reports and supporting documentation did not provide statistical information in relation to TVET in the vocational and rural training centres or at SINU.

2.5 APPROACH TO FILLING INFORMATION GAPS

The approach taken to filling in the information gaps is outlined in Figure 2.1. As well as reviewing all available information sources, the study team has pursued other approaches to filling the information gaps:

- For system level data on recurrent and development financing and provision, the team worked closely with MEHRD. For program level data, the team visited the key TVET provider SINU and 13 vocational and rural training centres across 4 provinces, 1 private provider as well as interviewed 8 Education Authorities.⁴

Customised data collection templates were prepared for training providers and Education Authorities. The templates were based on data collection instruments developed by for the overall study. The customised templates were discussed with SINU, the SIAVRTC (for the VRTCs) and one EA before being sent by email/post for completion. All EAs were sent the copies of the relevant survey instrument prior to interview. All VRTCs (and the one private provider) were sent copies of the survey instrument and were asked to complete and return. For the 13 VRTCs visited, the relevant survey was completed as much as possible on site. However, of the 13 VRTCs visited only 10 could provide robust financial data to be used for this report. An additional four VRTCs and one private provider submitted a survey return which was also used for this report. All completed survey templates were checked with providers. To illustrate the types of data that were collected from providers and EAs, Annex 5 includes the questionnaires used for SINU. In all cases, permission was sought and obtained from the management of the respective EAs and providers.

- A pilot survey of public and private enterprises was conducted regarding training expenditures. The pilot survey was based on the methodology developed by the research team for the overall study. This survey was discussed with the National Statistics Office and the Solomon Islands Chamber of Commerce. The Chamber of Commerce assisted with a short list of 30 enterprises operating in Solomon Islands. This list was extended by the team due to the lack of responses. Team members

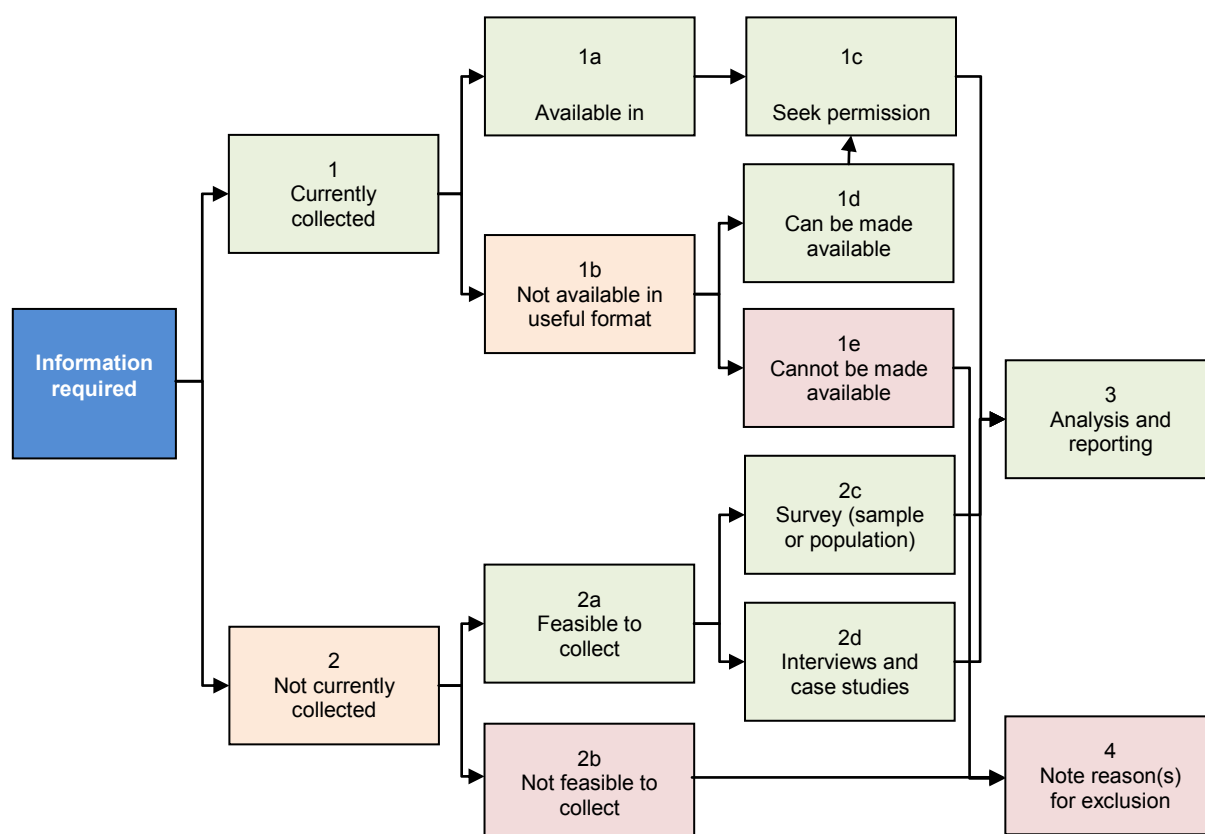
⁴ There are 10 EAs responsible for VRTCs. A review of VRTC SIEMIS data submissions and completed survey data forms indicated that both VRTCs and EAs had difficulty completing surveys due to a range of factors such as: finances were not in a state/format to be able to be provided, limited survey literacy, limited program planning and organisation.

visited enterprises and also followed up by phone and email to promote the level of responses.

Details of how the survey was conducted, the results it produced and the lessons that were learnt from it, are contained in Chapter 15.

- The team conducted an extensive series of meetings and interviews with as many stakeholders and their representatives as time permitted, in order to provide its members with as clear an understanding of the TVET sector, how it is conducted and resourced. In this aspect of the study the team was greatly helped by the National Reference Group (NRG) that was established to provide guidance and support to the team during its information collecting mission. Details of the NRG, its composition, functions and meetings, are contained in Annex 3. A comprehensive list of people consulted and institutions visited are also contained in the Annex 4.
- Following the fieldwork, the team provided a draft report for comment to both the National Reference Group (NRG) and to DFAT. The research team acted on feedback and developed a penultimate draft in preparation for consultation at a workshop held in Honiara on 10 December 2013 before finalisation.

Figure 2.1 Approach to data collection



2.6 INDICATIVE QUALITY OF INFORMATION COLLECTED

The research team pieced together considerable data relating to TVET programs, student and staff statistics, especially for the providers of structured training programs. The most apparent gaps were amongst the vocational and rural training centres and amongst employers. Statistics relating to staff numbers and level of pay was available for vocational and rural training centres (from the Teaching Service Office) but not available all details were made available from SINU. In terms of MDAs, IPAM provided annual reports and student enrolment data however the Ministry of Commerce, Industry and Employment did not provide any annual reports or other documentation related to training. The University of Papua New Guinea did not provide information in relation to student enrolments or graduations. Documented information related to student hours of training, across the board, were limited. Table 2.6 summarises the quality of information on TVET programs.

Table 2.6 Indicative quality of information on TVET programs

	SINU	VRTCs	Regional providers	NGOs	MEHRD	MDAs*	EAs
Program descriptions					n.a.		
Fees					n.a.		
Student contact hours					n.a.		
Enrolment numbers							
Graduation numbers							
Student outcomes					n.a.	n.a.	
Staffing numbers	n.p.						
Teaching hours					n.a.		

	good, reliable, comprehensive, up-to-date
	fair- but not current and/or complete
	patchy, not complete
	limited , nothing systematic
	no relevant data available

*Includes Institute of Public Administration and Management (IPAM) and Ministry of Commerce, Industry and Employment (MCIE). IPAM provided information however limited information was made available from MCIE.

The overall quality of data provided to the study by the main TVET stakeholder (SINU) is good, and provided actual funding and expenditures. The quality of data from Vocational and Rural Training Centres was limited in terms of actual funding and expenditure. Table 2.7 summarises the quality of information on financial data in the TVET sector.

Table 2.7 Indicative quality of TVET sector financial data

	SINU	VRTCs	Regional providers	NGOs	MEHRD	MDAs*	EAs
Government/Church			n.a.		n.a.		
The Australian Aid Program	n.a.						
Other ODA			n.a.				
Student fees					n.a.		n.a.
Registration fees	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Sale of services	n.a.		n.a.	n.a.	n.a.	n.a.	n.a.
Industry contributions			n.a.	n.a.	n.a.		n.a.
Expenditure			n.a.				

	good, reliable, comprehensive, up-to-date
	fair- but not current and/or complete
	patchy, not complete
	limited , nothing systematic
	no relevant data available

*Includes Institute of Public Administration and Management (IPAM) and Ministry of Commerce, Industry and Employment (MCIE).

PART II: COUNTRY BACKGROUND

CHAPTER 3 GOVERNMENT, CULTURE AND GEOGRAPHY

3.1 GOVERNMENT AND ADMINISTRATION

Solomon Islands is a sovereign country with the country's capital, Honiara located on the island of Guadalcanal.

Solomon Islands' first contact with Europeans was in 1568, when the Spanish explorer Álvaro de Mendaña visited the region. Whaling boats and traders began to visit the archipelago during the nineteenth century, followed by Christian missionaries.

In 1893, the United Kingdom Government established a protectorate over the eastern group of islands; with Germany controlling most of the west. In 1899 as a result of an Anglo-German agreement, the United Kingdom protectorate was extended to all nine main island groups now part of Solomon Islands, while Buka and Bougainville became part of German New Guinea (later incorporated into Papua New Guinea).⁵

The United Kingdom granted Solomon Islands internal self-government in 1976, followed by independence on 7 July 1978. At independence, Solomon Islands joined the Commonwealth with Queen Elizabeth II as its Head of State, represented by a Governor-General.

The unicameral national Parliament comprises 50 members elected for a four-year term by universal adult suffrage and under a first-past-the-post voting system. The Prime Minister is elected by a majority vote of members of Parliament. Party structures in Solomon Islands are fluid, with extensive coalition-building usually required to form government. In addition to the national Government there are nine provincial assemblies, each led by a Premier.⁶

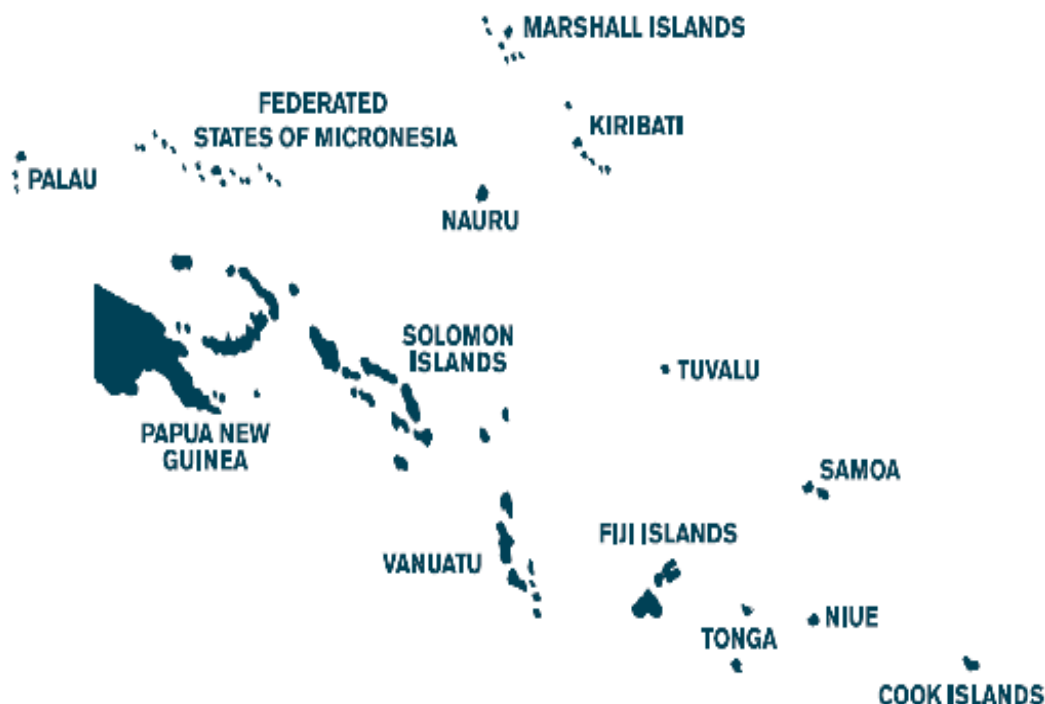
Solomon Islands was the scene of fierce fighting during the Second World War between the United States and Japan. The Solomon Islands campaign (1942–1945) included the Battle of Guadalcanal.

3.2 GEOGRAPHY

Solomon Islands is an archipelagic state of 992 islands spread over 28,400 km² kilometres situated in the south-west Pacific Ocean. Solomon Islands lies east of Papua New Guinea and lies between latitudes 5° and 13°S, and longitudes 155° and 169°E.

⁵ The country of Solomon Islands should not be confused with the Solomon Islands archipelago, which is a collection of Melanesian islands that includes Solomon Islands and Bougainville Island.

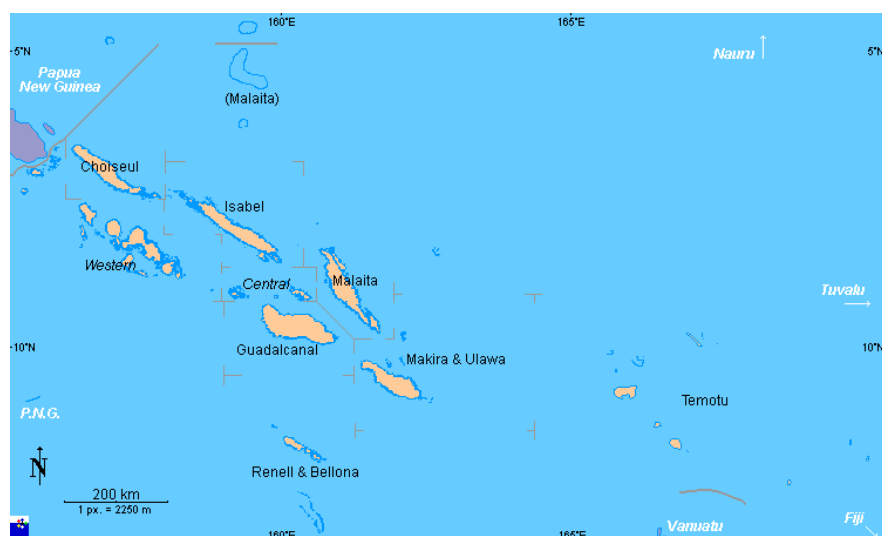
⁶ DFAT, http://www.dfat.gov.au/geo/solomon_islands/solomon_islands_brief.html, accessed July 2013

Figure 3.1 Map of Pacific Island countries

Solomon Islands consist of the following main islands and island groups: Choiseul, the Shortland Islands; the New Georgia Islands; Santa Isabel (Ysabel); the Russell Islands; Nggela (the Florida Islands); Malaita; Guadalcanal; Sikaiana; Maramasike; Ulawa; Uki; Makira (San Cristobal); Santa Ana; Rennell and Bellona; the Santa Cruz Islands and three remote, tiny outliers, Tikopia, Anuta, and Fatutaka.

The country has nine provinces⁷ and a separate administrative centre for Honiara.

⁷Central, Choiseul, Guadalcanal, Makira & Ulawa, Malaita, Rennell & Bellona, Temotu, Western and Ysabel

Figure 3.2 Map of Solomon Islands

3.3 RELIGION AND CULTURE

Churches play a significant role in Solomon Islands. Missionaries began visiting in the mid-19th century and have been a part of its history for over 160 years. Church presence and networks reach to the remotest parts of the country; however, the various church sectors have varying levels of domination across and within geographic regions. Church communities fall within three categories:

- Mainline: Anglican Church of Melanesia (COM), Catholic Church of Solomon Islands (CCSI), South Sea Evangelical Church (SSEC), United Church in Solomon Islands (UCSI), and Seventh-day Adventist Church (SDA) with the latest inclusion the Church of the Nazarene;
- Pentecostal: Assembly of God, Christian Outreach Church, Christian Revival Crusade, Rhema, Church of the Living Word, Reigning Ministry, Bible Way Centre, Kingdom Harvest, and Agape Full Gospel; and
- Other: Christian Fellowship Church (CFC), Jehovah's Witnesses and Bahai.⁸

The mainline churches cover about 90.4 per cent of the total population of Solomon Islands, and with the Pentecostal churches coverage is about 97.7 per cent of the total population of Solomon Islands.⁹

The mainline churches' involvement in education and health service delivery is significant and dates back to the early pioneering stage of their missions. Solomon Islands churches have made and continue to make significant contributions to the development and governance of Solomon Islands.¹⁰

⁸ Bird (2007), p. 1

⁹ Bird (2007), p. 1

¹⁰ Bird (2007), p. 1

There are five major ethnic groups with Melanesians accounting for 95 per cent of the population. In Solomon Islands for each of the tribal or village societies the *wantok*¹¹ system or 'kinship is the traditional and continuing cement, binding the individual to the group'.¹² The ownership of land and maritime resources is based on customary use which can be traced back to the original settlers of an area. Traditionally, Solomon Islanders were not highly mobile and the urban drift of people to Honiara is a relatively recent development.¹³

The Melanesian islands have not traditionally had an overarching leadership class. The various tribal groups are not uniform and have differing cultural traditions for inheriting political authority and land. For example, people on Guadalcanal pass land on through matriarchal lines while Malaitans pass theirs on through patriarchal lines.¹⁴

While customary land ownership, which covers around 87 per cent of the land, provides most Solomon Islanders with social stability and can meet basic needs for food and shelter, it creates problems for developing large-scale infrastructure and private sector projects.¹⁵

3.4 CIVIL UNREST

In recent years, Solomon Islands has suffered significant civil unrest and is emerging from a period of 10 years of tensions.

In 1999, 'the mix of economic stagnation and political decay began to erupt into conflict between people from the islands of Malaita and Guadalcanal'.¹⁶ The conflict was said to originate back to the relocation of the capital from Tulagi to Honiara and the resultant move of a big labour force from other islands with the majority from Malaita. Issues arose between the two groups, often taking the form of disputes over inheritance, use of leased land and divergent social customs. These tensions erupted into open confrontations in 1998 between two militant forces. The resulting conflict caused over 200 deaths, and 20,000 Malaitans and people from other islands fled Guadalcanal.¹⁷

Extensive damage was suffered, including damage to personal property, transport and communications infrastructure, schools, water supply and sanitation systems, government buildings and the health sector. Tensions between the traditional owners and the requirements of modern businesses for adequate land tenure rights escalated during the ethnic conflict period, closing such large-scale operations as Gold Ridge Mine and Solomon Islands Plantation Ltd.¹⁸

The situation was said to stabilise after an interim government was formed in 2000. In October 2000 the government signed an agreement with the two militia groups in Townsville, Australia (Townsville Peace Agreement) and the militias agreed to surrender their weapons in return for compensation and development aid.

¹¹Wantok means 'one talk' in Pidgin and refers to close relationship with others and includes the notion of both familial support and obligations.

¹²AusAID and DFAT (2004), p. 4

¹³AusAID and DFAT (2004), p. 4

¹⁴AusAID and DFAT (2004), p. 4

¹⁵AusAID and DFAT (2004), p. 4

¹⁶AusAID and DFAT (2004)

¹⁷AusAID and DFAT (2004)

¹⁸AusAID and DFAT (2004), p. 3.

In the decade since the tension, elections have been held in 2006 and 2010, and the country has been relatively peaceful. There was one bout of unrest when parts of Honiara's Chinatown were destroyed following the 2006 elections.¹⁹ However, the election resulted in a fragile coalition which continued into 2011. Civil unrest also occurred in November 2010 following the sentencing and imprisonment of the then Minister of Fisheries and Marine Resources.²⁰

While often characterised as an ethnic conflict, the tension is said to have 'multiple political and economic causes, including the disproportionate concentration of economic development in and around Honiara compared to the rest of the country. Rapid social change associated with increasing urbanisation also contributed to stresses, including the erosion of customary authority, disenchantment among young people, and a loss of social cohesion'.²¹

In 2003, a security force, the Regional Assistance Mission to Solomon Islands (RAMSI) was established at the request of the Solomon Islands Government. RAMSI was a partnership between Solomon Islands and 15 countries of the Pacific. RAMSI forces included soldiers, police and civilians. The Mission concluded in 2013.

The findings in this study should be considered in light of this history, with recognition of the stage that Solomon Islands is at, in terms of its social, political and economic development since the tensions.

¹⁹World Bank (2013). *Solomon Islands – Country Partnership Strategy for the Period FY2013–2017*. p. 2

²⁰Emmott, Barcham, & Tarcisius Kabutaulaka (2011)

²¹World Bank (2013), *Solomon Islands – Country Partnership Strategy for the Period FY2013–2017*. p. 2

CHAPTER 4 DEMOGRAPHY

Solomon Islands has the third largest Pacific island population after Papua New Guinea and Fiji. The most recent population and housing census data is for 2009 and counts the total population of Solomon Islands 515,870. More than 40 per cent of the population is under 15 years of age and the youth population (between 15 to 24 years of age) is more than 18 per cent of the total population. The median age is 19.7.

The population growth rate in Solomon Islands is one of the highest in the world. While census data from 2009 indicates an average national growth rate of 2.3 per cent, this percentage has increased to 2.8 per cent in 2012.²² Table 4.1 indicates that the majority of the population – 80 per cent – lives in rural areas, while the remaining 20 per cent lives in urban areas. The high rate of urbanisation is indicated by the significant population density in Honiara, the country's primary urban centre.

Table 4.1 Total population by province, gender, growth rate and density, 2009

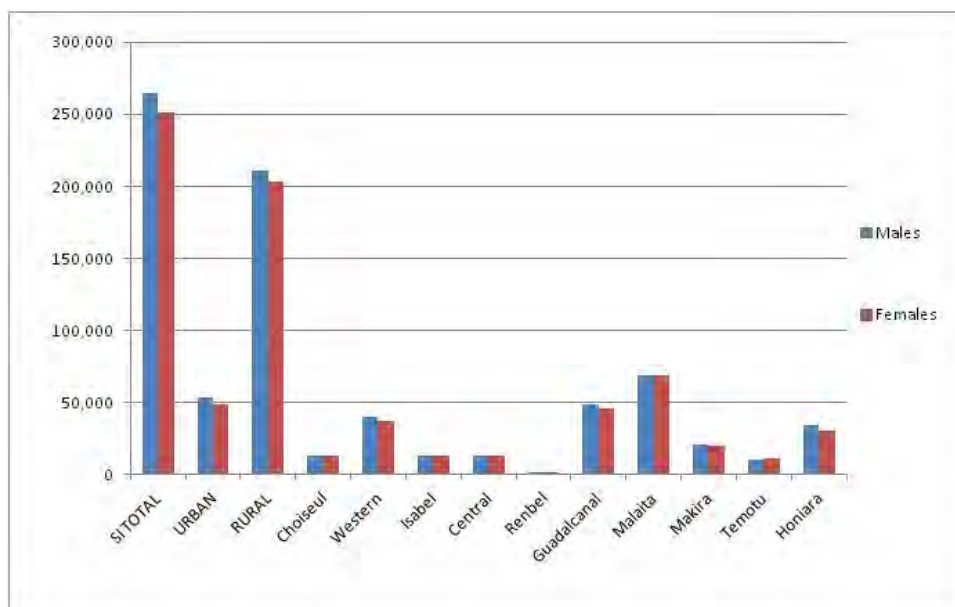
	Total	Urban	Rural	Choiseul	Western	Isabel	Central	Renbel	Guadalcanal	Malaita	Makira	Temotu	Honiara
Male	264,455	53,596	210,859	13,532	39,926	13,328	13,261	1,549	48,283	69,232	20,789	10,466	34,089
Female	251,415	48,434	202,981	12,840	36,723	12,830	12,790	1,492	45,330	68,364	19,630	10,896	30,520
Growth Rate %	2.3	4.8	1.8	2.8	2.0	1.5	1.9	2.5	4.4	1.2	2.6	1.2	2.7
Population Density *	17			7	10	6	42	5	18	33	13	25	2,593

Source: SIG National Statistics Office, Solomon Islands Population and Housing Census 2009

*Population per square kilometre

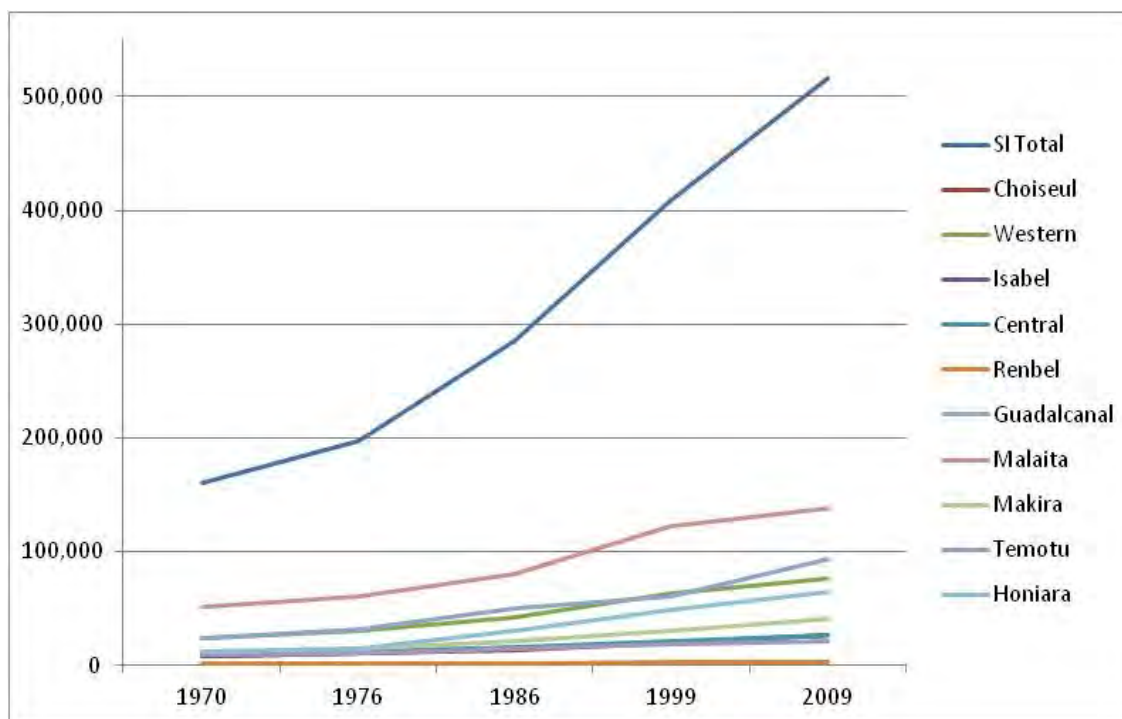
The total population in 2009 was over 515,000. Figure 4.1 indicates a slightly higher number of males than females across the country and provinces. Malaita Province had the highest population followed by Guadalcanal Province; however, Malaita Province had the lowest growth rate in the country, while Guadalcanal Province had the highest growth rate of all the provinces. Central Province had one of the lowest numbers of residents of all provinces, but the highest population density in the country after Honiara.

²² MEHRD (2007) *Education Strategic Framework 2007–2015*.

Figure 4.1 Total population by province and gender, 2009

Source: SIG National Statistics Office, Solomon Islands Population and Housing Census 2009

Figure 4.2 indicates a dramatic rise in the total population of Solomon Islands since 1970. The most significant growth has occurred in Guadalcanal and Honiara, which underscores the rapid rate of urbanisation in the Honiara region. While Malaita Province has the most highly populated province in Solomon Islands, its growth rate has slightly slowed in comparison to Guadalcanal Province and Honiara, while Western, Choiseul, and Makira provinces have also experienced growth.

Figure 4.2 Total population by census year and province, 1970-2009

Source: SIG National Statistics Office, Solomon Islands Population and Housing Census 2009

CHAPTER 5 LANGUAGE, LITERACY AND EDUCATION

5.1 LANGUAGE AND LITERACY

The population of Solomon Islands, estimated to be over 550,000 in 2011, is predominantly Melanesian (about 95 per cent) although there are also small Polynesian, Micronesian, Chinese and European communities. There are 63 distinct languages in the country, with numerous local dialects. English is the official language but for the majority of people Solomons Pijin is the common language used for communication.

The official figures for Solomon Islands' literacy levels are recorded as being 84.1 per cent as the proportion of the population 15 years of age and older who are able to read and write a simple sentence in any language. The rate is higher for males (88.9 per cent) to females (79.2 per cent).²³

5.2 THE EDUCATION SYSTEM

There are four levels of formal education in Solomon Islands:

- early childhood education (3 to 5 years of age);
- primary education (6 to 11 years of age);
- secondary education, including junior (levels 7–11) and senior levels (levels 12–13); and
- tertiary, which has an embedded vocational education and training sector.

The education system is heavily reliant on community and mission schools; other than SINU there are only two government schools (government national secondary schools).

Figure 5.1 outlines both the formal and non-formal sectors of education in Solomon Islands. Formal learning is defined by CEDEFOP (2011) as learning that 'occurs in a structured and organised environment (in an education or training institution or on the job) and is explicitly designated as learning. Formal learning is intentional from the student's point of view. It typically leads to validation and certification'.²⁴ Non-formal learning, as defined by CEDEFOP (2011), is learning that is 'embedded in planned activities not formally designated as learning. Non-formal learning is intentional from the student's point of view'.²⁵

Figure 5.1, as in other key SIG or MEHRD policy documents, indicates that vocational training in rural training centres is considered non-formal. However, 40 rural training centres are recognised by MEHRD as providers of vocational training; are provided with government funding; and the centres provide recognition of the learning outcomes – as such they would be better designated as 'formal'.

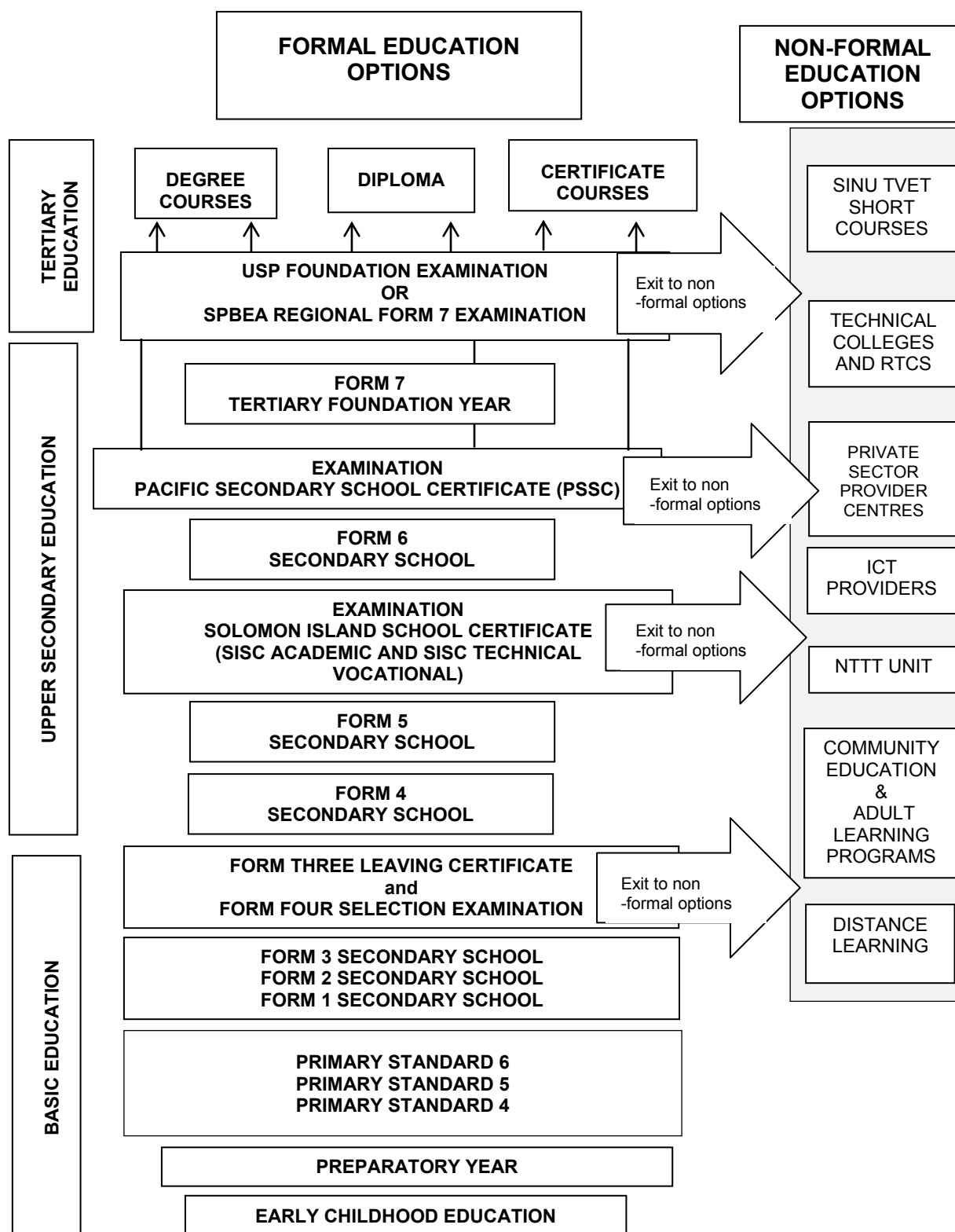
This study of TVET in Solomon Islands focuses on programs provided in the tertiary sector in Solomon Islands National University²⁶ and vocational and rural training centres.

²³SIG National Statistics Office (2011), *Basic Tables and Census Description, Solomon Islands Population and Housing Census 2009, Statistical Bulletin 6/2011*.

²⁴CEDEFOP (2011), p. 44

²⁵CEDEFOP (2011), p. 71

²⁶Formerly Solomon Islands College of Higher Education

Figure 5.1 Overview of education system ²⁷

²⁷ Source: MERHD (2007). *Education Strategic Framework 2007–2015*, p. 70. PSSC = Pacific Senior Secondary Certificate. SISC = Solomon Islands Secondary Certificate.

The national summary of participation rates (enrolment numbers) by education levels 2009–2011 (excluding tertiary education) is included below.

Table 5.1 The national summary of participation rates (enrolment numbers) by education levels, 2009–2011 (excluding tertiary education)

Sector	2009	%	2010	%	2011	%
ECE	22092	12.5	22895	12.6	22817	12.2
Primary	116619	65.8	119266	65.6	121720	65
Junior Secondary	25045	14.1	25642	14.1	27258	14.6
Senior Secondary	13598	7.7	14064	7.7	15525	8.3
Total	177354	100	181867	100	187320	100

Source: MEHRD 2012, *Performance Assessment Framework report 2009–2011*, SIEMIS

5.3 EARLY CHILDHOOD EDUCATION

The early childhood education (ECE) sector is essentially community based, with only about half of them being officially registered. In 2011, there were 521 centres, 222 of which were registered, of which 87 received a government grant.²⁸

Table 5.2 outlines the summary data for ECE centres, 2011.

Table 5.2 Registered ECE centres and enrolment of ECE centres population

Provinces	ECE Centres Registered per province ECE Centres		Enrolment per province			ECE grants per province
			Male	Female	Total	
Central	16	14	346	362	708	5
Choisuel	25	19	549	465	1014	4
Guadalcanal	52	31	1184	1139	2323	14
Honiara	35	26	1478	1343	2821	12
Isabel	59	20	956	910	1866	9
Makira/Ulawa	73	25	1459	1318	2777	8
Malaita	167	36	3518	3301	6819	25
Rennell and Bellona	2	2	72	76	148	2
Temotu	24	15	435	443	878	4
Western	68	34	1461	1344	2805	4
Total	521	222	11458	10701	22159	87

Source: MEHRD (2012). *Annual Report 2011*.

Age of enrolment can vary from ages 3 to 5 years of age but there are some centres that enrol 8 to 9 years of age. Policy and guidelines are in place and direct the administration of the centres. Enrolments are mainly urban based.²⁹

²⁸ MEHRD (2012), *Annual Report 2011*

²⁹ Pedersen & Wasuka. (2010), p. 62

In general, the curriculum has not been structured and there has been no formal approved curriculum. An ECE Curriculum Framework was approved in 2011 by the National Education Board and the Cabinet of the Solomon Islands Government.³⁰

Funding sources include government salaries for staff, government grant (a pupil based grant if the centre is managed by teachers trained at SICHE [now SINU] to teacher certificate level), own funding and NGO partnerships. Most ECE centres have to raise their own funds to run programs, including paying for staff salaries not on the government payroll.

5.4 PRIMARY EDUCATION

Compulsory education begins at the age of six with primary schooling, covering 7 years of schooling. In 2009, about 96 per cent of all eligible children were enrolled in primary school. Of approximately 110,500 students enrolled, 53 per cent were boys. The primary education has the highest enrolment compared to other education sub-sectors.³¹

In 2008, there were 517 primary schools and 161 community schools. Community High Schools include both primary and junior secondary levels.³² School committees are responsible for school governance; however, teachers are employed by the local Education Authority and management rests with the Authorities. Salaries are managed through a centralised payroll. MEHRD inspectors are responsible for checking education standards.

A free fee policy means that schools may not charge fees and an operating grant is provided to schools on a per capita student basis.

Table 5.3 summarises the number of pupils enrolled in primary schools by province.

Table 5.3 Number of pupils enrolled in primary education by province and gender, 2009–2011

Provinces	2009			2010			2011		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	2776	3210	5986	2827	3181	6008	2844	3247	6091
Choisuel	2684	2896	5580	2801	3044	5845	2941	3224	6165
Guadalcanal	9463	1028	19751	9589	10345	19934	9747	10410	20157
Honiara	6195	6431	12626	6565	6692	13257	6851	6889	1370
Isabel	2528	2828	5356	2511	2781	5292	2556	2869	5425
Makira/Ulawa	4165	4787	8952	4395	4927	9322	4627	5204	9831
Malaita	17229	19500	36729	17642	19824	37466	17768	20058	37826
Rennell and Bellona	324	349	673	316	321	637	318	346	664
Temotu	2221	2498	4719	2376	2634	5010	2368	2716	5084
Western	7872	8375	16247	7835	8660	16495	8043	8694	16737
Total	55457	61162	116619	56857	62409	119266	58063	63657	121720

Source: MEHRD 2012, *Performance Assessment Framework report 2009–2011*, SIEMIS

³⁰MEHRD (2012). *Annual Report 2011*

³¹MEHRD (2012). *Performance Assessment Framework report 2009–2011*

³²Pedersen & Wasuka. (2010), p. 62

5.5 SECONDARY EDUCATION

The secondary education system includes a range of schools – junior high schools, community high schools, provincial secondary schools and government national secondary schools.

Junior secondary education includes years 7, 8 and 9 and is provided by national secondary schools, provincial secondary schools and community high schools. Access to junior secondary is difficult, particularly for rural students. Community High Schools are mainly day schools whereas the others include boarding facilities.³³ The schools are provided with a schools grants system based on per capita student.

Table 5.4 summarises the number of pupils enrolled in junior secondary education by province.

Table 5.4 Number of pupils enrolled in junior education by province and gender, 2009–2011.

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

Source: MEHRD 2012, *Performance Assessment Framework report 2009–2011*, SIEMIS data 2010, 2011 and 2012

Senior secondary schools include community high schools, provincial secondary schools and national secondary schools.

Curriculum is managed through MEHRD. Operational management is the responsibility of the school principal. School boards are accountable to an Education Authority. Salaries are centralised through MEHRD. Again a school grant system is based on per capita student with boarding schools receiving an additional grant per student.

There are two government national secondary schools under the control of MEHRD. Teachers at these two schools are employed as public servants rather than through the Teaching Service.

³³Pedersen & Wasuka. (2010), p. 63.

Table 5.5 summarises the number of pupils enrolled in senior secondary education by province.

Table 5.5 Number of pupils enrolled in senior education by province and gender, 2009–2011.

Provinces	2009			2010			2011		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	181	130	311	156	210	366	153	188	341
Choisuel	85	110	195	108	112	220	82	125	207
Guadalcanal	1024	1718	2742	1016	1705	2721	1081	1811	2892
Honiara	1510	2226	3736	1638	2375	4013	1790	2700	4490
Isabel	318	358	676	357	410	767	328	396	724
Makira/Ulawa	407	685	1092	410	652	1062	421	715	1136
Malaita	407	685	1092	410	652	1062	421	715	1136
Rennell and Bellona	44	63	107	65	80	145	71	90	161
Temotu	169	200	369	201	227	428	234	293	527
Western	897	1398	2295	854	1458	2412	1019	1567	2586
Total	5379	8219	13598	5658	8406	14064	6053	9472	15525

Source: MEHRD 2012, *Performance Assessment Framework report 2009–2011*, SIEMIS data 2010, 2011 and 2012

5.6 TERTIARY EDUCATION

Post-secondary education includes both higher education and vocational education and training. Key policy documents tend to view tertiary education as one sector and do not differentiate between higher education and vocational education and training, nor do they recognise training not undertaken in the University as formal education and training.

Higher education is provided by:

- Solomon Islands National University³⁴
- University of the South Pacific
- University of Papua New Guinea.

Vocational education and training is mainly provided by:

- Solomon Islands National University
- vocational and rural training centres
- line ministries or organisations, such as professional and continuing education essentially provided to public servants through IPAM
- private providers and NGOs.

Non-formal training is provided through Community Based Training Centres.

³⁴Formerly Solomon Island College of Higher Education

Underpinning authorities for tertiary education providers are:

- The Education Act 1978
- Solomon Islands National University Act 2012
- Constitution (Amendment Act) 1978
- Public Finance and Audit Act 1978
- The Research Act 1984.³⁵

The Solomon Islands National University (SINU) is based in Honiara Guadalcanal and provides TVET certificate or diploma programs to students who enter after Form 3 or Form 6. Government funding is provided to SINU along with a significant level of apprenticeship sponsorship and support grants (or sponsorships) for student fees and living expenses, for example, lunch.

TVET provision in the provinces is made available through vocational and rural training centres (VRTCs). The vocational and rural training centres are loosely managed by Education Authorities and if registered with the MEHRD are provided with a per capita student grant and per capita student boarding grant (if relevant). Registered vocational and rural training centres (n=40)³⁶ also have teaching staff salaries paid by MEHRD. There are only 4 of these 40 centres that do not have boarding facilities.³⁷ Refer to Annex 6 for a list of VRTCs, their general area of training and other details plus registration status.

There are no publicly reported and collated figures for higher education or vocational education in MEHRD annual reports or supplementary reports. At the time of the in-country research the SIEMIS data for vocational and rural training centres had not been entered onto the database and SICHE/SINU had not submitted SIEMIS data.

³⁵ Pedersen & Wasuka. (2010), p. 64

³⁶ This excludes the Red Cross Society

³⁷ Don Bosco-Henderson, St Peter's, GSF and Tuvaruhu

CHAPTER 6 ECONOMY AND THE LABOUR FORCE

6.1 STAGE OF ECONOMIC DEVELOPMENT

The majority of the population of Solomon Islands participates in subsistence or cash crop agriculture, with less than 25 per cent of the population involved in paid work. Both the logging industry and the mining sector are significant sources of revenue for the country. Solomon Islands economy experienced a period of severe stagnation during the period of the ethnic conflict (1998–2003), but gradually recovered with the deployment on RAMSI in 2003.

Real GDP growth has ranged between -4.7 and a record 10.7 per cent over the past six years while exports have contributed to an average of 44 per cent of GDP (Table 6.1). While there was significant contraction of the economy and fiscal crisis in 2009 precipitated by the global economic downturn, there has been steady GDP growth since 2008.

Table 6.1 Economic indicators, 2008–2013

Recent economic indicators	2008	2009	2010	2011	2012(a)	2013(b)
GDP (US\$m) (current prices) (c):	608	598	682	869	1,010	1,089
GDP PPP (Int'l \$m) (c)(d):	1,483	1,425	1,558	1,761	1,891	2,000
GDP per capita (US\$):	1,207	1,159	1,267	1,573	1,786	1,899
GDP per capita PPP (Int'l \$m) (c):	2,943	2,763	2,894	3,189	3,345	3,458
Real GDP growth (% change yoy):	7.1	-4.7	7.8	10.7	5.5	4.0
Current account balance (US\$m):	-124	-128	-210	-52	-58	-116
Current account balance (% GDP):	-20.5	-21.4	-30.8	-6.0	-5.8	-10.6
Goods & services exports (% GDP):	44.3	39.3	48.8	na	na	na
Inflation (% change yoy):	17.3	7.1	0.9	7.4	5.1	5.4

Source: DFAT (2013).

6.2 MAJOR IMPEDIMENTS TO ECONOMIC DEVELOPMENT

Exports and foreign aid are the Government's main sources of income. Unlike a number of other Pacific island countries in the region, Solomon Islands has a low level of migration to regional job centres, and therefore remittances are not a major source of revenue. A key challenge is that only 50,000 people out of a working population of 250,000 are employed in the formal economy. Rapid population growth of 2.3 per cent annually and 44 per cent of the population under the age of 15 has outstripped job creation in the formal economy.³⁸ Young people in Solomon Islands generally migrate to the urban or peri-urban centres around Honiara; and while youth dynamics and employment are challenges in many countries, the issues are more pervasive in Solomon Islands due to geographical remoteness and lack of opportunity.

³⁸World Bank (2013). *Solomon Islands - Country Partnership Strategy for the Period FY 2013–2017*, p. 6.

Despite economic recovery since 2003, incomes have not kept pace with population growth.³⁹ In the medium-term, higher agricultural productivity, less expensive public utilities and improved access to human resources to support urban development are key sources of improving living standards. Facilitating private sector growth and diversifying the economy have the potential to lead to sustainable growth.

This aside, Solomon Islands is susceptible to natural disasters that, according to the World Bank, have the potential to cost the country 3 per cent of GDP per year. Another global economic slowdown could affect commodity prices which could impact on exports, growth, incomes and reserves; and fuel price shocks would impact on electricity generation and transport of fuel and goods due to dependence on fossil fuels.⁴⁰

Solomon Islands received some of the highest per capita aid flows of any country in the world. The country receives approximately US\$300 million annually in ODA, which amounts to US\$550 per capita, or one-third of GDP.⁴¹

While workers' remittances make up a significant part of the GDP in some Pacific countries, such a scheme has not been a prominent part of Solomon Islands economy. Emigration has been low since independence in 1980. There is also a low percentage of the population with skills transferable to the workplace, and a high percentage of the population lives in rural areas where knowledge of jobs abroad is minimal.⁴²

Figure 6.1 shows minimal variation in GDP growth by industry from 2005–2009. This aside the economy experienced several years of significant growth from 2010, particularly in the agriculture and industry sectors.⁴³

³⁹World Bank (2013). *Solomon Islands - Country Partnership Strategy for the Period FY 2013–2017*. p. 8

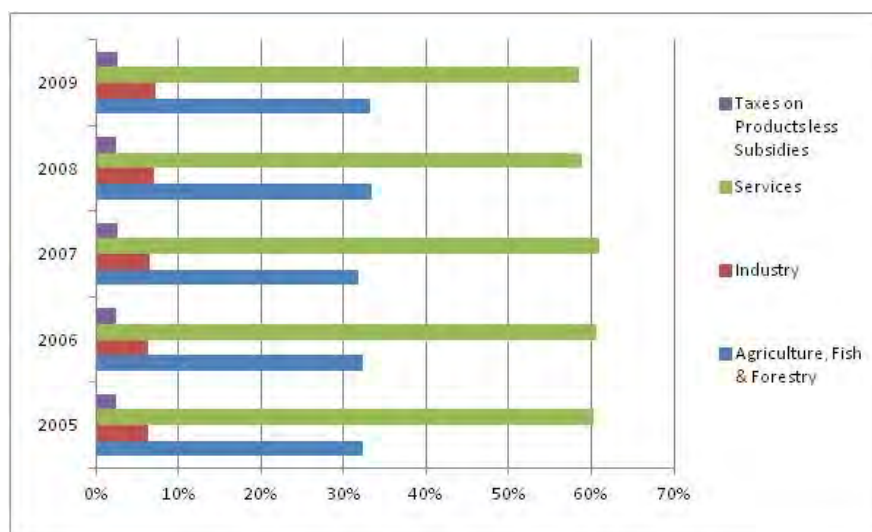
⁴⁰World Bank (2013). *Solomon Islands - Country Partnership Strategy for the Period FY 2013–2017*. p. 9

⁴¹World Bank (2013). *Solomon Islands - Country Partnership Strategy for the Period FY 2013–2017*. p. 12

⁴²Browne and Mineshima (2007)

⁴³The Agriculture sector includes: agriculture and hunting; forestry and logging; and fishing. The Industry sector includes: mining and quarrying; manufacturing; electricity and water; and construction. The Services sector includes: trade; hotel and restaurants; transport and storage; communications; financial intermediation; insurance services; real estate and renting; owner occupied dwellings; business services; public administration and defense; education; health; and other services.

Figure 6.1 GDP by economic sector, per cent distribution (constant price values, 2005–2009)



Source: Solomon Islands Government National Statistics Office⁴⁴

6.3 LABOUR FORCE PARTICIPATION AND PROFILE

Solomon Islands has a large non-monetary sector. Just over 80,000 people reported that they were employed during the 2009 Census. The majority of the working population identifies itself as subsistence workers. Subsistence agriculture is the primary source of employment for the country's largely rural population (80 per cent of the total population in the 2009 Census). Unlike other Pacific Island countries, Solomon Islands has not participated extensively in a regional workers' remittance scheme.

The most recent Census counts the labour force at 81,240 or 41.6 per cent of the total population. The estimated labour force participation rate of the population aged 12 and above is 62.8 per cent.⁴⁵ While the main source of economic activity is small-scale agricultural production, there is some plantation production (for example, palm oil). Critically, economic activity for Solomon Islands' large rural population is constrained by unreliable and costly access to markets and limited access to basic services.⁴⁶ Measurement of an official 'unemployment rate' is problematic, given the numbers reporting as being involved in the subsistence or unpaid labour force. The agricultural sector contributes over 30 per cent of GDP. The services sector is the largest source of employment in the formal economy with just under 60 per cent of GDP in 2009.

The size and composition of Solomon Islands' labour force is presented in Figure 6.2. Most notable are the gender differences in workforce participation in each sector identified in the

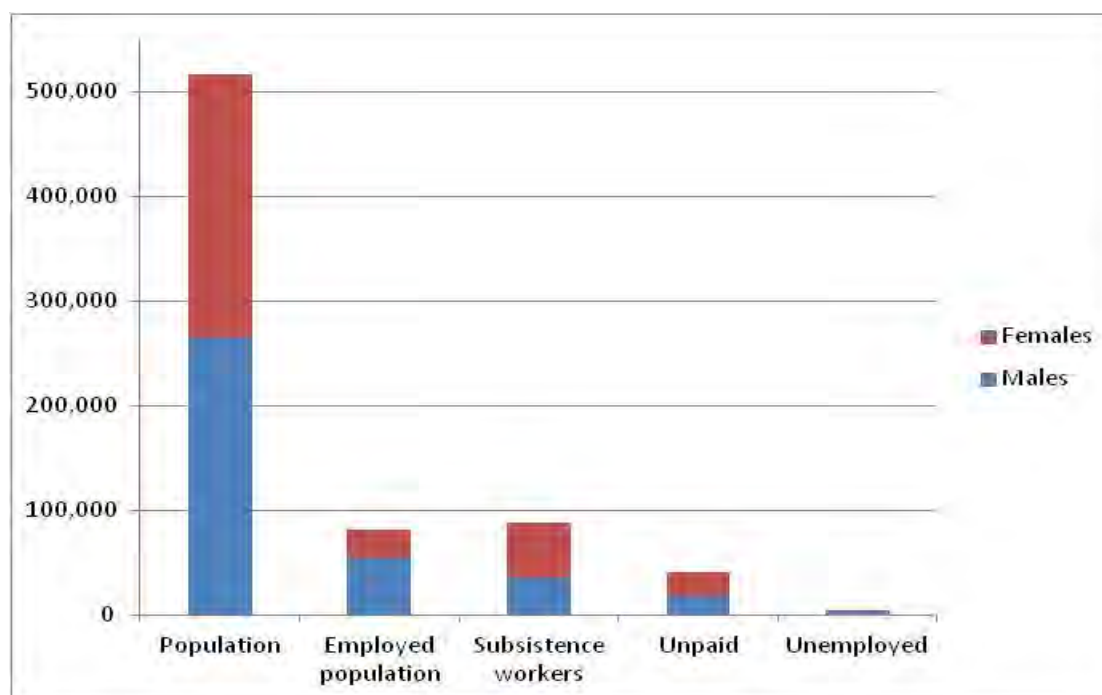
⁴⁴SIG National Statistics Office (2011) *Gross Domestic Product 2005–2009, 'Erratum', Statistical Bulletin: 02/2011*.

⁴⁵SIG National Statistics Office (2011) *Basic Tables and Census Description, Solomon Islands Population and Housing Census 2009*

⁴⁶World Bank (2013). *World Development Report 2013: Jobs*; AusAID (2012). *Solomon Islands Annual Program Performance Report 2011*

2009 Census of Population and Housing.⁴⁷ For example, 67 per cent of males and only 33 per cent of females reported as being part of the formally employed population. However, 60 per cent of females and 40 per cent of males identified as subsistence workers. Similarly, 57 per cent of females and 43 per cent of males reported that they were unpaid members of the labour force. The low rate of female participation in the formal economy and the comparatively high rate of females reporting as subsistence or unpaid workers has implications for gender equity in the workforce, particularly as related to labour policy and access to tertiary and technical and vocational education qualifications. On a global scale, a gap in earnings of female workers persists despite economic development.⁴⁸ This issue is discussed at further length in Chapter 9.

Figure 6.2 Population and labour force aged 12 and over by gender, 2009



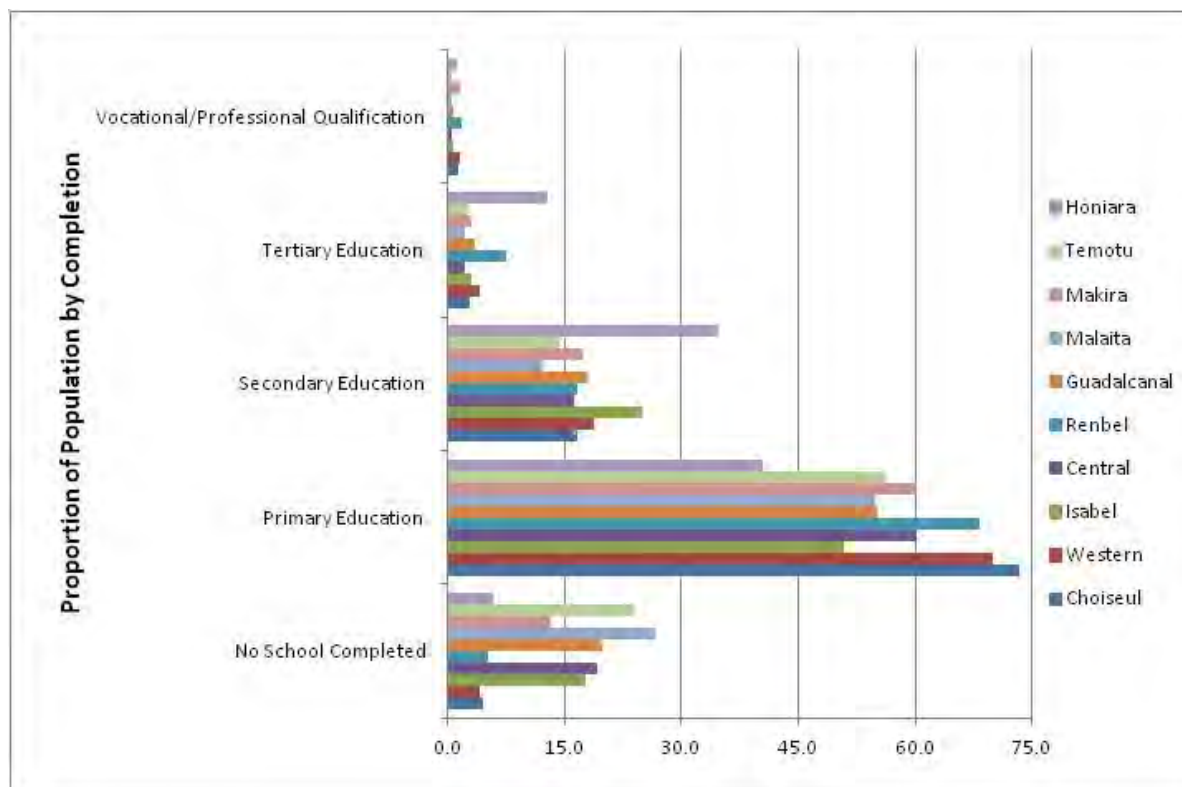
Source: Solomon Islands National Statistics Office, Solomon Islands Population and Housing Census 2009

Figure 6.3 shows the highest level of completion of education by province. The majority of the population aged 12 and over with tertiary or vocational/professional qualifications resides within the Honiara area, with 12.8 per cent of Honiara residents reporting completion or tertiary education. Renbel (1.7 per cent), Western (1.6 per cent), Makira (1.6 per cent) and Choiseul (1.3 per cent) provinces report a slightly higher number of residents with vocational/professional qualifications compared to Honiara (1.1 per cent).

⁴⁷ At the time of publication, only the Basic Tables and Census Description for the 2009 Census of Population and Housing were available to the public.

⁴⁸ World Bank (2013). *World Development Report 2013: Jobs*; AusAID (2012). *Solomon Islands Annual Program Performance Report 2011*

Figure 6.3 Population aged 12 and over by highest education completion rate and province, 2009



Source: Solomon Islands National Statistics Office, Solomon Islands Population and Housing Census 2009

CHAPTER 7 THE PUBLIC SECTOR AND PUBLIC SECTOR FINANCES

This chapter outlines the approaches taken to public sector management and budgeting process. Discussion of SIG budget disbursement process and fiscal policy provides the context for the TVET specific processes are detailed in later chapters.

7.1 OVERVIEW OF GOVERNMENT SECTOR FINANCES

The public sector accounts for about 16 per cent of paid employment.⁴⁹ The SIG personnel databases are divided into three: Public Service Commission (PSC) through the Ministry of Public Service (MPS), covering about 7,000 employees; the Teaching Services Commission (TSC) covering about 7,000 teachers; and the Police and Correctional Service Commission (PCSC), covering about 1,200 staff. Each Commission has its own establishment list.

The last full payroll audit was conducted in 2006 by the Office of the Auditor General. The Office of the Auditor General conducts partial payroll audits every year through two way testing: (i) check that staff listed in personnel records are on the payroll; and (ii) check that everyone who is on the payroll is listed in personnel records. The checks are made on a sample basis. These audits do not include head counts (that is, are staff on the payroll actually working), due to the time consuming and expensive nature of these. Full head counts should be the responsibility of internal audit units, but the extent of these is limited. Apart from Ministry of Finance and Treasury (MoFT), only MEHRD and Ministry of Health and Medical Services (MHMS) have internal audit units, which appear not to have conducted payroll audits.⁵⁰

The main issue with staffing relates to the teachers' payroll, specifically the time lags between changes to their personnel records and changes to the payroll and, in relation to resignations, the lag between the signation and the change to the personnel record. Wage and salary arrears are suspected as being significant. The problem partly arises from the long chain between the school, the provincial education office, Teaching Service Commission (TSC), MEHRD and MoFT. To address this problem, the MEHRD is piloting the delegation of personnel control to selected provincial education offices.⁵¹

The MoFT is responsible for the overall financial management of the Government. The Ministry manages the budget process and financial systems, collects revenue, makes payment on behalf of Government and maintains financial policies and procedures.

The MoFT issues a number of financial reports outlining the status of Government finances:

- Annual Accounts: The Financial Statements of the Government provide a record of the government's financial performance. The Financial Statements provide a comparison with the budget forecasts and with the financial statements of the previous year.⁵²

⁴⁹McGough, Moock and Lewis (2007), p. iii

⁵⁰SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 69

⁵¹SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 10

⁵²Section 38 of the Public Finance and Audit Act 1978

- **Monthly Financial Information:** Monthly financial statements are released to provide a monthly update of government expenditure against budget.

Solomon Islands financial management system is based on a regulatory framework – the Public Finance and Audit Act 1978 – as well as the Financial Instructions which are a code of instructions and provide guidance on accounting matters applicable to all officers in the service of the Solomon Islands Government. The Act is under revision.

The Minister of Finance is responsible for public financial management. The Ministry of Finance and Treasury, supervised by the Permanent Secretary for Finance under the direction of the Minister for Finance, remains in charge of all public financial management functions in Solomon Islands. Key operational divisions include: Inland Revenue; Customs and Excise; Accountant General; Undersecretary for Economics, under which falls the Economic Reform Unit, which includes monitoring the macro-economy, Special Funds and state owned enterprises; and Undersecretary for Finance and Economic Management System under which falls the Budget Unit and Debt Management Unit. The payments system remains centralised under Ministry of Finance and Treasury.⁵³

The Public Expenditure and Financial Accountability Assessment Report (2012) indicates that the 'annual budget estimates, in-year execution reports, year-end financial statements and other fiscal reports for the public should cover all budgetary and extra-budgetary activities of governments to allow a complete picture of government revenue, expenditures across all categories, and financing'.⁵⁴ The spending by MDAs of own-source revenues potentially represents an extra budgetary operation, if they are allowed to retain the revenue for spending, rather than surrendering it to MoFT. Own source revenues include user fees and charges, fines and rental income'.⁵⁵ However, line ministries are required under the Constitution to surrender their own earned revenues directly to MoFT.

The Public Expenditure and Financial Accountability Assessment Report (2012) indicates that a range of reforms have been implemented since the last assessment in 2008, including updated Financial Instructions, revised Chart of Accounts, as well as upgrades to IT packages to support strengthened budget execution, accounting and reporting, payroll control (Aurion), budget preparation (BERT), and revenue administration.

7.2 OPERATIONAL PLANNING/BUDGET PREPARATION AND DISBURSEMENT PROCESSES

The Government prepares three budgets each year – the Recurrent Budget, the Establishment Budget and the Development budget.

Within the Ministry of Finance and Treasury, the Budget Unit is responsible for the oversight of the Solomon Islands Recurrent Budget, forecasting other government revenue (that is, revenue collected outside of Inland Revenue Division and Customs and Excise Division) and the overall fiscal envelope. The Unit's work includes preparing budget baselines, assessing ministries' bids for new recurrent funding and preparing budget documentation. In addition,

⁵³SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 25

⁵⁴SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 37

⁵⁵SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 37

the Budget Unit is responsible for monitoring ministries' financial performance through the year.⁵⁶

The Ministry of Development, Planning and Aid Coordination (MDPAC) is responsible for the preparation of the annual Development Budget Estimates. The Development Budget document is focused on donor and SIG contributions to development initiatives and, in the information on funding by sector, also includes donor funds channelled directly to Non-Government Organisations. The Development Budget is made up of projects and programs which are specifically targeted at achieving development goals outlined in the national development plan, and it includes projects/programs which started in previous years – ongoing projects/programs – and new projects/programs. At present, nearly all projects/programs are funded by development partners. Some donor funding supports both the Recurrent Budget and the Development Budget (for example, RAMSI support).

Budget baseline estimates have been based on the previous year's actual expenditure. This provides a realistic starting point into the budget preparation process; however, the previous year's actuals may not be ready at the time of the launch and so ministries may have less time to prepare robust budget bids.⁵⁷ The 2013 Budget estimates were based on 2011 actuals as the 2012 actuals had not been finalised.

The new baselines represent technical adjustments to the current year's approved budget (for example, for inflation, removal of 'one-offs'), the size of the baseline for each ministry representing a ceiling for that ministry. Ministries may bid for funds for new spending initiatives (that is, additional to baseline expenditure), subject to an overall ceiling for the new bids, as represented by the difference between the separately derived overall spending ceiling (based on macroeconomic considerations) endorsed by the Cabinet, and the sum of the baselines.⁵⁸

The Budget preparation cycle for government ministries begins in June each calendar year. The following steps reflect those outlined for 2014 budget preparation.⁵⁹

⁵⁶SIG (2012). *Ministry of Finance and Treasury Corporate Plan 2012 – 2014*

⁵⁷SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 45.

⁵⁸SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 46.

⁵⁹SIG (2013). *Financial Circular* (draft).

Table 7.1 Budget preparation cycle

Step	Description	Date
Budget Launch	<p>The budget launch outlines the approved Budget Strategy, process, consultations with line ministries and timeline. It covers: (a) recurrent; (b) development budgets [appropriated and non-appropriated]; and (c) payroll [establishment], processes and time line.</p> <p>A Finance Circular is issued that outlines the budget preparation process.</p> <p>Following the launch ministries collect:</p> <ul style="list-style-type: none"> • Baselines • Templates • Bid Proformas <p>required to be submitted for the consolidated budget including non-appropriated development budget proposals.</p>	June 2013
Ministry Consultations	Over a fortnight period, Ministry consultations are held with the Budget Unit and MDPAC to discuss any issues they may have with “making the case” for their budget bids.	June and July 2013.
Submission of budget bids	All Budget Bids are submitted to MOFT and MDPAC and are to include establishment proposals and recurrent and development elements proposals.	August 2013
Collation of Budget Bids	Budget bids are collated by MOFT and MDPAC to ensure all bids are complete and able to be assessed as submitted. Bids are allocated to Recurrent (MOFT) or Development (MDPAC) budgets for appraisal.	Aug, 2013
Review and Appraisal of Budget Bids	<p>All bids are reviewed in terms of their consistency with Budget strategy and the MTDP, e.g:</p> <ul style="list-style-type: none"> • Meets Government priorities • Contributes to MTDP • Rate of return and cost-effectiveness • Transparency and credibility • Capacity to be implemented <p>Revenue Estimates for 2014–2017 are updated.</p> <p>Draft Budget Proposals is proposed by MOFT and MDPAC.</p>	Late August to early September 2013
Central Agency Consultations	The Central Agency reviews Ministry proposals and draft budget revenue and budget expenditure proposals recommended by MOFT and MDPAC with an aim to develop a jointly agreed position on all bids and the associated advice to Government.	Mid-September 2013
Initial Review by Government	Central Agency draft proposals to be considered by key Ministers.	Mid-September 2013
Feedback to Ministries	<p>Following review of draft budget proposals by key Ministers, Ministries receive feedback on the position in relation to bids and baselines for agreed positions that will be recommended to full Cabinet.</p> <p>Explanations of success or rejection of particular bids will be discussed in terms of their fit to agreed criteria for the budget and Medium Term Development Plan.</p> <p>This stage also provides a basis for Ministry Permanent Secretaries to brief their Minister on recommendations being made to Cabinet.</p>	Late September, 2013
Final position to Cabinet	<p>The Final Budget Strategy Submission includes:</p> <ul style="list-style-type: none"> • final fiscal envelop • revenue and expenditure 	Early October 2013

Step	Description	Date
	<ul style="list-style-type: none"> summary budget for each head and development project. 	
Budget considered by Cabinet	Budget decisions on recurrent and development projects are tracked and updated as decision are made.	Mid October 2013
Draft Budget to Public Accounts Committee	Draft Cabinet Approved Budget is considered by Public Accounts Committee	Late October 2013
Budget Papers Preparation and Presentation to Parliament	All budget papers are prepared and printed. Following the 2 nd Reading or "Budget" Speech, the papers are tabled in Parliament and considered by the Supply Committee.	Late to early November 2013
	Following the Budget vote, Royal Assent is sought.	Mid December 2013
Warrant release	Following Royal Assent, warrant releases to Ministries by MOFT. The Warrant means that line ministries can plan and commit their approved budgets with time horizons of close to a year for recurrent expenditure. In the case of development budgets, line ministries can commit expenditures once MDPAC has approved their work plans. ⁶⁰	Late December 2013.

A major part of the Development Budget preparation is the identification, formulation and review of development projects/programs. This is done by Ministry of Planning and Aid Coordination staff in consultation with Line Ministry staff. Each project/program is treated on an annual basis and there are no 'roll overs'. Ministries need to resubmit their bids for projects/programs that run over a calendar year.

Adjustments to budget can include reallocations from ministry budgets to constituency development funds (the expenditure from which is overseen by Parliament). In addition, other adjustments to Line Ministry budgets, apart from reallocations (virements) within approved budgets, have tended to take place at the requests of Line Ministries, funded by Contingency Warrants (for unforeseen and emergency expenditures) or by revenues in excess of approved budgets. The Public Expenditure and Financial Accountability Assessment Report (SIG 2012) indicated concerns with the transparency of these adjustments.⁶¹

7.3 GOVERNMENT REVENUE AND EXPENDITURE PATTERNS

Since 2010 the Solomon Islands Government (SIG) has undertaken measures to increase public and donor confidence in the public financial process. There is evidence of increased funding from donors, particularly Australia, New Zealand, Republic of China, and Japan. The 2011 Budget represented a fundamental shift in the way SIG managed public finances.⁶² Since 2011 the Government established the practice of setting aside contingency funds to meet unforeseen expenditures.⁶³ This practice has direct impact on the tertiary education sector by directing a large amount of funds to scholarships awarded to students in ministers' constituencies.

⁶⁰SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 62

⁶¹SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 63

⁶²SIG (2011). *Solomon Islands Budget 2011: Budget Strategy and Outlook*, p. 1.

⁶³SIG (2012). *Solomon Islands Budget 2012: Budget Strategy and Outlook*, p. 1.

At the same time, a number of domestic and international challenges have impacted upon the country's fiscal position. Solomon Islands has one of the world's highest levels of development aid per capita. From 2003–2013 RAMSI contributed a large fiscal stimulus to the domestic economy, and the conclusion of the Mission may have uncertain effect on the economy in the mid-term.

Since 2009 GDP growth has been variable, with negative (-1 per cent) growth in 2009, followed by an increase in GDP and a five-year high of 9 per cent in 2011, then a decrease to 4 per cent in 2012.

Table 7.2, shows a general summary of Solomon Islands Government Consolidated Budget Funding from 2009–2012. The 2012 figures are based on SIG's revised estimates. There are significant revisions made between original and revised estimates, and this impacts long-term planning for funds available for various sectors. These revisions also affect the financing of TVET. Domestically sourced revenue includes income from inland revenue and other fees, customs and excise taxes, and income from other ministries. Externally sourced funding comes from major development partners as both general budget support (recurrent) and tied budget support. Major items of expenditure for SIG include payroll, debt servicing and other charges. Expenditure from the consolidated development budget includes SIG-funded and external donor-funded development.

Table 7.2 SIG consolidated budget funding, 2009–2012 (S\$)

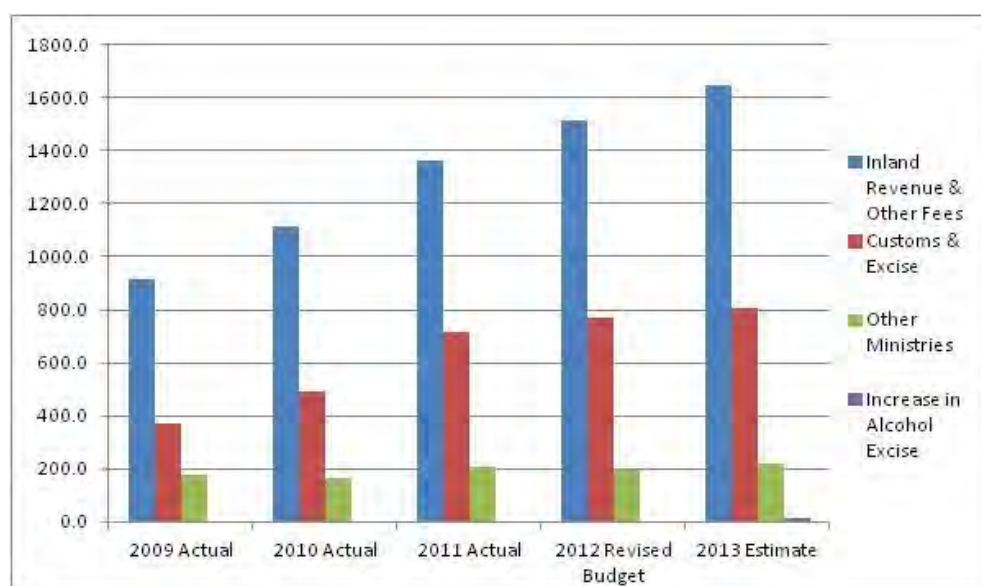
	2009	2010	2011	2012*
REVENUE				
Domestically sourced revenue	1,462.8	1,769.6	2,282.0	2,478.0
Externally sourced funding	191.0	410.2	431.7	686.1
Total Revenue	1,653.8	2,179.8	2,713.7	3,164.1
EXPENDITURE				
Recurrent Budget	1,406.2	1,572.3	1,870.0	2,402.1
Consolidated development budget	271.0	323.3	523.1	907.2
Total Consolidated Expenditure	1,677.2	1,895.6	2,393.1	3,309.3

Source: Budget Estimates for Solomon Islands Government, 2013, 2012, 2010, 2009.

*Budget figures for 2012 are Revised Estimates (SIG Budget Estimates, 2013).

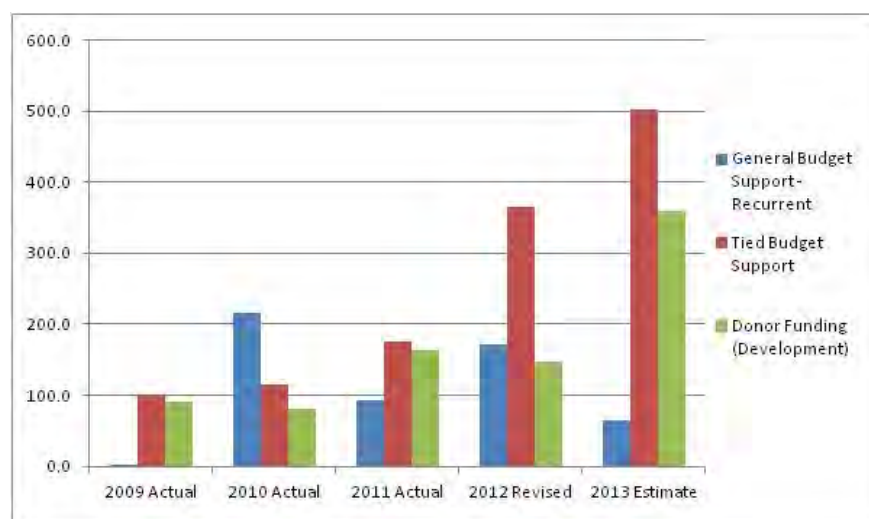
Figure 7.1 shows the major sources of domestic revenue available to the Government. These sources of revenue are classified into four categories:

- Inland Revenue and other fees comprise company taxes, personal taxes, withholding tax, goods tax, sales tax, stamp duty and licence fees.
- Customs and Excise consisting of export duties, import duties and excise taxes; and Customs collects revenue on behalf of other Ministries.
- Other Ministries collect revenue on behalf of government and includes non-tax items such as licenses, fees and charges arising from the normal course of operations.
- An alcohol excise tax is included in the 2013 budget estimates.

Figure 7.1 Major sources of domestic revenue, 2009–2013

Source: SIG Consolidated Budgets, Years 2010, 2011, 2012, 2013; SIG Budget Strategy & Outlook, Years 2010, 2011, 2012, 2013.

The Government's consolidated budget also includes funding from external donors through the SIG financial system. As evident below, estimates of funding from donors have increased significantly since 2012. General budget support has been sourced from the Asian Development Bank, the World Bank and the European Union. Australia and New Zealand contribute tied grant funding for health, education, finance, police and judicial services. Development budget support is for various development projects from Republic of China, Papua New Guinea and Australia.⁶⁴ Figure 7.2 outlines the major sources of external revenue.

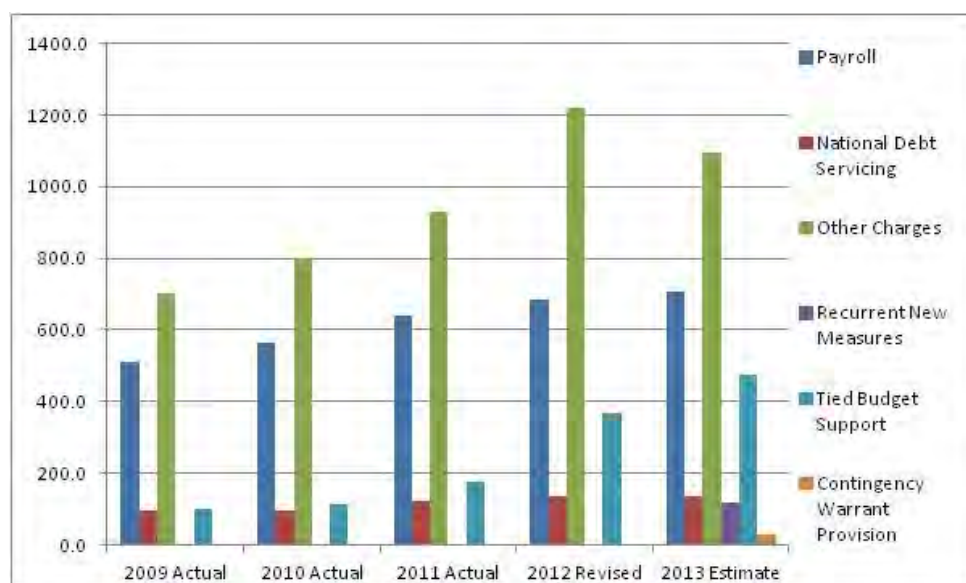
Figure 7.2 Major sources of external revenue, 2009-2013

⁶⁴ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 20

Source: SIG Consolidated Budgets, Years 2010, 2011, 2012, 2013; SIG Budget Strategy & Outlook, Years 2010, 2011, 2012, 2013.

Consolidated expenditure grew from 2010–2012 and is expected to grow slowly through 2013.⁶⁵ Figure 7.3 shows trends in the Recurrent Budget. Growth in recurrent spending is quoted as being ‘due to both price increases and increases in and increases in consumption of utility and rentals as well as increases in tertiary scholarships’.⁶⁶ In Figure 7.3 Other Charges increased significantly in 2012, and pressure on this expenditure item is reported as coming from the Government’s support of tertiary scholarships, utility costs, and price rises in rents and consumables. The growth in the Other Charges expenditure was substantial at 24 per cent between 2011 and 2012.⁶⁷

Figure 7.3 Major expenditures in the recurrent budget, 2009–2013



Source: SIG Consolidated Budgets, Years 2010, 2011, 2012, 2013; SIG Budget Strategy & Outlook, Years 2010, 2011, 2012, 2013

Development Budget expenditure includes maintenance infrastructure, new capital expenditure and ongoing funding of development projects.⁶⁸ Solomon Islands Government expenditure in the Development Budget is substantial. In terms of education expenditure some of the larger investments include the transition of SICHE to a university, the publication and supply of curriculum materials and additional support for overseas tertiary scholarships.⁶⁹

Figure 7.4 indicates major expenditures in the Development Budget, 2009–2013.

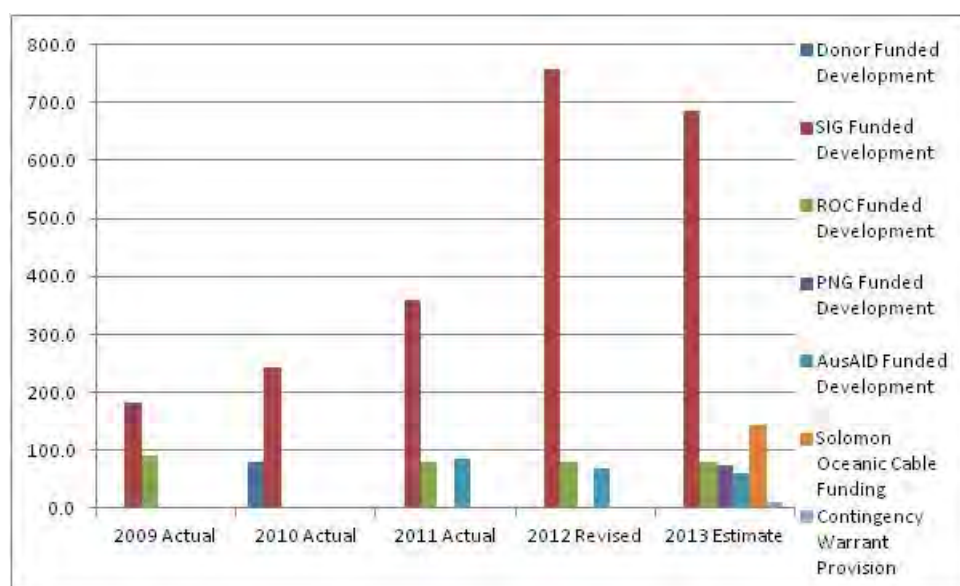
⁶⁵ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 21

⁶⁶ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 21

⁶⁷ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 23

⁶⁸ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 24

⁶⁹ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, pp. 36–37

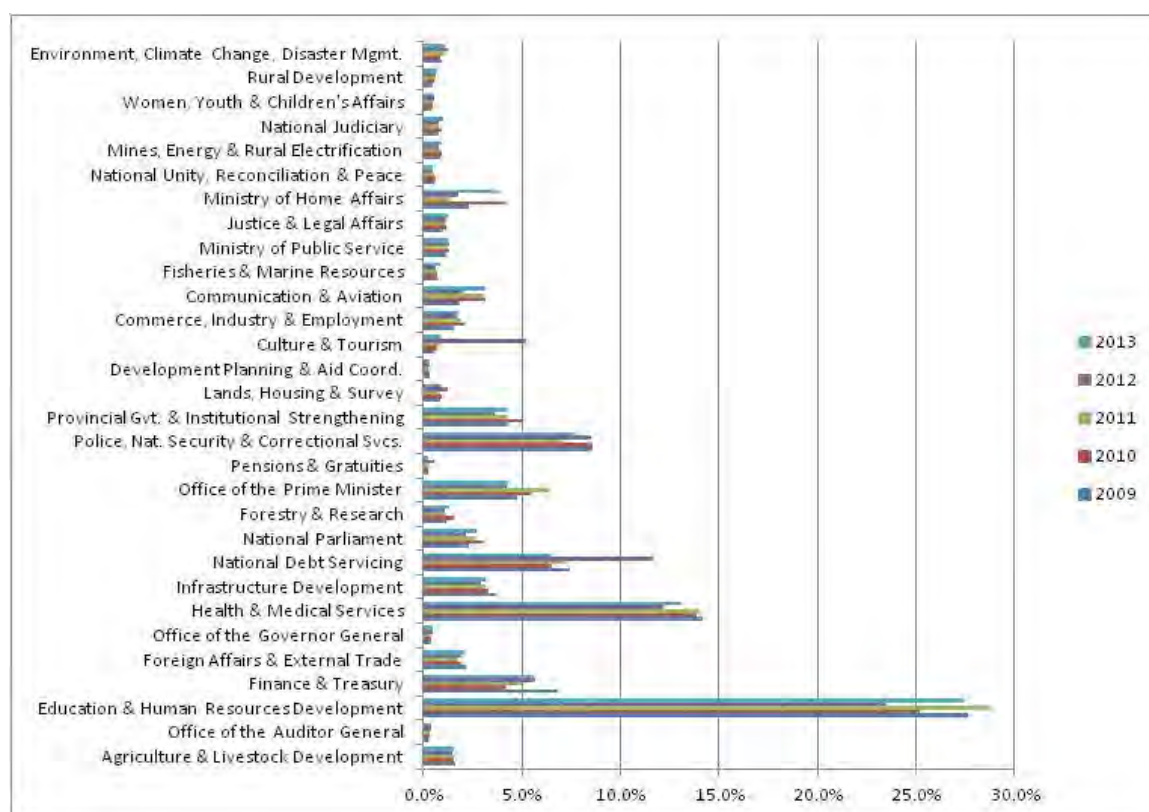
Figure 7.4 Major expenditures in the development budget, 2009–2013

Source: SIG Consolidated Budgets, Years 2010, 2011, 2012, 2013; SIG Budget Strategy & Outlook, Years 2010, 2011, 2012, 2013.

Solomon Islands expends a substantial amount of its budget on education with an average of 27 per cent from 2009 to 2013 budget projections.⁷⁰ By international standards this level of expenditure is one of the highest in the world. Figure 7.5 gives a graphical representation of SIG spending outlays. A large portion of the education budget is allocated to payroll and other expenditures.⁷¹ There are over 20 separate ministries in Solomon Islands, and when expenditure for each is combined with spending in health, budget outlays account for nearly 40 per cent of all Government spending.

⁷⁰ Gannicott (2012)

⁷¹ SIG (2013). *Solomon Islands Budget 2013: Budget Strategy and Outlook*, p. 57

Figure 7.5 Expenditure by Ministry for 2009–2013 (% of SIG budget)

Source: SIG Consolidated Budgets, Years 2010, 2011, 2012, 2013.

*These amounts do not include establishment budgets for Education (372) and Health.

7.4 OFFICIAL DEVELOPMENT ASSISTANCE (ODA)

Solomon Islands is heavily reliant on international development assistance. Significant increases followed the development of RAMSI in 2003. In particular, the overall portion of bilateral assistance from Australia increased substantially over the period of RAMSI's involvement from 2003 to 2013. Australia is the largest aid donor in Solomon Islands. The OECD Development Assistance Committee documents Australia's aid commitment in 2011 as over 80 per cent of all bilateral assistance.

There is a high level of donor collaboration in Solomon Islands. Of the total ODA to Solomon Islands in 2011–2012, Australia was the lead donor in health and transport infrastructure. New Zealand was the lead donor in education and was also a partner with Australia in the education sector. The Asian Development Bank and the World Bank partner with Australia in transport, telecommunications, energy and rural development. The European Union also funds a significant program in the TVET sector.

The Australian Aid Program has four priority areas, as well as additional programs that are located within the bilateral aid program. These priority areas are framed in the Partnership for Development (2009) for Australia and Solomon Islands. The funding level allocated to each outcome is detailed in Table 7.3. Priority Outcome 1 focuses on improved service delivery in health and education. Priority Outcome 2 focuses on improved economic livelihoods particularly in the rural agricultural and banking sectors. Priority Outcome 3 focuses on improved economic infrastructure by improving access to transport infrastructure,

affordable energy and affordable telecommunications. Priority Outcome 4 addresses economic and fiscal challenges through the Solomon Islands Core Economic Working Group and addresses areas such as improved budget practices and business environment. Finally, other estimated expenditures include the Solomon Islands NGO Partnership Agreement, scholarships to Australian and regional universities, and humanitarian assistance in response to natural disasters.⁷²

Table 7.3 The Australian Aid Program's major expenditure programs in Solomon Islands, 2011

	A\$ million	% of total
Partnership objective		
Priority Outcome 1: Improved Service Delivery	22.8	39%
Priority Outcome 2: Improved Economic Livelihoods	4.3	7%
Priority Outcome 3: Improved Economic Infrastructure	22.0	37%
Priority Outcome 4: Addressing Economic & Fiscal Challenges	3.0	5%
Other	7.3	12%

Source: AusAID (2012)⁷³

Australia is Solomon Islands largest bilateral aid donor and was also the largest contributor to RAMSI.⁷⁴ In 2012, the Australian Aid Program estimated its aid program in Solomon Islands as growing by 10 per cent per year with two flagship sectors in health and infrastructure. A large commitment to education was presented as the program's third flagship sector in Solomon Islands and focused on inputs to basic education and technical and vocational education. In mid-2013 RAMSI development programs in Law and Justice, Economic Governance, and Machinery of Governance were renegotiated to new priority areas following the withdrawal of RAMSI from Solomon Islands. Table 7.4 shows overall Australian ODA estimates from 2010–2012.

Table 7.4 Australian Official Development Assistance (ODA), estimates 2010/11 and 2011/12 (A\$ million)

	Estimated 2010/11	Estimated 2011/12
ODA		
The Australian Aid Program – Bilateral	56.2	64.2
The Australian Aid Program – RAMSI	60.2	56.0
Other ODA including RAMSI Policing	122.5	123.0
Australian Total	238.9	243.2

Source: The Australian Aid Program (2012)⁷⁵

Since 2011 Solomon Islands Government has been revising the architecture of managing the country's finances and budgets. This was a fundamental shift in budget organisation, and the readjustment is evident in the uneven reporting of finances in line items in the period 2009–2013. Table 7.5 shows external budget support estimates from the major overseas

⁷² Details of these priority areas are detailed in *Solomon Islands Annual Program Performance Report, 2011* (AusAID, June 2012)

⁷³ AusAID (June 2012). p. 3

⁷⁴ AusAID (June 2012). p. 4

⁷⁵ AusAID (June 2012). p. 4

donors in Solomon Islands. Since 2009, primary donors to budget support for Solomon Islands include Australia, New Zealand, Republic of China, Asian Development Bank, the European Union, World Bank and Papua New Guinea. The Ledgers below represent the Consolidated Budget, which is comprised of the recurrent budget and the development budget. The external budget support in Table 7.5 includes funding to the Government through the financial system (not direct project funding). These funds are used by the Government to support service delivery in its nominated sectors.

Australia, New Zealand and Republic of China have been the most consistent donors providing external budget support. Funds allocated under Ledger 2, General Budget Support, are allocated to support a range of initiatives across sectors, in addition to being used as a Consolidated Revenue Fund. Funds allocated under Ledger 3, Tied Budget support, are earmarked for specific support in the education and health sectors, with New Zealand supporting education and Australia primarily supporting the health sector with some funding also supporting the education sector. The Development Budget, Ledger 4, supports various Government priorities. Nearly 50 per cent of the Republic of China's funds support Constituency Development Funds, which are used by Government ministers to support various projects and student scholarships in their constituencies.⁷⁶

Table 7.5 External budget support Solomon Islands 2009–2013 estimates (\$\$)

	2009 Budget Estimate (m) ⁵	2010 Budget Estimate (m) ⁴	2011 Budget Estimate (m) ³	2012 Budget Estimate (m) ²	2013 Budget Estimate (m) ¹
General Budget Support (Ledger 2)					
Asian Development Bank		40.0	40.0		35.7
World Bank					14.7
European Union			28.0	40.0	13.8
Australia			24.0	24.0	
Tied Budget Support (Ledger 3)					
Australia	60.0	78.0	60.0	263.2	446.5
New Zealand	41.0	55.0	55.0	55.0	55.0
Development Budget Support (Ledger 4)					
Republic of China	90.0	80.0	80.0	85.5	80.0
Papua New Guinea	0.5				75.0
Australia				107.8	59.9
Solomons Oceanic Cable Project					
Asian Development Bank					144.0

Source: Solomon Islands Government *Budget Strategy and Outlook*, Reports for the years 2013, 2012, 2011 and 2010.

1. SIG Budget Strategy and Outlook 2013, p. 20.

2. Budget Strategy and Outlook 2012, pp. 24-25.

3. Budget Strategy and Outlook 2011, pp. 21-22

4. Budget Strategy and Outlook 2010, pp. 20-22. This Report gives Revised Budget Estimates for 2009.

It should be noted that Budget Estimates are not actual funds. It has been reported that such estimates and expenditures have been under-reported and this prevents any comprehensive analysis of donor fiscal trends, particularly of non-appropriated funds. Similarly, the 2011 shift in the budget process and organisation also impacts on the ability to conduct a

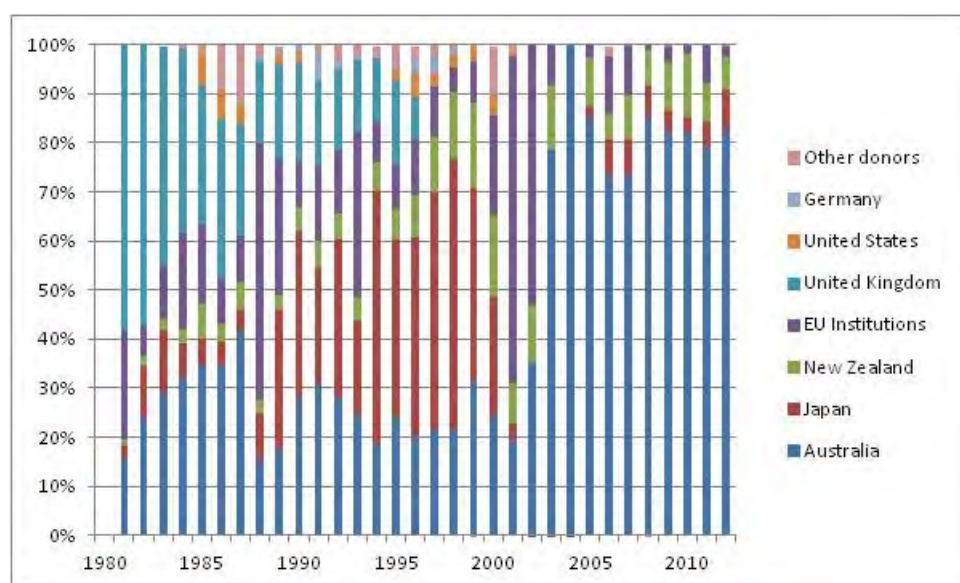
⁷⁶ See *SIG Budget Strategy and Outlook 2011*, p. 26 and *SIG Budget Strategy and Outlook 2010*, p. 26.

comprehensive analysis of donor budget support. Table 7.5, therefore, gives a general indication of donor priorities for SIG budget support. Finally, the European Union has been the primary donor in funding the TVET portion of the education sector through project funding, and as such, these funds are not reflected in Table 7.5.⁷⁷

Since 2010 the EU has been the primary source of assistance for the development of Technical and Vocational Education under the EDF-9 funded 'Programme for the Integration of Technical and Vocational Education and Training into the Formal and Non-formal System in Solomon Islands'.⁷⁸

Figure 7.6 gives a representation of official development assistance (ODA) from 1980–2011. Australia, New Zealand, Japan and EU Institutions have been consistently prominent donors to Solomon Islands. Another significant donor to Solomon Islands is the Republic of China; however, the country has not reported its aid flows to the OECD's Development Assistance Committee.

Figure 7.6 Net bilateral aid flows to Solomon Islands 1980–2011 (%)



Source: Development Assistance Committee (DAC) of the OECD, *Geographical Distribution of Financial Flows to Developing Countries*, *Development Co-operation Report*, and International Development Statistics database.

This chapter has documented Government revenue and expenditure patterns as well as trends in Overseas Development Assistance. Two significant findings emerge from these patterns: Solomon Islands contributes a substantial portion of its budget to education (over 27 per cent) and Australia has been the country's lead donor since 2003. While contributing a smaller proportion of ODA, New Zealand, Japan and the EU have consistently provided assistance since 1980.

⁷⁷ European Union budget support includes climate change initiatives across a range of sectors including environment, forestry, infrastructure development and energy (SIG (2012) *Budget Strategy and Outlook*, 2012, p. 24).

⁷⁸ European Union (2012). *Integration of Technical and Vocational Education and Training into the Formal and Non-Formal System in the Solomon Islands*

PART III: TVET IN CONTEXT

CHAPTER 8 OVERVIEW OF TVET IN SOLOMON ISLANDS

This chapter provides an overview of strategic framework, regulation and quality assurance arrangements, industry engagement, current TVET initiatives, and an overview of TVET provision and a statistical snapshot of provision in recent years.

8.1 STRATEGIC FRAMEWORK FOR TVET

The strategic framework for TVET is outlined in a number of key documents:

- Education Strategic Framework 2007–2015
- National Education Action Plan 2013–2015
- Education for living: Approved policy on technical, vocational education and training (2005).

Education Strategic Framework 2007–2015 (MEHRD 2007)

This presents the strategic education policy framework within which the long term development of the Solomon Islands education system is to be framed, designed and implemented over the next nine years. It establishes priorities and a plan of action to ensure that the education system can implement necessary reforms in order to improve student achievement and to contribute to economic growth. The Framework separates post-secondary education into Tertiary education and Technical and vocational education and training.

The Framework outlines key outcomes as being: increased access and equity for all groups; improved quality of provision; and improved management of the education and training system. In terms of TVET, the Framework acknowledges that there is a need to integrate TVET into the formal education system rather than leaving it as a sole responsibility of the rural and vocational training centres. The focus is on the development of skills and competencies required for economic and social development in Solomon Islands.

National Education Action Plan 2013–2015 (MEHRD 2013)

This is the Corporate Plan of MEHRD. The Plan distinguishes between higher education and TVET and outlines four key strategies that have guided the design of the NEAP 2013–2015. These are: i) strengthening school, Education Authority and Provincial Government 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.

Education for living: Approved policy on technical, vocational education and training (MEHRD 2005)

This policy outlines key structures and policies to ensure that education is seen as a continuum ranging from the most formalised to the most non-formal.

8.2 REGULATION AND QUALITY ASSURANCE

The regulatory basis for TVET rests with two Acts – Education Act 1978 and Solomon Islands National University Act 2012.

Education Act 1978

The Education Act 1978 outlines the requirements of Education Authorities. There are 10 Education Authorities that have remit over vocational and rural training centres. The Education Act 1978 is under review.

Solomon Islands National University Act 2012

The Solomon Islands National University Act 2012 establishes the Solomon Islands National University formerly the Solomon Islands College of Higher Education. The Act outlines the University's governance arrangements, as well as its right to academic freedom, to confer diplomas and certificates, to appoint staff and to recognise foreign qualifications.

Other quality assurance strategies

At the time of writing, there is no national qualifications framework, national quality assurance agency or quality standards, although substantial developmental work has been underway with support from development partners. Within the vocational education and training sector there is no national curriculum or national competency standards to inform the development of training and assessment materials.

There are no established training guides to inform training and assessment within vocational and rural training centres. Vocational and rural training centres have in earlier years been provided with study guides in relation to key subjects via an EU funded project through Solomon Islands Association of Vocational and Rural Training Centres (SIAVRTC) in 2005. Visits to 13 rural training centres indicated that an established curriculum was not in place for almost all sites and that there were limited training and assessment materials and equipment. Vocational and rural training centres issue their own certificates.

8.3 INDUSTRY ENGAGEMENT AND APPRENTICESHIP SCHEME

In Solomon Islands there is limited engagement of industry in the formal development and review of TVET programs. There is no formal or systematic accreditation of curriculum outside SINU and any community or industry engagement is dependent on the individual initiative of vocational and rural training centres or independent private providers.

Solomon Islands has in place an apprenticeship scheme. The apprenticeship scheme is outlined in the Labour Act and subsidiary legislation, the Labour (Apprenticeship) Rules. The Ministry of Commerce, Industry and Employment is responsible for the implementation of the requirements related to apprentices.

The Labour Act and its Rules outline the establishment of the Apprenticeship Board, role of the supervisor and inspectors, the requirements for a contract between the employer and the apprentice (including need for medical certificates), probationary periods, suspension and termination of contracts, dispute resolution, records management, requirement for remuneration, and requirements for proficiency tests and examinations and issuance of a certificate of completion of apprenticeship. The Rules also include the requirements for Training Schemes in respect to each trade and the processes and details related to such Training Schemes. The Labour Act and its Rules do not prescribe who is responsible for

undertaking the apprenticeship proficiency tests and examinations nor does it prescribe what organisation/s is responsible for provision of formal training of apprentices.⁷⁹

The Apprenticeship Board does not have a budget line in the 2012 or 2013 Recurrent Budget.

Interviews with key representatives have indicated that since the beginning of the tensions (during the past 10 years) the apprenticeship scheme has faced difficulties with closure of businesses and there is a disjuncture between what industry needs and the provision of trade programs.

There were limited links between the MEHRD and MCIE; this is especially concerning, given that the SIG is aiming to establish a strong TVET sector as part of its workforce development.

8.4 CURRENT TERTIARY EDUCATION AND TVET INITIATIVES

EU Program

Since 2010, the EU program (EDF-9) supports the Solomon Islands Government's TVET policy, which aims to create more training, more employment opportunities for those who do not complete or have not attended primary and secondary education. The EU committed €8.2 million (S\$74 million) under this program.⁸⁰

The current program focuses on:

- Strengthening teacher training
- Developing the NQF
- Support grant to selected training providers
- Support and capacity building to TVET Division
- Support to SIAVRTC.

⁷⁹ The Electricity Act (SIG 1996) notes that B Grade licence is available to those who have completed Electrical Trades Course at the Solomon Islands College of Higher Education and passed a Trade Test set by the Apprenticeship Board; or to those who have a minimum of five years' experience as an electrical wireman in the electrical trade and have obtained a pass in the Theory and Practical Tests at Final Level of Testing, and has satisfied the requirement set by the National Trade Training and Testing Committee. The Act also notes that an A Grade licence is available to those who have completed an apprenticeship period as an electrician and have carried out electrical wiring work for a total of twelve months after completion of the apprenticeship, or have worked in the electrical trade as an unlicensed wireman for not less than five years.

⁸⁰ European Union (2012). *European Union and Solomon Islands Partnership 2012*

SIAVRTC

An ongoing feature of the vocational and rural training centre is the Solomon Islands Association of Vocational Rural Training Centres (SIAVRTC). The SIAVRTC is a registered NGO that was established under the Charitable Trust Act and its mission is to represent and advocate on behalf of its members.

SIAVRTC was established and formed in Kominivalu by the church authorities in 1992 when the first AGM meeting was held and was incorporated in 1997. SIAVRTC was established by churches that were engaged in addressing the problems of youth caused by the high percentage of drop outs from the formal sector. The purpose of the association was to serve as the hub for dissemination of information amongst its members and to advocate on behalf of its members with all key stakeholders and donor partners. The association is governed by an executive body that is comprised of the SIAVRTC Secretariat, the five faith-based organisations and a representative of the TVET Department representing the MEHRD.

The SIAVRTC assists vocational and rural training centres to improve the provision of vocation and education and training. SIAVRTC provides VRTC representation and advocacy, opportunities for staff professional development, a focal point for aid partners, and aid project management, administration and coordination.

APHEDA

Union Aid Abroad – APHEDA – started work with SIAVRTC in 2000 to support recovery of training centres from the coup and ethnic tension. The APHEDA-SIAVRTC component of the Cooperative Agreement has supported a network of Community Based Training Centres (CBTCs) which has grown to 56 centres in 6 provinces. APHEDA supports the CBTCs to provide training courses, materials and equipment for income generation and workshop facilities to improve the capacity of community centres.

8.5 TVET PROVISION

The TVET provision in Solomon Islands is limited to:

- SINU
- VRTCs
- USP
- UPNG
- Private providers.

TVET provision is heavily dependent on that provided through universities and vocational and rural training centres. There is no government system of vocational and training in Solomon Islands, although the government provides funds to both SINU and VRTCs.

The formal TVET sector in Solomon Islands within the scope of the study is summarised in Table 8.1. Together these providers are responsible for the majority of TVET provision.

Table 8.1 Summary of TVET provision in Solomon Islands

System	Providers
Universities	Solomon Islands National University Open College of The University of Papua New Guinea
Regional providers	University of South Pacific
Vocational and rural training centres	40 centres ¹
MCIE	NTTT Unit: <ul style="list-style-type: none"> • assessment of apprentices (proficiency assessments) • assessments of exiting students from VRTC's • training, support and assessment of employees in industry
Ministry of the Public Service	IPAM ²
Private providers	Business Proficiency Training Centre ³

Notes:

1. Excludes Red Cross Handicap Centre. A list of these centres is included in Annex 6.

2. IPAM provides mostly short courses but does offer one Diploma program

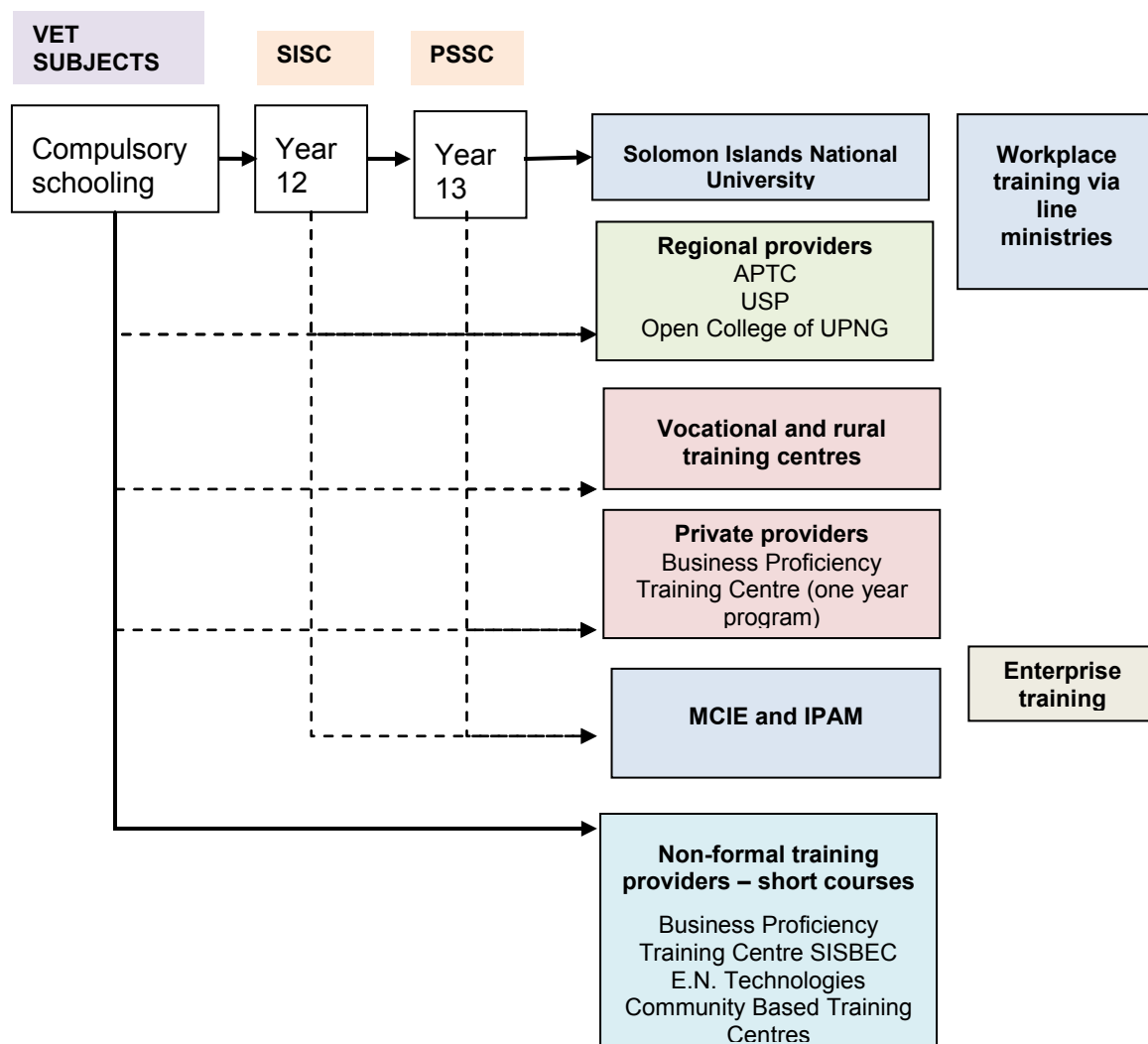
3. Business Proficiency Training Centre offers a one year program.

Summaries of programs related to VRTC's, IPAM, NTTT unit and Business Proficiency Training Centre are included in Annex 8.

In addition there are a number of organisations that offer short course program training, with the following being the main providers:

- Centre for Community and Continuing Education (CCCE) at USP
- Private providers:
 - SI Small Business Enterprise Centre; and
 - E.N. Technologies.

The following Figure illustrates that universities are focused on young people who have completed year 13 (Form 7) whereas vocational and rural training centres and other providers focus on alternative pathways for people.

Figure 8.1: TVET within the education system of Solomon Islands

Note: PSSC = Pacific Senior Secondary Certificate. SISC = Solomon Islands Secondary Certificate

SINU

SINU (formerly SICHE) remains the key single provider of TVET programs in Solomon Islands. Currently, the programs delivered at SINU are predominantly TVET related; and in higher education there are two programs in nursing, two programs in education and one program in business.

A summary of TVET programs in SINU is provided in Annex 7.

Regional Providers

The University of the South Pacific, the regional university; the Honiara Campus provides a range of TVET and bridging programs that are pertinent to this study.

- *Bridging programs*: The Honiara Campus offers both preliminary and foundation studies programs which provide a pathway to degree level programs at USP or SINU. The Foundation program level is considered equivalent to Fiji Form 7, SPBEA South Pacific Form 7 and New Zealand National Certificate of Educational Achievement Level 3. The Preliminary program is considered equivalent to Fiji Form 6, SPBEA South Pacific Senior Secondary Certificate 7 and New Zealand National Certificate of Educational Achievement Level 2 (USP 2012). Target groups include mature entrants who have left school early but who now wish to re-commence studying and students from USP member countries who have not performed well in their Form 6 (or equivalent) examinations (Preliminary Program) or those who have passed a University Senate-approved Form 6 examination (or equivalent), or have completed a USP Preliminary Program (Foundation Program).
- *TVET programs – CCCE*: The Continuing and Community Education (CCCE) regional centre provides a range of programs to meet the needs or interest of the community. Programs include short courses in project management, writing skills, maths and basic bookkeeping.
- *TVET programs – USP faculties*: Faculties offer a range of undergraduate certificate and diploma programs some of which are vocational (as opposed to academic), for example, the Faculty of Arts, Law and Education offers two vocational programs, the Certificate in Law and the Certificate in Basic Skills in Library/Information Studies.

Open College of The University of Papua New Guinea

The Open College of The University of Papua New Guinea has a campus in Honiara and provides distance and open programs. In TVET the campus offers a bridging program (Certificate in Tertiary and Community Studies) and a Diploma in Accounting.

Australia-Pacific Technical College (APTC)

In terms of this study, the Australia-Pacific Technical College (APTC) was not included among the regional providers operating in Solomon Islands because the Solomon Islands campus had not commenced at the time of the fieldwork. However, Solomon Islanders have undertaken programs at APTC campuses in other countries, and such data are included in this report.

Vocational and Rural Training Centres

There are 40 vocational and rural training centres across the nine provinces that provide basic training programs in the areas of life skills, agriculture, small engines, carpentry, electrical and plumbing. These training centres are supported by SIAVRTC. The SIAVRTC is committed to improving rural livelihoods through the provision of skills training; to fostering an effective and efficient TVET sub-sector; and to enhancing the skills of Solomon Islanders so that they can be able and effectively contribute to the rural and urban economic growth and development of the country and improve their livelihood.

IPAM

The Institute of Public Administration and Management (IPAM) is part of the Ministry of the Public Service. IPAM is mandated to train the workforce of the Government in public administration and supervision, leadership and management, information, communication and technology skills, financial management and the Public Service Induction Program which aims to familiarise public officers with the Public Service culture. IPAM has the responsibility of training around 13,000 public officers, including teachers, nurses and police officers, both in Honiara and the nine provinces of the country.⁸¹

IPAM provides a range of short courses (for example, code of conduct, presentation skills, negotiation skills, report writing, leadership skills, Microsoft programs) plus Diploma in Human Resource Management.⁸²

NTTT Unit Assessments

The National Training and Trade Testing (NTTT) unit is part of the Ministry of Commerce, Industry and Employment. Consultation with representatives of the Ministry indicated that NTTT unit's role includes training support for those in the workforce (specific trade areas), undertakes proficiency assessments of apprentices in the areas of: light mechanical, heavy mechanical, electrical, plumbing/allied areas, carpentry and joinery, and also undertakes assessments of exiting students from VRTC and employees in the workforce (specific trade areas) across the following levels: basic, intermediate and final.

Private Providers

There is very little private provider training provision⁸³ in Solomon Islands. Private providers include:

- Business Proficiency Training Centre;
- E.N. Technologies; and
- SI Small Business Enterprise Centre (SISBEC).

These providers are not registered with MEHRD and are not recognised by MEHRD as formal training providers.

Business Proficiency Training Centre (was formerly known as MIDA) provides a one year Certificate in Secretarial Studies as well as short courses in Microsoft software.

E.N. Technologies conducts short course programs in relation to Microsoft software.

⁸¹ Ministry of Public Service (2013). *IPAM Learning and Development Prospectus 2013*

⁸² This program is delivered by the Divine Word University.

⁸³ Private providers are those that are privately owned and for-profit.

Solomon Islands Small Business Enterprise Centre (SISBEC) has been providing training for over 14 years. SISBEC is a Charitable Trust and provides training in the following areas:

- basic business training;
- business advisory; and
- monitoring and evaluation (follow up on client business).

NGOs and Non-Formal Provision

There are a range of non-government organisations providing non-formal training including World Vision and Kastom Garden. In addition, there are 56 Community Based Training Centres (CBTCs) supported by APHEDA providing non-formal training within communities.

8.6 STATISTICAL PROFILE OF TVET PROVISION

This section presents an analysis of student, staffing and scholarship data to provide further context for the study and its findings.

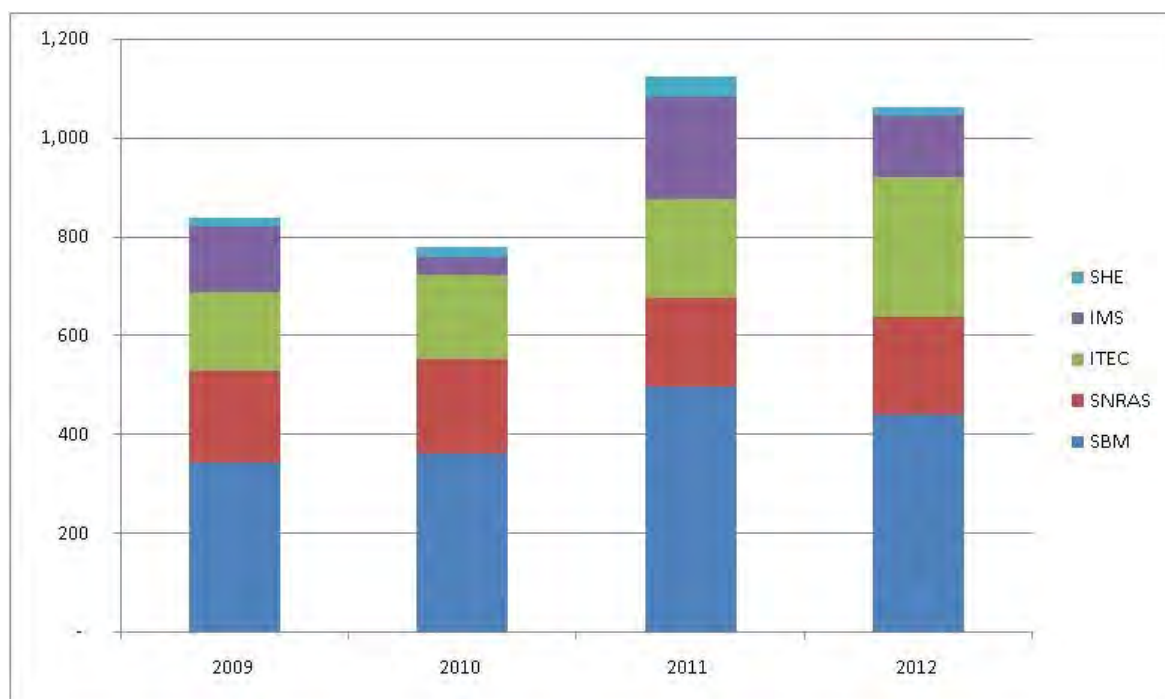
Overall Enrolments

The primary providers of TVET in Solomon Islands are SINU and the network of 40 Vocational and Rural Training Centres (VRTCs). Private providers are also a source of TVET training, but their numbers nationwide are small. The following tables and figures analyse student enrolment data in TVET. While SINU receives the largest amount of funding for development of its programs, the largest number of students are enrolled in and trained by VRTCs.

Table 8.2 and Figure 8.2 show the number of students enrolled in TVET focused programs at SINU from 2009–2012, and the four-year average share of a particular course within a School. The School of Business and Management (SBM) makes up the largest portion of Certificate and Diploma level courses at the University. Students are able to enrol in a range of TVET focused courses across the SINU schools. The School of Education and Humanities has largely been excluded from this analysis as its remit is the training of teachers, rather than the training of TVET students. The School of Nursing and Allied Health has also been excluded from this analysis as nursing is not within the scope of this study.

Figure 8.2 shows the share of enrolments in TVET focused programs at SINU from 2009–2012. Over a four-year period, the School of Business and Management has consistently had the highest share of students with the Diploma (52 per cent) and Certificate (26 per cent) of Business Studies accounting for the largest number of student enrolments. The Institute of Technology (ITEC) is growing in enrolments with 82 per cent of students enrolled in Trade Certificate⁸⁴ programs. The School of Natural Resources and Applied Sciences (SNRAS) and the Institute of Maritime Studies (IMS) have experienced growth in enrolments since 2010.

⁸⁴Trade Certificates include the following courses: Carpentry & Joinery; Electrical; Heavy Vehicle & Plant Mechanics; Motor Mechanics; Plumbing & Allied; Industrial Drafting; Marine Engineering (2009–2011).

Figure 8.2 Enrolments in TVET programs at SINU, by school, 2009–2012

Source: SINU Statistical Summary (2008–2012), Office of the Registrar, SINU

Table 8.2 TVET enrolments at SINU by field of training and qualification, 2009–2012

Course	2009	2010	2011	2012	4 year average % share
Diploma in Business Studies	129	160	234	276	52%
Diploma in Business Studies – Part-Time	0	0	85	0	7%
Certificate in Business Studies	111	96	122	114	26%
Certificate in Secretarial Studies	47	48	36	52	10%
Basic Office Proficiency Award	21	20	21	0	3%
Certificate in Tourism & Hospitality	34	36	0	0	3%
SBM Subtotal	342	360	498	442	100%
Certificate of Tropical Agriculture	113	108	69	82	46%
Diploma of Tropical Agriculture	11	23	0	0	4%
Certificate in Plantation Forestry	63	39	38	14	16%
Certificate in Environmental Studies	0	24	51	79	27%
Certificate in Paravet Studies	0	0	0	8	1%
Diploma of Agriculture Business	0	0	0	13	2%
Diploma of Applied Science	0	0	0	21	4%
SNRAS Subtotal	187	194	178	197	100%
Certificate in Trade ¹	132	134	202	200	82%
Advanced Certificate in Trade/Plumbing	4	0	0	1	0.2%
Advanced Certificate in Technology ²	0	37	0	6	7%
Diploma in Surveying	23	0	0	34	5%
Classes 3-6 Marine Engineering ³	0	0	0	40	6%
ITEC Subtotal	159	171	202	281	100%
Basic Sea Safety	0	24	88	53	45%
Advanced Safety Course	3	0	0	22	6%
Basic Maritime & Fisheries Studies	83	6	24	13	12%
Class 4 Master (Inservice)	13	3	12	15	8%
Class 5 Master (Inservice)	18	0	59	4	17%
Class 6 Master (Engineering)	15	0	21	19	11%
IMS Subtotal	132	33	204	126	100%
Certificate in Journalism & Media	0	23	16	9	47%
Diploma in Youth & Development Studies	20	0	27	7	53%
SHE (TVET Specific) Subtotal	20	23	43	16	100%

Source: SINU Statistical Summary (2008–2012), Office of the Registrar, SINU.

¹Trade Certificates include: Carpentry & Joinery; Electrical; Heavy Vehicle & Plant Mechanics; Motor Mechanics; Plumbing & Allied; Industrial Drafting; Marine Engineering (2009–2011).

²Advanced Certificate in Technology listed as an unspecified course in 2010; listed as Marine Engineering in 2012

³Classes 3–6 Marine Engineering offered as separate courses in 2012.

Table 8.3 and Figure 8.3 show the number of students enrolled at VRTC across Solomon Islands and data supplied by a private provider, the Business Proficiency Training Centre. This private provider delivers a year-long Certificate program. Nation-wide, VRTCs reach by far the largest number of students for TVET training.

Data is only available for VRTC's from 2010, when SIEMIS data was first collected from VRTC's. The data compiled for Table 8.3 includes both SIEMIS data and survey data returns collected by the project team. It should be noted that 2010–2012 an average of 57 per cent of VRTC's per annum returned SIEMIS data. With this in mind, enrolments in VRTC's as displayed in the following tables and figures are less than actual.

The Anglican Church of Melanesia (ACOM) is the largest church in Solomon Islands, is an Educational Authority (EA), and has the largest number of students enrolled in its centres, comprising 23 per cent of the three-year average share. The South Seas Evangelical Church (SSEC) also has a large proportion of providers with 16 per cent of the three-year average share of VRTC enrolments. While the Salesian EA (Don Bosco) has only two centres at Henderson and Tetere; they comprise 13 per cent of the three-year average share of enrolments. Similarly, the Seventh Day Adventist (SDA), the Education Authority of Batuna and Afutara, also account for a significant number of student enrolments (11 per cent). The Private Provider only accounts for one per cent of the three-year average share.

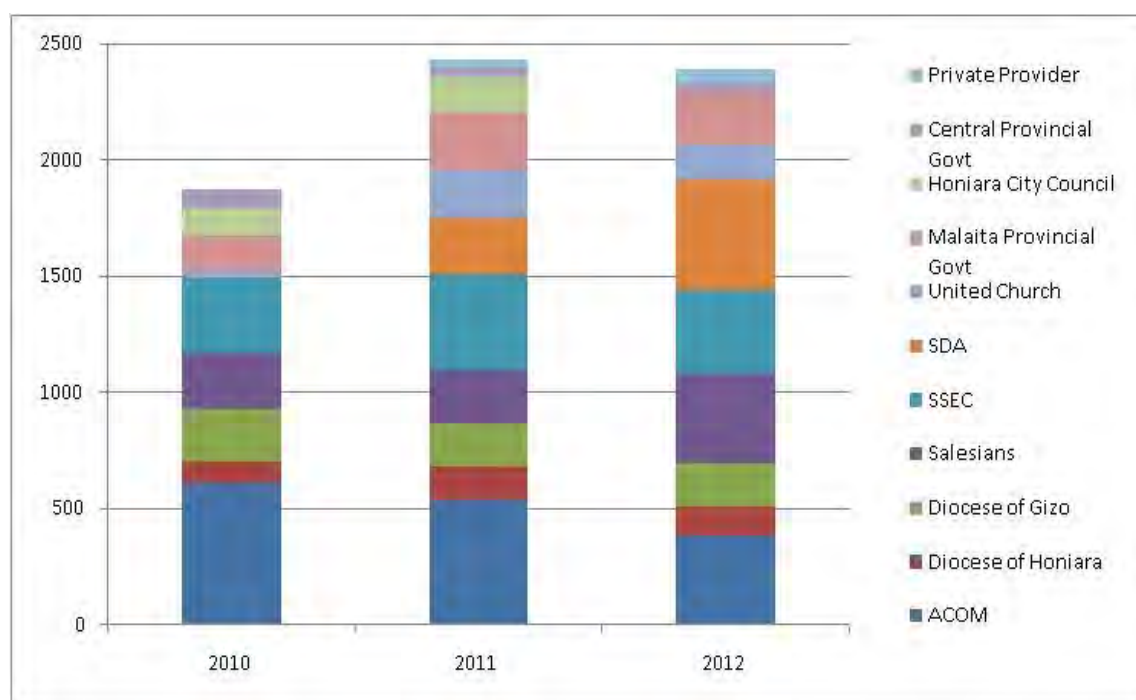
Table 8.3 TVET enrolments at VRTC's and Private Provider by EA, 2010–2012

Educational Authority (EA)	2009	2010	2011	2012	3 year average % share
ACOM	n.a.	610	538	383	23%
Archdiocese of Honiara	n.a.	92	143	123	5%
Diocese of Gizo	n.a.	223	188	187	9%
Salesians	n.a.	245	227	384	13%
SSEC	n.a.	323	409	364	16%
SDA	n.a.	n.a.	242	479	11%
United Church	n.a.	30	210	148	6%
Malaita Provincial Government	n.a.	147	249	229	9%
Honiara City Council	n.a.	117	150	n.a.	4%
Central Provincial Government	n.a.	87	42	44	3%
Private Provider ¹	n.a.	n.a.	33	54	1%
EA/Private Provider Subtotal	n.a.	1,874	2,431	2,391	100%

Source: Annual SIEMIS data (2010–2012); Survey data returns.

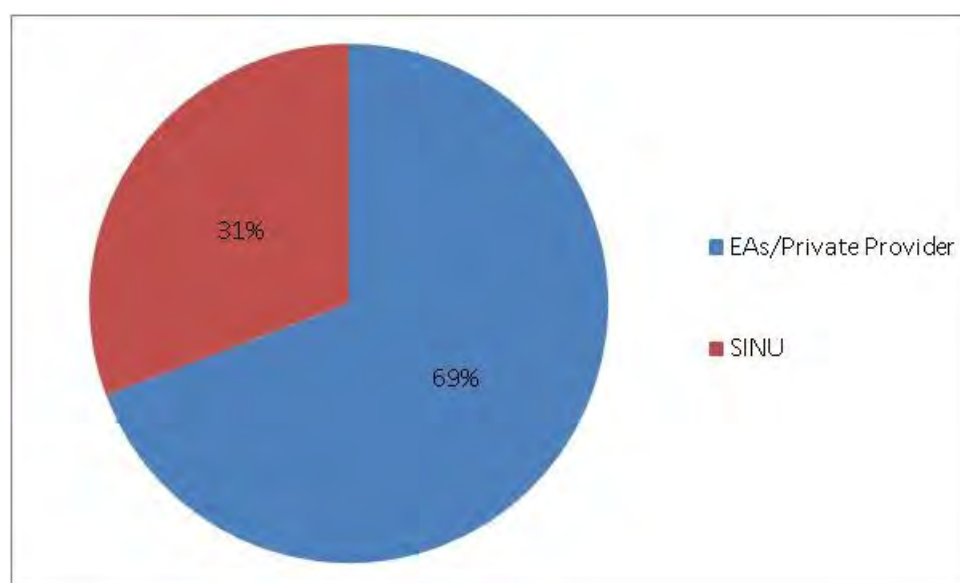
¹Business Proficiency Training Centre (formerly MIDA) was the only Private Provider to complete and return a survey.

Figure 8.3 shows the three year share of student enrolments by Educational Authority.

Figure 8.3 TVET Enrolments at VRTC's and Private Provider by EA, 2010–2012

Sources: Annual SIEMIS data (2010–2012); Survey data returns

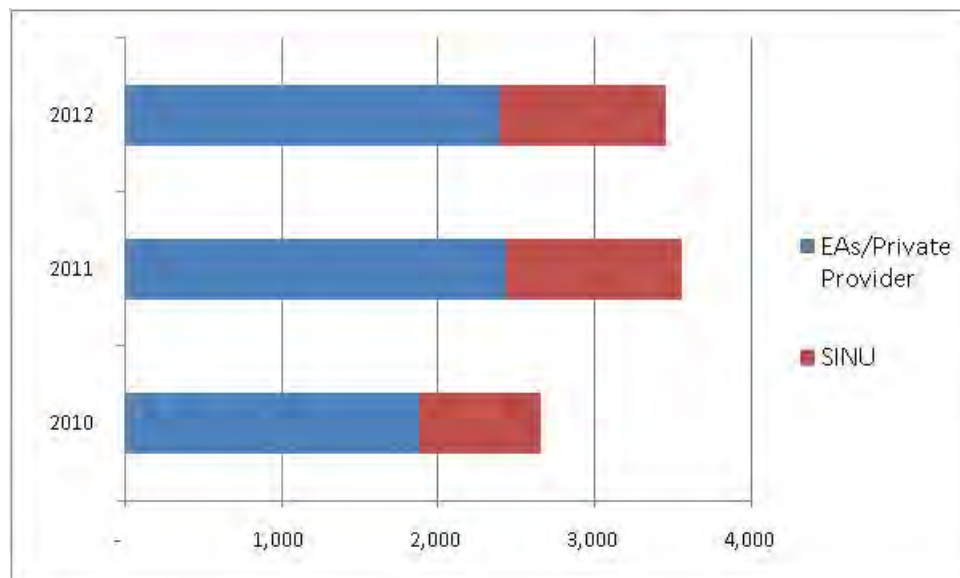
VRTCs by far train the most students in TVET. Figures 8.4 and 8.5 show the difference in TVET focused enrolments between SINU and EAs/VRTC's. In 2012, VRTC's enrolled 69 per cent of students, while SINU enrolled 31 per cent of the TVET focused enrolments. While the quality of programs between SINU and VRTC's vary, the point is that VRTC's have the potential to reach a far wider range of students.

Figure 8.4 TVET enrolments EAs (VRTCs)/Private Provider and SINU compared, as % of total Solomon Islands TVET enrolments, 2012

Sources: Annual SIEMIS data (2010–2012); Survey data returns; SINU Statistical Summary (2008–2012), Office of the Registrar, SINU.

Figure 8.5 shows that the pattern of student enrolments at SINU and VRTC compared has been similar since 2010.

Figure 8.5 TVET Enrolments EAs (VRTCs)/Private Provider and SINU compared, by number of students, 2010–2012



Sources: Annual SIEMIS data (2010–2012); Survey data returns; SINU Statistical Summary (2008–2012), Office of the Registrar, SINU.

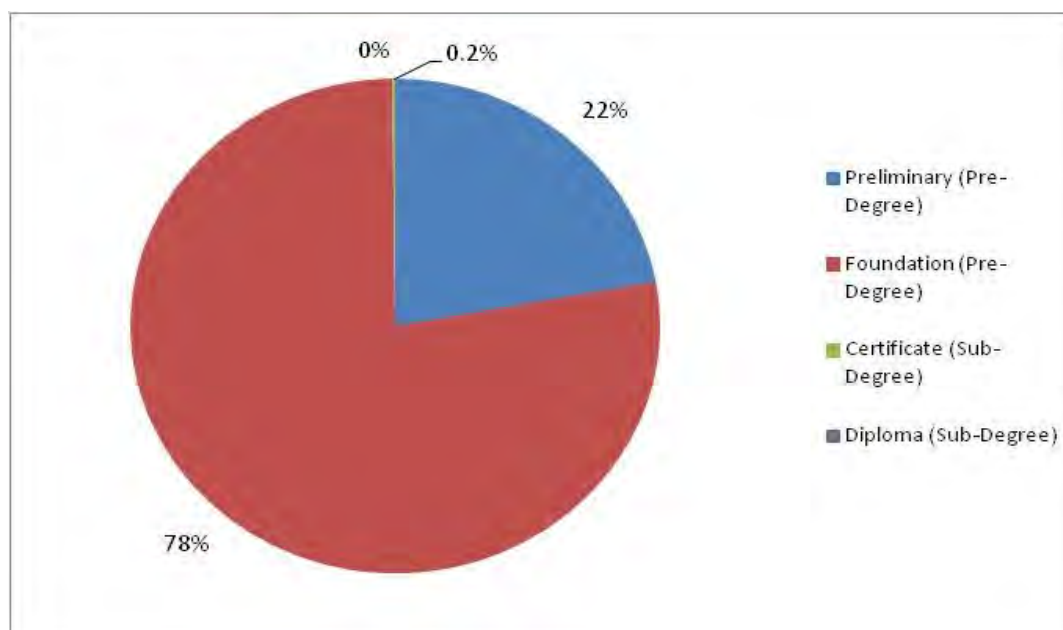
Data provided by USP does not enable analysis of Solomon Islands TVET focused student enrolments. However, USP is one of the largest providers of tertiary training in the Pacific region. Its Preliminary and Foundation programs provide significant pathways for students to enter Certificate, Degree, and Bachelor or post-graduate programs.

Table 8.4 and Figure 8.6 show the number of students at USP Solomon Islands campuses who access pre-degree and sub-degree programs. To this end, USP Solomon Islands has the highest number of student enrolments in its Preliminary (22 per cent) and Foundation (78 per cent) level courses. Only 0.2 per cent were enrolled in Certificate level programs at USP. It is recognised that a number of Solomon Islands students are enrolled in programs at other USP campuses (particularly Fiji and Vanuatu), but it is not possible to disaggregate TVET enrolments from available data.

Table 8.4 TVET enrolments at USP, Solomon Islands campuses by qualification, 2009–2011

Qualification	2009	2010	2011	2012	3 year average % share
Preliminary (Pre-Degree)	144	146	174	n.a.	22%
Foundation (Pre-Degree)	449	543	636	n.a.	78%
Certificate (Sub-Degree)	2	1	1	n.a.	0.2%
Diploma (Sub-Degree)	0	0	0	n.a.	0%
USP/Solomon Islands Subtotal	595	690	811	n.a.	100%

Source: USP Statistics (2009–2011), Office of Quality & Planning, USP

Figure 8.6 Enrolments in TVET programs at USP, Solomon Islands campuses, by qualification, 2009–2011

Source: Table 8.4

As previously mentioned the National Trade Training and Testing Unit undertakes:

- proficiency assessments of students completing their apprentices
- certificate assessments (NTTT assessments) of exiting VRTC students or employees.

The table below outlines the assessments undertaken from 2010 to 2012.

Table 8.5 NTTT Unit participation and assessments, 2010–2012

Program	2010		2011		2012	
	M	F	M	F	M	F
Proficiency assessments						
Light mechanical	10	-	10	-	-	-
Heavy mechanical	16	-	9	-	-	-
Electrical	8	-	8	-	-	-
Plumbing/allied areas	-	-	-	-	-	-
Carpentry and joinery	-	-	-	-	-	-
NTTT certificate assessments – VRTC students*	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
NTTT certificate training and support - employees	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
NTTT certificate assessments - employees	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.

Source: NTTT representative verbal communication.

Notes: * *SI AVRTC 2012 Annual Report* indicates that funds were provided by MCIE to SI AVRTC to finance 850 NTTT assessments of VRTC and CBTC graduates; 3 per cent of the participants were stated to be female.

Table 8.5 indicates that for apprenticeships there were no assessments undertaken in 2010 to 2012 in the field of plumbing/allied areas and in carpentry and joinery; no proficiency assessments were undertaken in 2012; and there were no female apprentices. No data was provided for participation and assessments of non-proficiency assessments.

The *IPAM Performance Report 2012* (IPAM 2013) indicates that student participation in 2012 across all programs was 1,658.⁸⁵

Table 8.6 IPAM course participation, 2008–2012

	Course Participants (All Series)				Location	
Year	Females	Males	Total	Female attendees all courses (%)	Honiara	Provinces
2008	377	892	1269	29.7	377	442
2009	343	381	724	47.4	343	206
2010	534	890	1424	37.5	1075	349
2011	659	1294	1953	33.7	1030	923
2012	638	1020	1658	38.5	923	735
Cumulative Total	2551	4477	7028	100	3748	2655

Source: IPAM Performance Report 2012

In regards to the Australia-Pacific Technical College the most recent data shows that 155 Solomon Islanders studied an APTC course in 2011. This number equates to 12.3 per cent of all APTC students. Table 8.7 shows that the most studied programs by Solomon Islanders were in PNG (27.7 per cent), followed by Vanuatu (27.1 per cent) and Fiji (27.1 per cent), with Samoa having the fewest enrolments (18.1 per cent). Across all campuses, the most studied programs were in hospitality and community services, followed by trade and technology. In 2011, there were 94 Solomon Islands graduates, the composition of which was 22 in trade and technology and 72 in hospitality and community services. Refer to Table 8.7 and Figure 8.7.

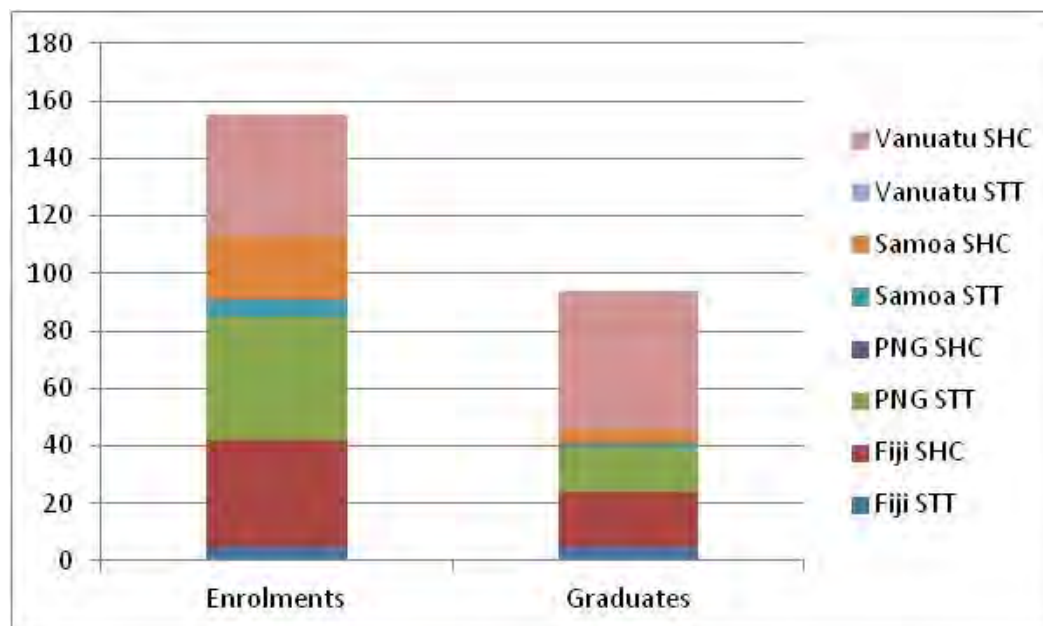
⁸⁵ All except one program are short courses. Duration of the Diploma of Human Resource Management program is 1 year.

Table 8.7 Location of APTC enrolments and graduations among Solomon Islands nationals, 2011

	Enrolments					Graduations				
	SI	% of total	All other	Total	% SI	SI	% of total	All other	Total	% SI
FIJI	42	27.1	551	593	7.1	24	25.5	499	523	4.6
STT	5	9.3	262	267	1.9	5	22.7	254	259	1.9
SHC	37	36.6	289	326	11.3	9	26.4	245	264	7.2
PNG	43	27.7	110	153	28.1	16	17.0	170	186	8.6
STT	43	79.6	110	153	28.1	16	72.7	170	186	8.6
SAMOA	28	18.1	212	240	11.7	6	6.4	288	294	2.0
STT	6	11.1	98	104	5.8	1	4.5	127	128	0.8
SHC	22	21.8	114	136	16.2	5	6.9	161	166	3.0
VANUATU	42	27.1	42	278	15.1	48	51.1	285	333	14.4
STT	0	0.0	0	0	0.0	0	0.0	16	16	0.0
SHC	42	41.6	42	278	15.1	48	66.7	261	317	15.1
TOTAL	155	100.0	1,109	1264	12.3	94	100.0	1,242	1336	7.0
STT	54	34.8	470	524	10.3	22	23.4	567	589	3.7
SHC	101	65.2	639	740	13.6	72	76.6	675	747	9.6

Source: APTC data return

Note: SHC refers to the School of Hospitality and Community Services, and STT refers to the School of Trades and Technology.

Figure 8.7 Location of APTC enrolments and graduates, field of training, 2011

Source: Table 8.7

Note: SHC refers to the School of Hospitality and Community Services, and STT refers to the School of Trades and Technology.

Scholarships

Scholarships and 'sponsorships' in Solomon Islands are a complex mix of various strategies to provide access to education. Gannicott (2012) indicates that in the tertiary sector budget for 2011 that administration, overheads & salaries is 2.6 per cent while Tertiary institution support is 25.7 per cent and scholarships (including support to SICHE School of Education, SIG/ROC tertiary scholarships, and Australia, New Zealand and Japanese scholarships) is 71.7 per cent.

Scholarships include:

- Donor scholarships (Australia, New Zealand, Japan, Republic of China)
- SIG scholarships (MEHRD, MCIE, constituency)
- Industry sponsorship
- APTC scholarships.

Donor scholarships

Scholarships can play a key role in improving access for students to study at home, in the Pacific Region, in Australia or in New Zealand and beyond.

The Australian Aid Program provides two types of scholarships:

- Australia Award Scholarship (AAS) formerly known as Australian Development Scholarship (ADS) – is for full-time undergraduate or postgraduate study at participating Australian universities and Technical and Further Education (TAFE) institutions.
- Australian Award Pacific Scholarship (AAPS) formerly known as Australian Regional Development Scholarship (ARDS) – is restricted to people from eligible participating countries to study at Pacific tertiary institutions in Papua New Guinea, Solomon Islands, Vanuatu, Fiji, Samoa and New Caledonia.

Table 8.8 summarises the number of scholarships provided by the Australian Aid Program.

Table 8.8 The Australian Aid Program scholarships, 2010 to 2012

Scholarship type	2010	2011	2012
AAS	Total Number granted: 17 Total Monies: A\$1.7m Number TVET: Nil	Total Number granted: 29 Total Monies: A\$1.9m Number TVET: Nil	Total Number granted: 28 Total Monies: A\$2.1m Number TVET: Nil
AAPS	Total Number granted: 24 Total Monies: A\$1.5m Number TVET: Nil	Total Number granted: 24 Total Monies: A\$1.5m Number TVET: Nil	Total Number granted: 25 Total Monies: A\$1.6m Number TVET: Nil

Source: Personal communication with the Australian Aid Program.

The NZAID program provides for:

- New Zealand Pacific Scholarships (NZPS) – which are restricted to people of the Pacific and limited to institutions within New Zealand;
- New Zealand Regional Development Scholarships (NZRDS) – restricted to people of the Pacific and limited to studying in the Pacific; and
- Short term training awards – targeted, short-term vocational and skills-based training in areas that will effectively contribute to the social and economic development of Solomon Islands. The awards are available for training in New Zealand for duration periods ranging from two weeks to a maximum of one year.

However, Table 8.9 indicates that, of these scholarships, none were directed to TVET programs.

Table 8.9 NZAID scholarships, 2010–2012

Scholarship type	2010	2011	2012
NZPS	Total Number granted: 24 Total Monies: NZ\$781,436 Number TVET: Nil	Total Number granted: 24 Total Monies: NZ\$2,402,233 Number TVET: Nil	Total Number granted: 24 Total Monies: NZ\$2,633,193 Number TVET: Nil
NZRDS	Total Number granted: 10 Total Monies: NZ\$583,733 Number TVET: Nil	Total Number granted: 10 Total Monies: NZ\$542,394 Number TVET: Nil	Total Number granted: 10 Total Monies: NZ\$410,000 Number TVET: Nil
Short term training awards	Total Number granted: 10 Total Monies: NZ\$332,495 Number TVET: Nil	Total Number granted: 12 Total Monies: NZ\$328,930 Number TVET: Nil	Total Number granted: 14 Total Monies: NZ\$350,000 Number TVET: Nil

Source: Personal communication with NZAID

Japan provides for three types of scholarships:

- Teacher training: – this scholarship includes six months Japanese language study and one year teacher training at a university;
- Research: – this scholarship includes six months Japanese language training and 1.5 years of research in a graduate school (and can be extended); and
- Specialised training college: – this scholarship includes one year of language training and two years of specialised training at a specialised training college.

The following table indicates that there have been very few scholarships issued and none were in the TVET sector. Issues identified by Japan representatives included applicant numeracy skills below that required for the qualification.

Table 8.10 Japan scholarships, 2010–2012

Scholarship type	2010	2011	2012
Teacher training	Total Number granted: 1 Number TVET: Nil	Total Number granted: 2 Number TVET: Nil	Total Number granted: 2 Number TVET: Nil
Research	Total Number granted: 3 Number TVET: Nil	Total Number granted: 1 (but cancelled) Number TVET - Nil	Total Number granted: 1 (but cancelled) Number TVET - Nil

Source: Personal communication with Embassy of Japan.

The Republic of China (Taiwan) provides for three types of scholarships:

1. The first type of scholarship is managed through a lump sum payment into the SIG Development Budget to provide training to Solomon Islands students (which is not country or education sector specific); this is managed through National Training Unit, MEHRD.⁸⁶
2. Country scholarships are for Solomon Islands students to undertake study in Taiwan. This scholarship is for five years of full-time study, with the first year being for language development (Mandarin). The cost of this program is approximately \$3,000 Taiwan New Dollars per month per student. Sources did not identify if these scholarships were for TVET and/or higher education.⁸⁷
3. Short term training scholarships are associated with other Republic of China country initiatives and needs are identified by Republic of China. Sources did not identify what training programs were included.

SIG scholarships

There is a range of SIG scholarships/sponsorships managed through the various ministries. At SINU there are approximately 743 scholarships in 2013. A significant number of these are those from the Ministry of Health and Medical Services (143) and the NTTT (65).⁸⁸

MEHRD

The MEHRD has a range of scholarships listed within its Budget. Table 8.11 below summarises all scholarships listed within the MEHRD Budget.

⁸⁶ This budget line is in the Development Budget and for the 2013 Budget is noted as S\$17 million. Sources estimated that this could cater for between 300–500 students. NTU, MEHRD indicated that Republic of China monies coming through the unit via the Budget did not include any scholarships below Bachelor level prior to 2013. It also noted that any MEHRD money through NTU did not include scholarships below Bachelor level prior to 2013.

⁸⁷ In 2010 and 2011 there were 11 scholarships issued and in 2012 there were 8 scholarships issued.

⁸⁸ In mid-2013 SIG decided to award all full-time students enrolled at SINU scholarships that cover academic fees and lunch.

Table 8.11 Scholarships in MEHRD, actual expenditures, 2007–2013

Line Item Name	2009 Actual (S\$)	2010 Actual (S\$)	2011 Actual (S\$)	2012 Revised Estimates (S\$)	2013 Budget (S\$)
Training - In service ¹	0	2,073,273	10,530,121	2,642,245	2,137,000
Training – Other ²	2,920,897	0	0	0	3,477,832
Training – Overseas ³	35,854,860	28,062,503	79,075,808	94,149,597	91,192,630
Constituency Scholarships Award ⁴	0	0	0	10,000,000	10,000,000
USP Contribution ⁵	12,005,765	10,078,116	18,707,866	10,892,643	20,391,574

Source: SIG Recurrent Budgets, Years 2010, 2011, 2012, 2013.

1. Scholarships to students at SICHE/SINU
2. USP Solomon Islands distance learning.
3. SIG Scholarships.
4. Scholarships to candidates in ministers' constituencies.
5. Solomon Islands contribution to USP.

Constituency scholarships

There are 50 members of parliament and their own Ministry's discretionary funds sponsor students (refer to Table 8.11). There are no public data on the number of students sponsored at SINU or at VRTC's or offshore.

At SINU there are 62 sponsored students through the 50 Members of Parliament plus one that is privately sponsored.⁸⁹ Table 8.12 summarises the program spread of this sponsorship.

⁸⁹SINU preliminary data, 2013

Table 8.12 Constituency scholarships, 2013

Program	Number
Diploma of Community Based Rehabilitation	1
Certificate in Trade - Carpentry and Joinery	1
Diploma of Survey	3
Diploma of Youth and Development Work	2
Diploma of Teaching (Early Childhood)	4
Diploma of Teaching (Secondary) English	1
Diploma of Teaching (Secondary) Home Economics	1
Diploma of Teaching (Primary)	2
Diploma of Teaching (Primary) - Inservice	2
Diploma of Teaching (Secondary) Science	2
Diploma of Teaching (Secondary) Social Studies	1
Diploma of Teaching (Secondary) Technology	1
Graduate Diploma in Teaching (Secondary) - Agriculture	1
Graduate Diploma in Teaching (Secondary) -Business	2
Certificate in Business Studies	5
Certificate in Secretarial Studies	3
Diploma of Business - Administration	2
Diploma of Business - Banking	3, plus 1 private
Diploma of Business Studies	7
Diploma of Business - Finance	3
Diploma of Public Health	1
Basic Safety	1
Certificate in Tropical Agriculture	7
Certificate in Environmental Studies	3
Diploma of Agriculture Business	1
Diploma of Applied Science (Agriculture)	2
Total	63

Source: SINU preliminary data, 2013.

MCIE

Through the apprenticeship scheme MCIE provides scholarships to apprentices from second year onwards. Apprentices are enrolled at SINU. Scholarships to SINU funded by MCIE total 65 scholarships. Table 8.13 summarises the number of such scholarships by program.

Table 8.13 MCIE apprentice scholarships, 2013

Program	Male	Female	Total
Certificate in Trade - Electrical	23	2	25
Certificate in Trade - Carpentry and Joinery	9	1	10
Certificate in Trade - Heavy Vehicle & Plant Mechanics	14	0	14
Certificate in Trade - Light Motor Mechanics	9	1	10
Certificate in Trade - Plumbing and Allied	6	0	6
Total	61	4	65

Source: SINU preliminary data, 2013

Industry sponsorship

SINU preliminary data for 2013 indicates that there are approximately 80 students funded through private companies.

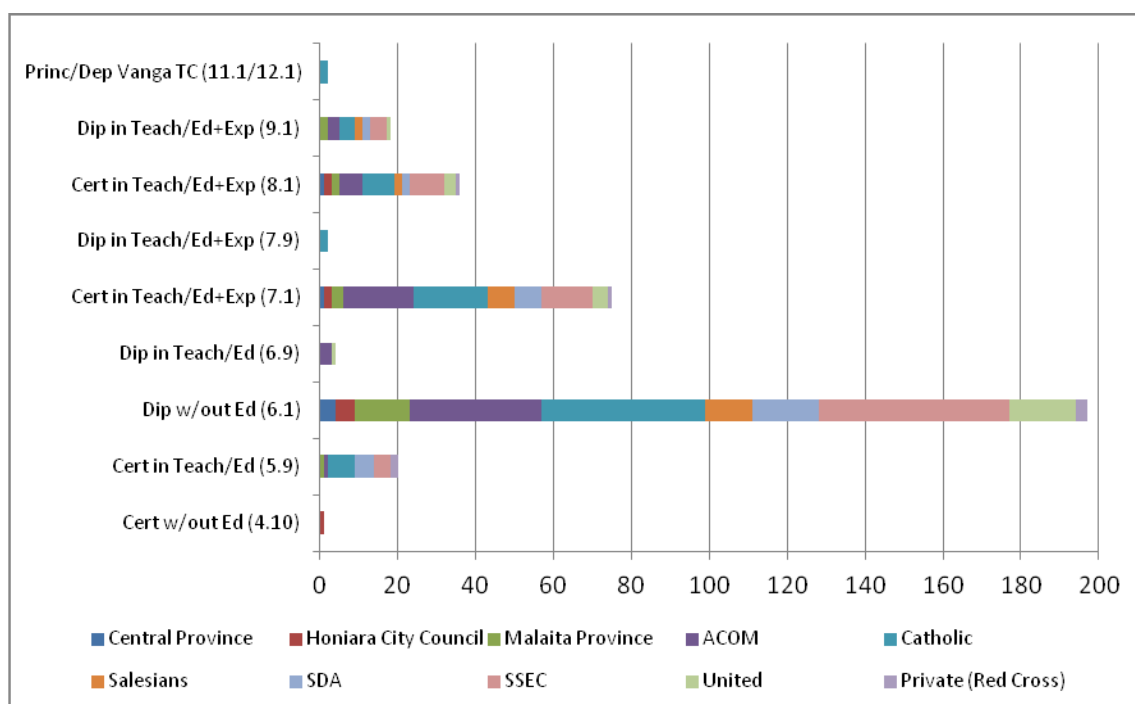
APTC scholarships

The APTC Scholarship Awards provide funds for students across the Pacific region to access training at the Australian/New Zealand standard. There are two streams: the full award which assists with tuition fees, living costs, travel and medical costs; and a partial award which assist with costs of tuition.

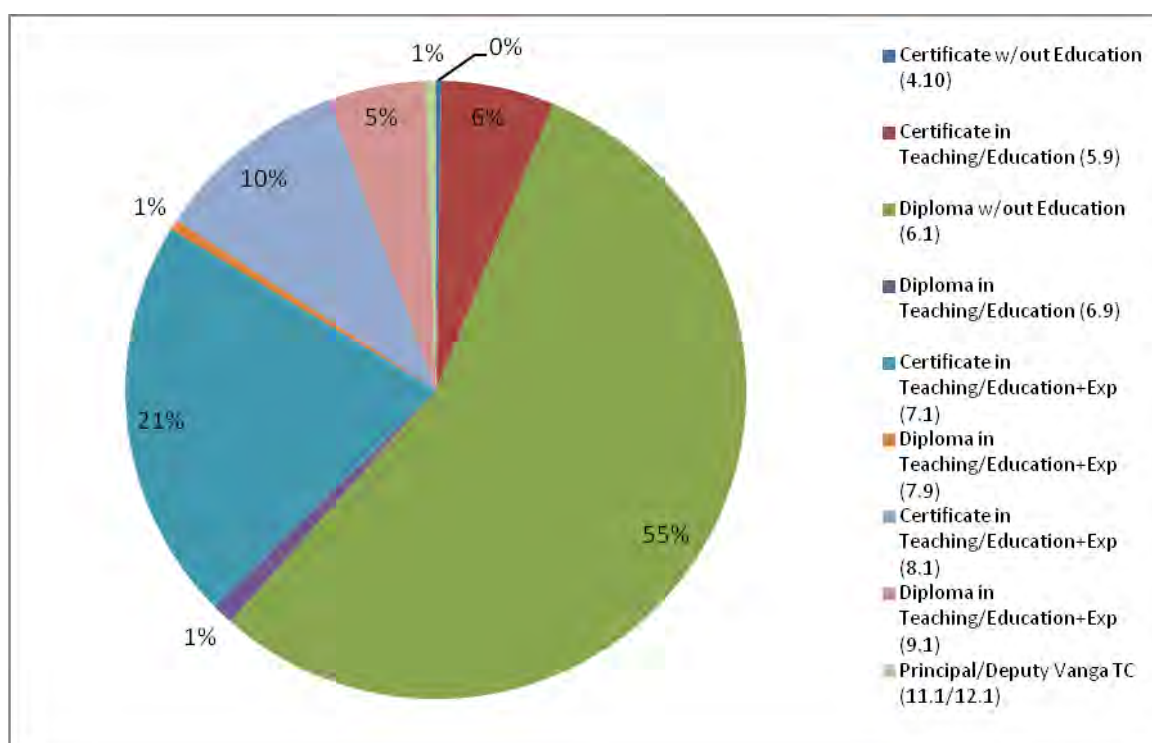
Staffing

VRTCs

The MEHRD Teaching service data includes the qualifications of all registered teachers, including those at VRTCs. Figure 8.8 and Figure 8.9 outline the qualification profile of registered VRTCs teachers according to the Education Authority to which the centre is aligned. These figures indicate that the qualifications are skewed toward those with a trade diploma but do not have a teaching/education qualification.

Figure 8.8 Qualification of teaching staff in VRTC's, 2012–2013

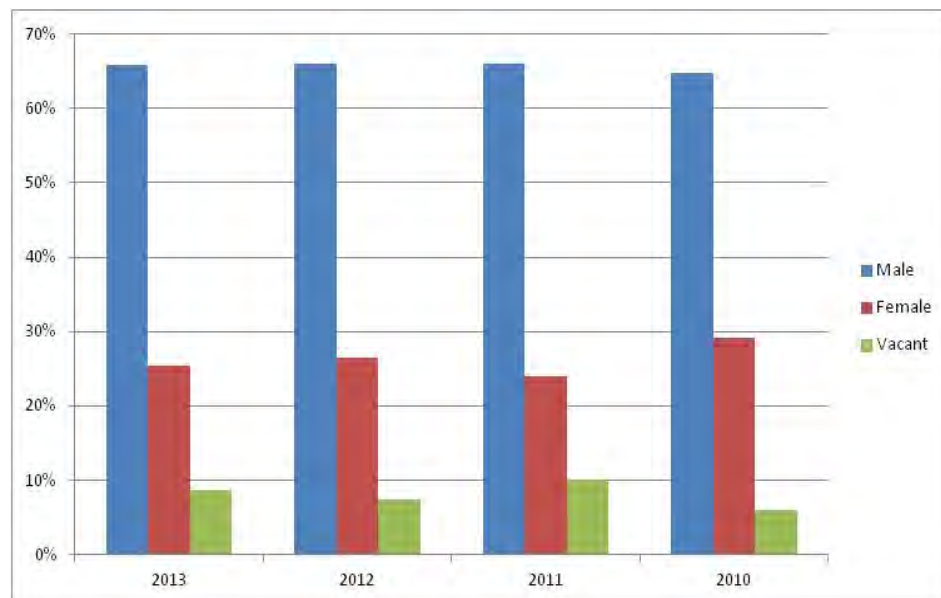
.Source: MEHRD, 2013, Teaching Service Data; MEHRD, 2011, Solomon Islands Teaching Service Handbook.

Figure 8.9 Qualification of Teaching Staff in VRTC's, 2012–2013

Source: MEHRD, 2013, Teaching Service Data; MEHRD, 2011, Solomon Islands Teaching Service Handbook.

The MEHRD Teaching Service data also provides information in terms of the gender profile of teaching staff at VRTC. Figure 8.10 indicates that the overwhelming majority of teaching staff in VRTC are male.

Figure 8.10 VRTC teaching staff by gender, 2010–2013



Source: MEHRD, 2010–2013, Teaching Service Data

Note: Teaching Service data indicates that vacant positions are 'actual payments/positions' although a person is not identified.

Private providers

The one private provider who returned a provider survey indicated that all three staff members held a vocational qualification at certificate level and that two staff members also held a diploma qualification related to teaching/education.

SINU

SINU did not provide data in relation to teachers/educators in terms of number of teaching staff per school, qualifications or gender profile.

MCIE

MCIE representative noted that there are two sets of assessors: those for proficiency assessments (for example, apprenticeships) and those for NTTT certificate assessments (for example, VRTC students and employees). For proficiency assessments the NTTT representative indicated that the Unit required 45 to 46 assessors who are employed in industry.⁹⁰ The representative also indicated that there were 5 assessors (from within MCIE) to undertake the NTTT certificate assessments. The number of assessors appears disproportionate, given the number of apprentices and the number of VRTC and CBTC graduates.⁹¹

MCIE did not provide details in relation to its proficiency assessors or its NTTT assessors.

⁹⁰ MCIE indicated that it required approximately 9 assessors per trade area.

⁹¹ *SIAVRTC 2012 Annual Report* indicates that funds were provided by MCIE to SIAVRTC to finance 850 NTTT assessments of VRTC and CBTC graduates.

CHAPTER 9 TVET FOR EDUCATIONAL OPPORTUNITIES

This chapter presents TVET pathways, issues of access and financial mechanisms in the context of social and community development. There is a high degree of inequity in terms of access and quality of TVET. Geography, gender, disability and the rural-urban divide are some of the significant factors that account for levels of inequity throughout the country. The high costs of resources and transportation impact the ability of remote VRTC to make effective links to employment opportunities. A large urban drift ensures that focus of education development remains in Honiara where government offices, SINU and a range of apprenticeship activities are located. Females have yet to experience a significant increase in numbers across CEDEFOP fields; females only outnumber males in life skills courses in TVET. Finally, specialised VRTCs for disabilities are all located in Honiara or the Honiara periphery. All of these aforementioned issues combined contribute to inequity that negatively impacts educational opportunities.

9.1 TVET PATHWAYS

An important economic and social challenge is addressing the skills gap in Solomon Islands. With an 80 per cent unemployment rate among Solomon Islands youth,⁹² clear pathways need to be developed for young people to progress from primary and secondary education to further education. At present, these pathways do not exist. Globally, it has been argued that poor quality and financial constraints are key impediments in expanding technical and vocational education.⁹³ Research also suggests that for countries with a high youth population an enduring problem with employment lies with the demand side, rather than the supply side, with limited competition reducing employment opportunities.⁹⁴ However, the quality and relevance of TVET in Solomon Islands suggests a supply side issue that needs to be addressed.

TVET in Solomon Islands is characterised by two types of providers: Vocational and Rural Training Centres and the Solomon Islands National University (SINU).

These providers attract students with varied backgrounds, achievement levels and interests. Vocational and Rural Training Centres serve a range of populations, including those that are gender-specific, special needs or in a remote location. SINU was established as a university in January 2013 and offers certificate and diploma level vocational courses to degree level university courses. There are limited pathways between the programs undertaken at vocational and rural training centres and that of SINU.

There is significant variation in academic entry requirements for TVET students depending on the provider. Of the VRTCs surveyed⁹⁵ the majority of centres only had an age limit on enrolment applications.⁹⁶ For SINU the entry requirements vary according to the program; a selection of SINU program entry requirements is provided below.

Table 9.1 outlines a selection of entry requirements at SINU.

⁹² World Bank (2012). *Skills for Solomon Islands: Opening New Opportunities*

⁹³ World Bank (2013). *World Development Report: Jobs*

⁹⁴ World Bank (2013). *World Development Report: Jobs*, p. 18

⁹⁵ 15 data returns from VRTCs

⁹⁶ SIEMIS data returns from 2010 to 2012 indicate the majority of students entering VRTCs have at least a Grade 4 or Grade 5 education.

Table 9.1 Entry requirements at SINU

School	Certificate	Diploma
Business and management - Business Studies	Satisfactory completion of Form 5. Satisfactory completion of Form 3 with at least five years of Relevant work experience. Successful completion of a recognized programme of study	Satisfactory completion of Form 6. Successful completion of the Certificate in Business Studies. Satisfactory completion of form 5 with at least three years relevant work experience
Natural Resources and Applied Sciences – Certificate in Tropical Agriculture, Diploma of Applied Science (Agriculture)	Form 5 SISC with good passes in English, Maths, Science and Agriculture AEPAD with relevant work experience	Minimum form 5 with GPA of 2.5 or better in SISC, Science, Agriculture Science, Maths, English or Form 6 or 7 with GPA of 2.5 or better in PSSC or equivalent, Agricultural Science, Science, Maths, English Graduate from SNR Certificate in Tropical Agriculture, with GPA of 2.3 or any recognized institution in the field of Agriculture, Forestry and Environment Agricultural Science Teachers with 3 years' work experience or Agricultural Officers from MAL with 3 to 5 years work experience with animal husbandry, crop production, quarantine, research, and extension and farm management.
Institute of Technology – Certificate in Trade (Electrical)/Diploma of Surveying	Obtained SISC & PSSC with good grades in Maths, English & Science.	Obtained SISC & PSSC with good grades in Maths, English & Science. (Form 5 with very good SISC result, Form 6, Form 7)

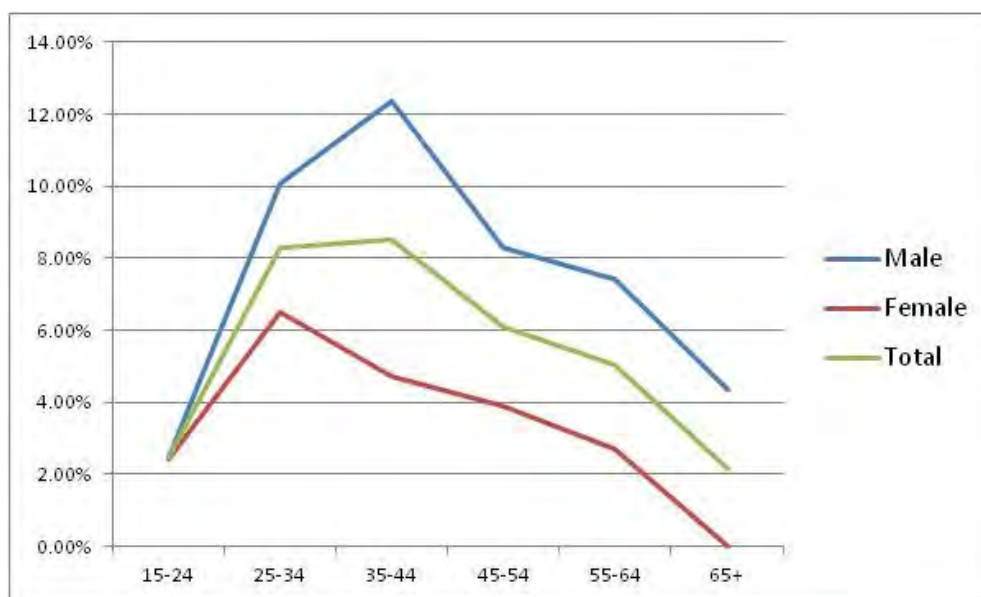
Source: SINU website accessed August 2013.

PSSC = Pacific Senior Secondary Certificate. SISC = Solomon Islands Secondary Certificate.

The SIG decision to award all full-time students enrolled at SINU scholarships that cover academic fees and lunch has compromised the Government's financial ability to support and develop TVET pathways. In other words, by supporting full fees for all students, the University, supported by Government, is arguably left with few funds to develop infrastructure, engage in program development and hire staff for TVET programs.

Solomon Islands has a relatively low distribution of the population over the age of 15 who have achieved some form of TVET or Tertiary certification. The distribution of women who possess such certification is lower than for men. The fact that less than 3 per cent of the population between the ages of 15 to 24 has acquired a TVET certification is significant, and suggests that pathways to TVET and tertiary education are far from clear. Figure 9.1 shows this distribution, with men between the ages of 35–44 (12 per cent of the population) being the largest group.

Figure 9.1 Distribution of age group population (15+ Years) by gender and educational attainment – TVET or tertiary qualification

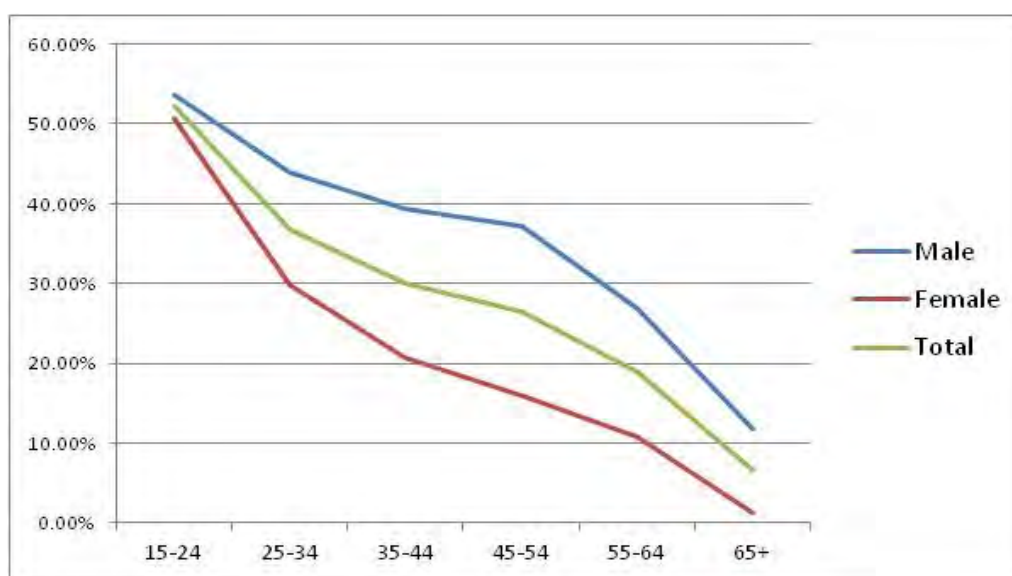


Source: Household Income and Expenditure Survey 2005/2006 (Part One), Solomon Islands Statistics Office, Department of Finance and Treasury, Honiara, September 2006, p. 24

Note: Report on 2009 Housing and Population Census (Statistical Bulletin 06/2011), Basic Tables and Census Description, p. 2, shows a similar Total Education Attainment rate of TVET or Tertiary Qualification of 5.4 per cent (Summary Report NOT gender disaggregated)

Figure 9.2, however, demonstrates that over 50 per cent of the population, both male and female, have attained a post-primary education (defined here as Form 1 and above). Comparison between Figure 9.1 and Figure 9.2 demonstrates that few post-primary graduates complete some form of TVET or tertiary qualification.

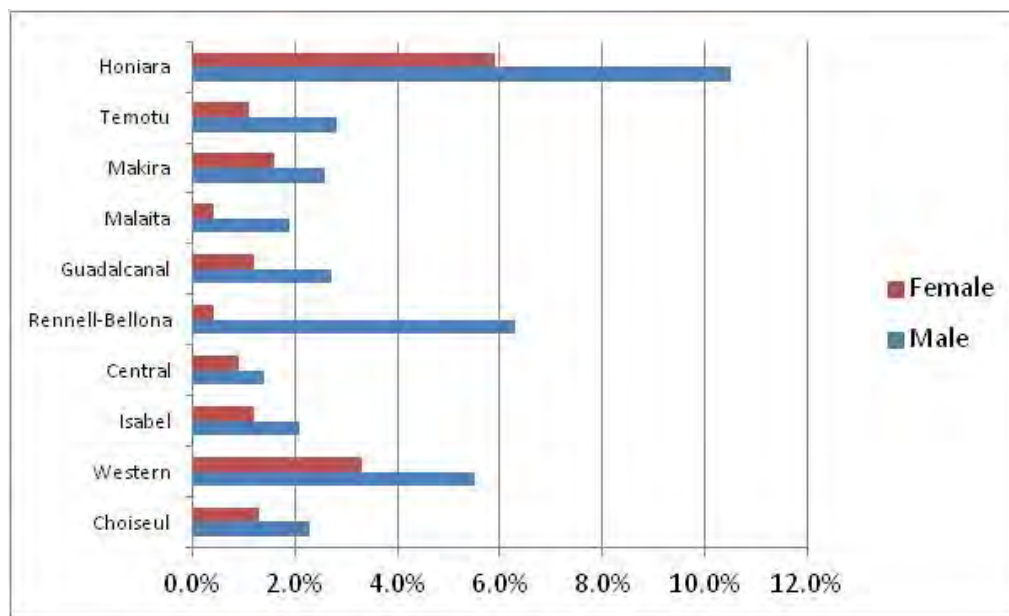
Figure 9.2 Distribution of age group population (15+ Years) by gender and educational attainment – post-primary attainment



Source: Household Income and Expenditure Survey 2005/2006 (Part One), Solomon Islands Statistics Office, Department of Finance and Treasury, Honiara, September 2006, p. 24

There is significant geographical variation in access to some form of TVET or higher education by province. Many young people who attend VRTC or SINU must pay for room and board. Given available or perceived employment, those with post-primary attainment are likely to live in the nation's capital. Figure 9.3 indicates that people who have achieved post-primary certification live in Honiara, Solomon Islands' only urban region, and are male.

Figure 9.3 Attainment of certificate/diploma/degree by province (15+Years) and gender

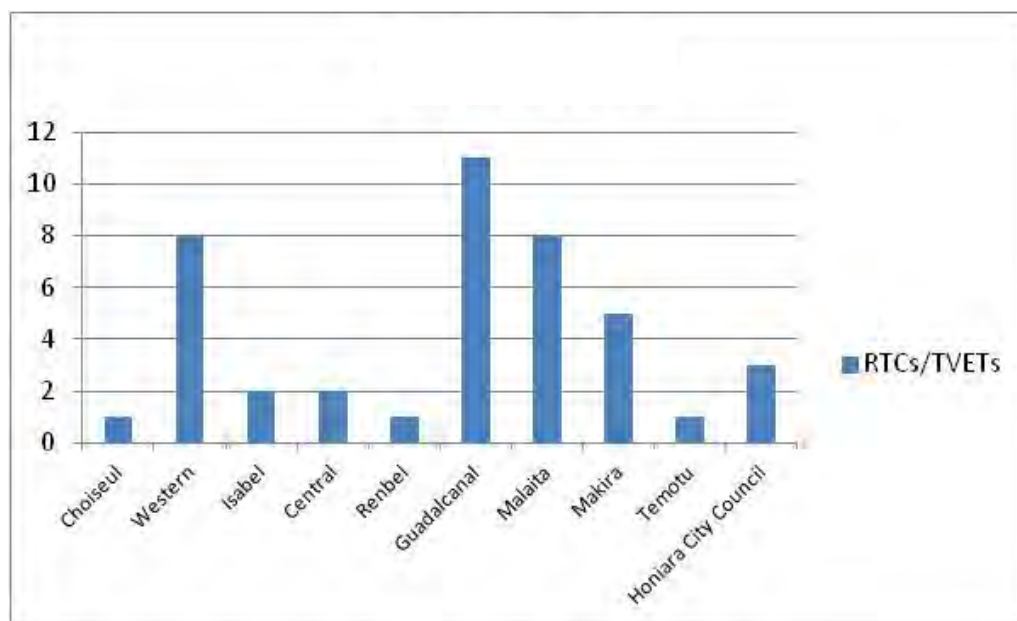


Source: Household Income and Expenditure Survey 2005/2006 Provincial Report (Part Two), Solomon Islands Statistics Office, Department of Finance and Treasury, Honiara, September 2006, pp. 30-32.

9.2 GEOGRAPHICAL LOCATION OF TVET INSTITUTIONS AND STUDENTS ACCESSING SINU

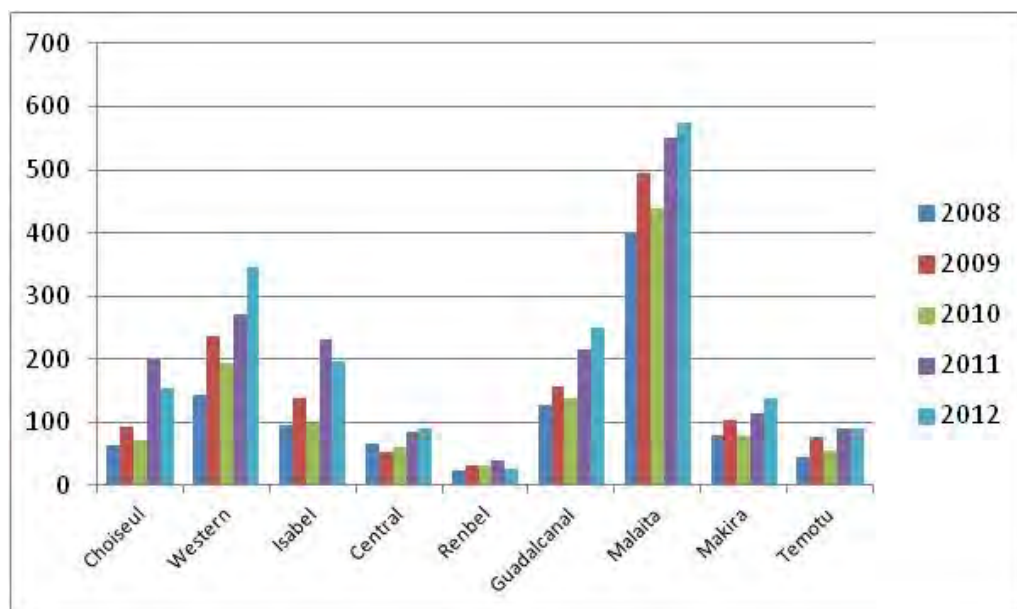
There are 40 VRTC plus the special education centre of the Red Cross Society and the majority of these centres are based on Guadalcanal Island (which includes Guadalcanal province and Honiara City Council), followed by Western Province and Malaita Province. However, the highest populations in Solomon Islands are on Guadalcanal Island, Western Province and Central Province.

Figure 9.4 summarises the spread of VRTC across provinces.

Figure 9.4 Number of VRTC's by province

Source: List of Technical Vocation Rural Training Centres, 2013 (Tertiary & National Qualifications Framework), and List of SIAVRTC, 2013. These lists include the Red Cross Society Handicap Centre and Vanga Teachers College.

SINU draws its students from across the provinces with the majority of students originating from Malaita Province. Refer to Figure 9.5.

Figure 9.5 Number of students enrolled at SINU by province, 2008–2012

Source: SINU Statistical Summary on Enrolment by School, Course, Province, Nationality & Gender, SINU Office of the Registrar, 2013.

*All schools and programs (including Education & Nursing) are included in Figure 9.5

9.3 ACCESS TO TVET FOR DISADVANTAGED GROUPS

Access to TVET in Solomon Islands is uneven. While some VRTC's serve the needs of specific populations – for example, being specifically female, male or focused on special needs – disadvantaged groups are underrepresented in TVET.

Females are not well represented in many of the formal TVET programs at SINU and at VRTC's in Solomon Islands. And while there are two VRTC's that focus specifically on students with special needs, both are located in the greater Honiara area, the country's only major urban area. SINU attracts far fewer female students than male students because of the nature of their programs (technical trades and marine). However, SINU's School of Business, including courses in tourism, hospitality, and business, enrolls more female than male students. Similar patterns exist in co-educational VRTC's, and VRTC's that only enroll females do not offer traditional technical trades other than agriculture.

The following figures use the Solomon Islands Education Management Information System (SIEMIS) data for VRTC's to give a snapshot of trends in access to TVET for disadvantaged groups.⁹⁷ VRTC's are required to submit an annual SIEMIS survey and retirement (expenditure) reports in order to receive a bi-annual grant disbursement from MEHRD.⁹⁸ This aside, the average SIEMIS survey return rate for the TVET sector has been on average 57 per cent per year.⁹⁹

While females are underrepresented in TVET programs countrywide, available SIEMIS TVET data indicates that total female enrolments in VRTC TVET programs has declined by 9 per cent in three years. In 2010, females comprised approximately 45 per cent of the reported TVET VRTC sector but this has steadily declined to 41 per cent in 2011 and 36 per cent in 2012. This is despite two VRTC's, St. Anne's and DIVIT, that enroll only females. While the lower overall participation of females in the TVET and higher education sector is reflected in both the Solomon Islands Household Income and Expenditure Survey 2005–2006 and the Population and Housing Census 2009, the overall decline in female enrolment at VRTC's is significant.¹⁰⁰

The pattern of VRTC enrolments by course and gender has remained relatively stable for the period 2010–2012.¹⁰¹ Table 9.2 shows actual enrolments by course and by gender for the years 2010–2012. The total enrolment by year and gender is evident in Figure 9.6. In terms of total enrolment, males far outweigh the number of females enrolled in VRTC courses.

⁹⁷ It should be noted that TVET data has only been collected through the annual SIEMIS survey since 2010. In addition, the quality of the SIEMIS data is uneven and submitted surveys have not been pre-screened or entered by MEHRD. Many of the completed surveys demonstrate a lack of "survey literacy", are incomplete, or document inconsistent student and budget data between sections.

⁹⁸ MEHRD (2012). *Up-dated Policy Statement and Guidelines for Grants to Schools in Solomon Islands*

⁹⁹ SIEMIS TVET data, 2010 to 2012. Rate of return: 2010=55%; 2011=57.5%; 2012=57.5%

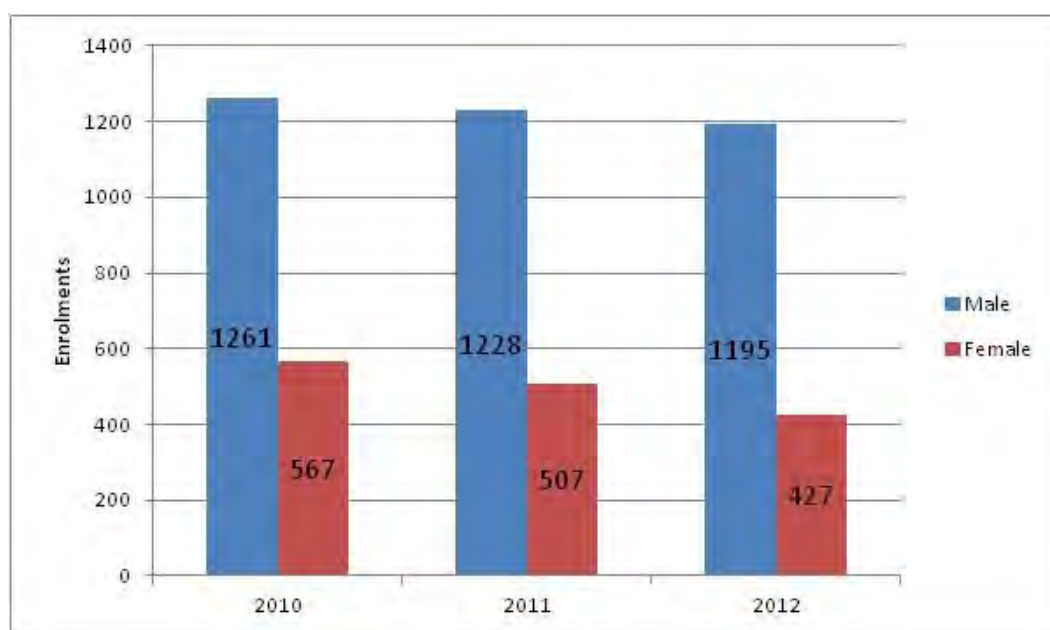
¹⁰⁰ SIG (2006). *Household Income and Expenditure Survey 2005/2006 (Part One)* and SIG t National Statistics Office (2011). *Basic Tables and Census Description, Solomon Islands Population and Housing Census 2009, Statistical Bulletin 6/2011*.

¹⁰¹ The quality of SIEMIS data is uneven, and an average of 55 per cent of VRTC SIEMIS surveys forms was returned annually between 2010 to 2012. This aside, the SIEMIS data reveals indicative patterns of enrolment in traditional VRTC courses.

Table 9.2 VRTC Enrolments by course/gender, 2010–2012

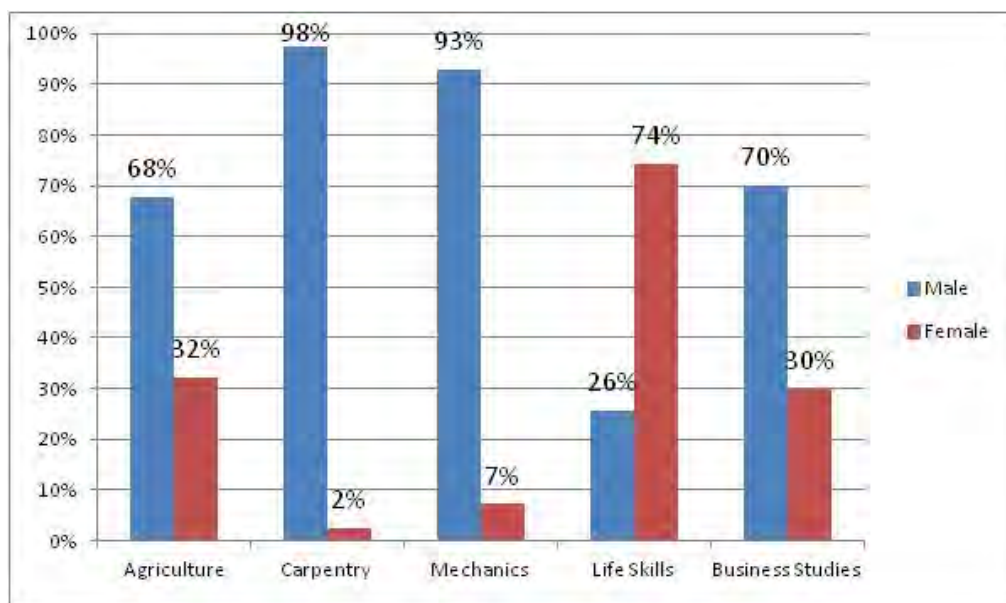
	2010		2011		2012	
Course	Male	Female	Male	Female	Male	Female
Agriculture	541	366	542	243	451	215
Carpentry	831	34	578	18	764	19
Mechanics	563	16	507	39	517	40
Life Skills	113	447	70	246	111	321
Business Studies	322	109	253	124	162	69

Source: SIEMIS TVET data, 2010–2012, MEHRD

Figure 9.6 Enrolments in VRTCs by gender, 2010–2012

Source: SIEMIS TVET data, 2010–2012, MEHRD

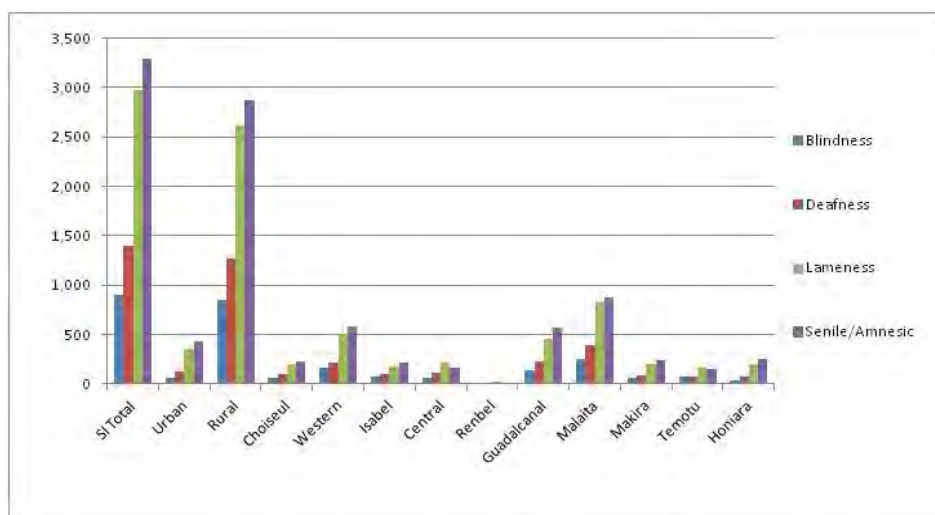
Figure 9.7, comprising 2012 SIEMIS survey data, is representative of this pattern. Briefly, the majority of enrolments in carpentry and mechanics courses are male, and there has been little to no change in percentage of enrolments by gender between 2010 and 2012, though female enrolment in mechanics has increased from 3 per cent in 2010 to 7 per cent in 2012. Males also dominate enrolments in Agriculture, but there is a larger female enrolment, though this has declined from 40 per cent in 2010 to 32 per cent in 2012. Females dominate enrolment patterns in Life Skills. Courses in Life Skills include subjects such as cooking, sewing, literacy, etc. Finally, while Business Studies is not a formal program at most VRTCs, males still make up the majority of VRTC students taking these units. It is unclear as to why males are also the majority in many VRTC Business Studies units, but one reason could be the fact that the majority of enrolments in VRTCs are males.

Figure 9.7 VRTC enrolments by course/gender, 2012 (%)

Source: SIEMIS TVET data, 2010–2012, MEHRD

Disabilities/Special Needs

The Government Census 2009 reported that the incidence of disabilities in rural areas is significantly higher than urban areas of Solomon Islands with 87 per cent of rural residents reporting a disability compared to only 13 per cent of urban residents, as indicated in Figure 9.8. The high incidence of disabilities emphasises important equity issues for the country, with all specialist centres located in the urban and peri-urban areas of Guadalcanal.

Figure 9.8 Number of people with a disability, by location, 2009

Source: Solomon Islands Government National Statistics Office, Census 2009, Basic Tables and Census Description, Statistical Bulletin: 6/2012, p. 2.

Three RTCs have been established specifically for students with special needs. Of the 39 VRTC who completed at least one SIEMIS survey form between 2010 and 2012, nine reported having at least one student with special needs (this number excludes San Isidro, Bethesda and Red Cross Society centres). Students are reported as having a range of disabilities. It is unclear from the SIEMIS data whether support programs are in place at the nine RTCs who do not report as specific special needs centres. Finally, students with disabilities must either live or relocate to the Honiara region of Guadalcanal to access the three centres that specifically cater for special needs.

9.4 THE ROLE OF FINANCIAL MECHANISMS AND SCHOLARSHIPS

Grants

Through the grant process MEHRD has recognised the need to support VRTCs in terms of those who are considered remote, those that include boarding facilities and those specialist centres providing support to students with disabilities. The details of the government grants are outlined in Chapter 13.

Scholarships

Scholarships can play a key role in assisting students to progress to further studies. In Solomon Islands there is a range of scholarships available through donors and through ministries. However, the number of scholarships available within the TVET is minimal. In Chapter 8 it was noted that scholarships funded by MEHRD and those funded by the Republic of China (Taiwan) (and processed through the NTU, MEHRD) did not include any qualifications below a Bachelor degree; that scholarships funded by development partners did not focus on TVET programs. Only constituency scholarships and those funded apprentices were TVET related. There has been no strategic approach to identification of industry needs and to issuing scholarships to TVET programs.

CHAPTER 10 TVET FOR ECONOMIC GROWTH AND DEVELOPMENT

This chapter presents TVET in the context of economic growth and development.

10.1 THE ROLE OF TVET IN ECONOMIC GROWTH AND DEVELOPMENT

Solomon Islands has limited formal employment opportunities, and at the same time has both skill shortages (a lack of appropriately qualified people in the work force) and skill gaps (where the existing work force does not have the necessary skills to achieve organisational objectives). The ADB report *Skilling the Pacific* (2008) identified three key reasons for skills shortages: sector-specific economic growth, emigration, and inadequate output or quality from TVET systems.¹⁰² The study suggested that sector-specific economic growth and inadequate output or quality from TVET systems are significant issues in Solomon Islands. Many people are trained in skill areas such as mechanics, carpentry, agriculture and business studies, but the skill level acquired is below the required performance level of urban modern-sector enterprises.¹⁰³ Further, while nearly 80 per cent of the population of Solomon Islands resides in rural areas,¹⁰⁴ there is a rapidly growing young population attracted to the perceived employment opportunities in urban areas.

At the same time, Solomon Islands Government and development partners have made explicit reference to a commitment to the development of the TVET system. For example, a stated vision of the *Policy Statement and Guidelines for Tertiary Education in Solomon Islands* (2010) is that:

*'All Solomon Islanders will have equitable access to a responsive and relevant tertiary education that will enable them to fully participate in economic, social and cultural life in their communities and to develop their skills and competencies needed to make Solomon Islands' workforce globally competitive and to link them to international employment, business and export opportunities.'*¹⁰⁵

The fact that TVET is embedded as part of tertiary education in this Policy recognises the importance of TVET in the development of skills and competencies necessary to encourage economic development with a rapidly growing and young population. Further, the *National Education Action Plan (NEAP) 2013–2015* (MEHRD 2013) recognises TVET as one of the five sub-sectors of education. The NEAP's focus on equity within TVET includes increasing the number of registered providers, expanding course selection, improving infrastructure of VRTC's, and improving access for female students.¹⁰⁶ However, there are a number of constraints and competing priorities which present challenges for these objectives. These include, but are not limited to:

- the Government's focus on the development of SINU (formerly SICHE) and the provision of full scholarships to all SINU students from 2013;

¹⁰² Asian Development Bank (2008). *Skilling the Pacific: Technical and Vocational Education and Training in the Pacific*

¹⁰³ Asian Development Bank (2008). *Skilling the Pacific: Technical and Vocational Education and Training in the Pacific*, p. 25

¹⁰⁴ SIG National Statistics Office (2011). *Basic Tables and Census Description, Solomon Islands Population and Housing Census 2009, Statistical Bulletin 6/2011*

¹⁰⁵ MEHRD, 2010, *Policy Statement and Guidelines for Tertiary Education in Solomon Islands*, p. 9

¹⁰⁶ MEHRD, 2013, *National Education Action Plan 2013-2015*

- the lack of a National Qualifications Framework for the TVET sector that gives students a pathway to recognised certification;
- a limited formal labour market with the economy focused on agriculture, mining and forestry;
- limited formal engagement with industry;
- lack of collaboration between key Government ministries funding TVET, that is, scant communication between MEHRD and MCIE about an Apprenticeship scheme;
- lack of information on the cost of training inputs and outputs; and
- limited scope to expand provision beyond existing scope due to budgetary and capacity constraints.

The apparent lack of information available to assist with monitoring, planning and budgeting for current training needs and future skills requirements undermines a coordinated approach to developing and expanding the TVET system. The TVET sub-sector received few resources and a low percentage of funding from MEHRD compared to the other education sub-sectors. And while the European Union contributed S\$101 million to the TVET sector 2008–2013 through EDF9, there is no major financial commitment from any development partner to the TVET sector beyond 2013.¹⁰⁷

An important feature of Solomon Islands training landscape is that the large financial commitment to establishing SINU has had the effect of reducing the priority of TVET within tertiary policy in terms of ensuring all students have equitable opportunities to develop skills and knowledge. Added to this is the Government's focus on providing scholarships for all students attending SINU from 2013.

10.2 ALIGNMENT OF TRAINING WITH INDUSTRY NEEDS

Solomon Islands TVET sector is neither diverse nor equally accessible. The largest single provider is SINU. Students must relocate to SINU's campus in Honiara to access its TVET programs. The other major provider is the country's network of Vocational and Rural Training Centres (VRTCs). The majority of VRTCs are managed by church Education Authorities (EAs), with a smaller number managed by the provincial authorities – Honiara City Council and Malaita Province. VRTCs are located in all provinces of Solomon Islands, but have a varying degree of infrastructure and resources. None of the VRTCs are able to offer Certificate level programs, and essentially are teaching skills that may or may not meet skills gaps and shortages in Solomon Islands.

The World Bank's study *Skills for Solomon Islands: Opening New Opportunities* (2012) has documented a number of findings highlighting the need to focus on better aligning skills development with the economy. Recommendations emerging from this study included increased focus on early childhood education to improve literacy and numeracy and further developing second chance education and training. Recommendations also suggested building a national skills strategy that better matches supply to demand and creating a favourable environment for entrepreneurship and innovation. In addition to these, expanding opportunities for women's participation was highlighted as an overarching priority.¹⁰⁸

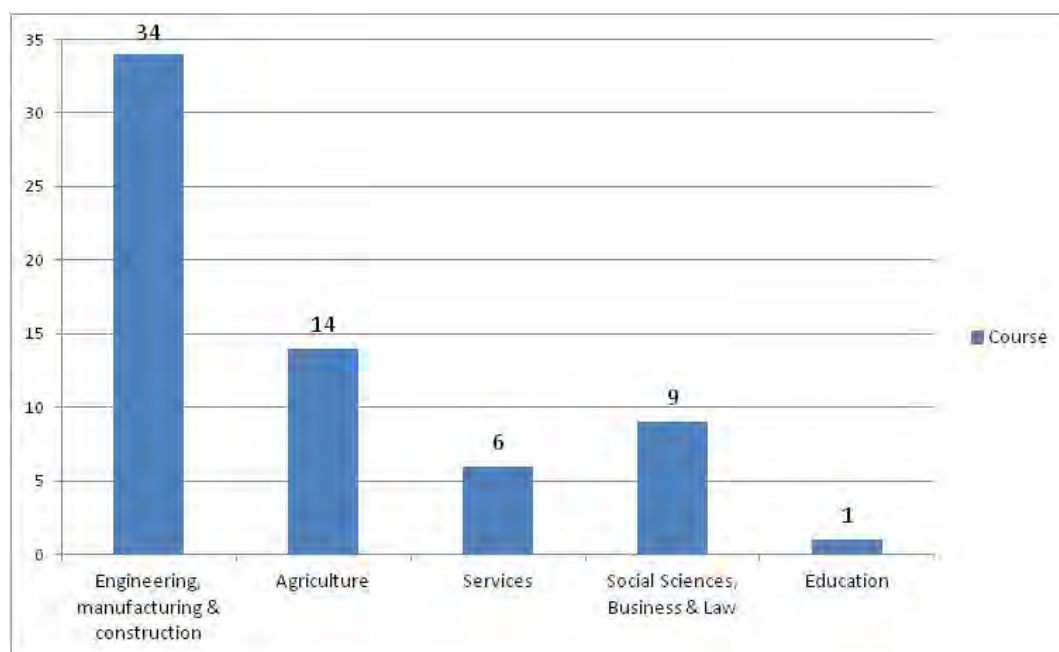
¹⁰⁷ SIG Annual Budgets, 2010, 2011, 2012 and 2013; European Community-Solomon Islands (2008) *Country Strategy Paper and National Indicative Programme 2008–2013*

¹⁰⁸ World Bank (2012) *Skills for Solomon Islands: Opening new opportunities*

The SIG *Education Strategic Framework 2007–2015* (MEHRD 2007) proposed a system of financing that will support TVET as part of a ‘level playing field’,¹⁰⁹ though this has yet to be implemented. The Framework encourages the development of a public finance system that follows individual enrolments in targeted skills areas.

As shown in Figure 10.1, the types of TVET programs offered through SINU are oriented towards engineering, manufacturing and construction. Programs in agriculture and social sciences, business and law are less significant. There is little information available of the extent to which these programs, and their content, are a reflection of industry demand or are meeting employer expectations

Figure 10.1 Count of TVET programs at SINU by CEDEFOP field, 2013

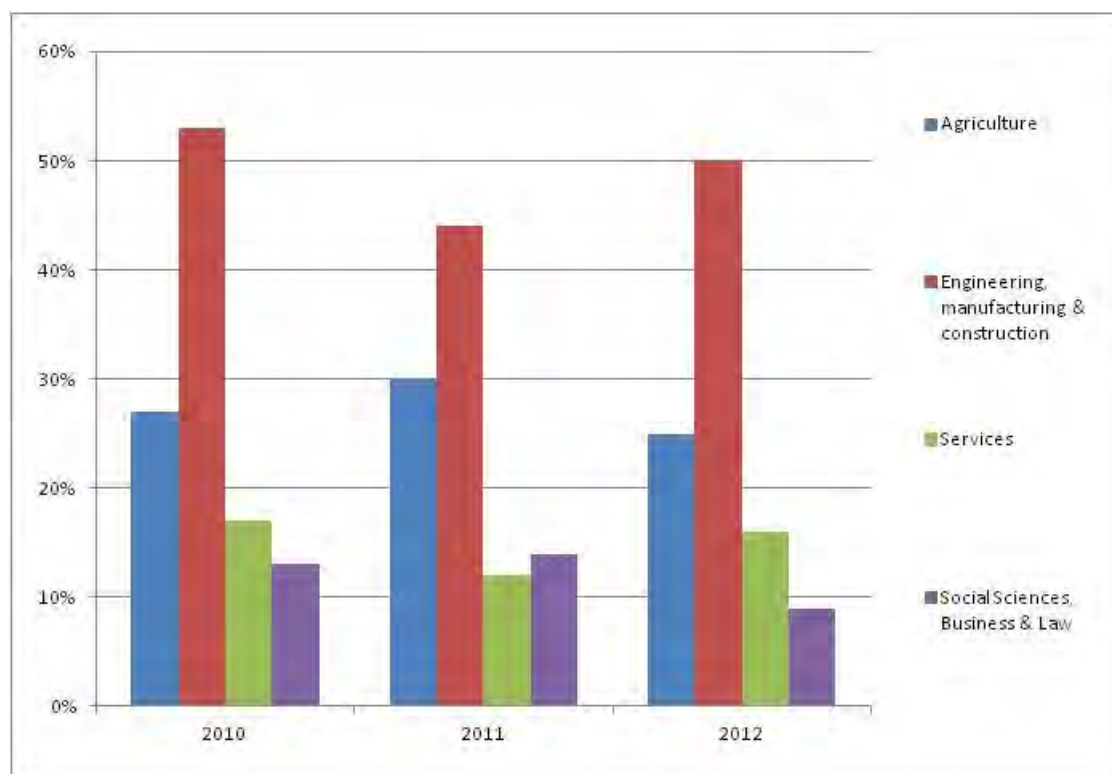


Source: Solomon Islands National University, Draft Budget 2013

Figure 10.2 shows the focus of programs in VRTC which are Solomon Islands’ only other major provider of TVET. While students do not complete a regionally recognised qualification, they complete on average two years of training at a VRTC. Data by program at VRTCs are not reliable, but enrolments give a sense of emphasis on types of training available at VRTCs. Again, offerings are skewed toward the CEDEFOP fields of engineering, manufacturing and construction, as well as a strong emphasis on programs offered in agriculture.

¹⁰⁹ MEHRD (2007) *Education Strategic Framework 2007–2015*, Solomon Islands Government, p. 52

Figure 10.2 VRTC's CEDEFOP field trends by per cent of student enrolment, 2010–2012



Source: MEHRD, SIEMIS TVET data, 2010-2012

SIG has emphasised the importance of TVET in two key policy documents: the *Policy Statement and Guidelines for Tertiary Education in Solomon Islands* (MEHRD 2010) and the *National Education Action Plan (NEAP) 2013–2015* (MEHRD 2013). Both documents make links between further training and education and economic growth. However, a lack of clarity about the links between skills and employer needs presents challenges for a demand-focused system of technical and vocational education highlighted in the NEAP 2013–2015.

CHAPTER 11 QUALITY IN TVET

This chapter presents an overview of the current quality assurance arrangements of TVET. The chapter also considers the important role of teacher training, certification and quality in the provision of TVET. Finally, the chapter considers the TVET working environment using a set of standard measures to assess the quality of TEVT provision in Solomon Islands.

11.1 EDUCATION AUTHORITIES

The Education Act 1978 defines an Education Authority as 'a person or organisation (including any Provincial Assembly) within Solomon Islands approved by the Minister as being responsible for the establishment and maintenance or for the maintenance of any school or schools'.¹¹⁰ The approval of an Education Authority rests with the Minister and the minimum requirements are:

- (a) after receiving the advice of the National Education Board, that there is a genuine need for the proposed Authority to operate a school or schools;
- (b) that the school or schools will operate to the general benefit of the people of the area;
- (c) that the proposed Authority has sufficient resources and facilities available for the satisfactory operation of the school or schools it proposes to establish;
- (d) that there is no existing Authority providing or capable of providing a similar school or schools in the area in which the proposed Authority will operate; and
- (e) that the proposed Authority can competently administer the school or schools.

There are 30 registered Education Authorities of which 10 have remit over vocational and rural training centres. Table 11.1 lists those EAs that have remit over vocational and rural training centres as well as the number of vocational and rural training centres registered with MEHRD.

Table 11.1 Education authorities

Education Authorities	Total number of RTCs	Number of RTC registered with TVET Division, MEHRD
Anglican Church Of Melanesia (ACOM)	6	6
Archdiocese Of Honiara (ADOH)	5	5
Central Island Provincial Government	1	1
Diocese of Gizo	5	5
Honiara City Council	3*	3
Malaita Provincial Government	3	3
Salesians Society	2	2
Seventh Day Adventists Church (SDA Church)	2	2
South Seas Evangelical Church (SSEC)	11	10
United Church (UC)	3	3
Total	41*	40

Source: TVET Division, MEHRD 2013; SIAVRTC 2013.

*Includes Red Cross Handicap Centre.

Under the Act an Education Authority wishing to establish a new school or to remove any existing school to a new site is to supply evidence:

¹¹⁰ Education Act 1978

- of the need for the school in that area;
- that funds will be available to support and operate the school;
- that the owner or owners of the land on which the school is to be built have agreed in writing to the use of the land for such school, or have agreed to transfer the land to the Authority for use by the school;
- that the application has the support of the local community;
- that an interim committee or board has been set up to oversee the building, and establishment, of the school; and
- that instruction at the school will follow a curriculum approved by the Minister.¹¹¹

Beyond what is mentioned in the Act, the role of the Education Authorities is not clearly defined. The *Manual: Financial Management Education Sector* (July 2012) notes that EAs are to monitor the performance of their schools. Monitoring is to include (but is not limited to):

- assist schools to finalise their retirements of grant monies;
- assist the schools with improvements and advice;
- establish whether the school has an assets register;
- monitor the school reporting of staff absenteeism; and
- report to MEHRD.

The *Solomon Islands Teaching Service Handbook* (December 2011) notes that EAs are to visit all of their schools at least once a year and to assist and advise in all school matters, to provide advisory service to schools and liaise with the Ministry, school committee and board on all matters relating to the school. In addition, EAs are to inform the Teaching Service Office of vacancies as well as matters relating to teacher postings and performance.

The *Policy Statement and Guidelines for Grants to Education Authorities in Solomon Islands* (October 2008) indicates that the monies are for the EAs:

- implementing and monitoring the Provincial Education Action Plan and Annual Work Program;
- monitoring and inspecting their schools and centres; and
- basic operation costs of their office(s).

The Diocese of Gizo is responsible for five VRTC's, one on Gizo Island, two on Kolombangara Island and two in the Shortland Islands. Logistically, St Anne's and St John Bosco are the furthest from the Diocese office in Gizo (they are located in Shortland Islands) and St Dominics and Vanga Teachers College are about 45 minutes by motorised boat ride. At this stage there is no officer dedicated to TVET providers; however, there are plans to appoint an officer. In May 2013 the Education Secretary of the Diocese of Gizo visited the five VRTC's to check the access, quality and management of the providers as well as provide some community awareness of TVET.

The cost of travel to VRTC's was:

- Transport: S\$2,564.00
- Accommodation: S\$600.00
- Per Diem S\$600.00

¹¹¹ However in relation to VRTC's there is no curriculum approved by the Minister or by any Education Authority

The South Seas Evangelical Church (SSEC) Education Authority also provided costings for supporting and monitoring their 11 RTCs. Refer to Table 11.2.

**Table 11.2 Summary of monitoring and evaluation of SSEC VRTC's,
1 January 2012–31 May 2013**

Item	Costing (S\$)
Teacher transfer & assistance	8,480.00
Assistance to School	120.69
M&E Tutor travel expenses	33,256.86
M&E Tutor food and accommodation	5,978.00
M&E Tutor allowances	1,024.00
M&E Workshop	3,220.00
Total	52,079.55

There is limited expectation for EAs to implement and apply quality assurance strategies with their vocational and rural training centres. Of the five EAs¹¹² interviewed none indicated that they took a strong active role in quality assurance of VRTC provision. Monitoring was limited to asset checks, support to staff to ensure payment of salaries, professional development, and review of curriculum. Only one EA (ACOM) indicated that they funded grants to VRTCs¹¹³ and one EA (SDA) indicated that they provided financial management support to their vocational and rural training centres.

11.2 ROLE OF MEHRD

Vocational and Rural Training Centres have to be aligned to an EA and then to be registered with MEHRD to receive the education grant and for staff salaries to be paid by MEHRD. The MEHRD minimum requirements for recognition are in draft and their application is loosely applied. These requirements are summarised below in Table 11.3.

¹¹² UC, SDA, SSEC, Salesians Society, ACOM.

¹¹³ ACOM funded Bishop Koete RTC in 2011 S\$37,891.02 and in 2012 S\$50,000.04.

Table 11.3 Minimum standards for rural training centres

Item	Explanation
Land	Must be registered, land boundary pegged, sufficient room for expansion, copy of any court decision related to land.
Education Authority	Liaise with an existing education authority
Water Supply	Access to a flowing river or piped water from nearby clean and natural water source.
Infrastructure	2 dormitories for boys and girls, each must take 40 students. 2 ablution blocks 5 staff houses with water and sanitation provided Minimum of 5 classrooms to accommodate a classroom for each subject Minimum essential and basic tools for each of the practical subject, and some resource books Administration block Generator / solar power
Staff/instructors	Teachers require certificate or diploma qualification in education Minimum of 5 teachers
Enrolment of students	Enrolment must range from 75–100 students, with staff/student ratio of 1:15 or 1:20.
Access	Transport (canoe, ship, vehicle, plane) Services (bank, clinic, education office, police station) Communication (telephone, two way radio, mobile phone, email station, post office) Recreational facilities (playing field, volley ball court, netball court)

Source: MEHRD (20??). Tentative Rural Training Centres Minimum Standard for Registration and Inspection.

There are no MEHRD minimum registration requirements for any other training provider type (such as private training providers or other NGOs or trade testing centres [NTTT Unit in MCIE]).

There were no qualification accreditation policies or processes established to quality assure any certificates provided by VRTC or private providers. MEHRD does not take a role in quality assuring assessments conducted by NTTT unit (MCIE).

Site visits to vocational and rural training centres indicated that there were minimal strategies in place to quality assure training and assessment, for example, standardised training and assessment material, validation etc.¹¹⁴

11.3 SOLOMON ISLANDS NATIONAL UNIVERSITY QUALITY ASSURANCE

The Solomon Islands National University has a Quality Unit responsible for the oversight of university policies and procedures; functions include internal audit of schools and programs.

¹¹⁴ Site visits highlighted the significant constraints faced by VRTC in terms of access to vocational equipment and facilities as well as office administration facilities; of access to consistent source of electricity and the high cost of fuel for generators and boat transport.

Although the University was proclaimed in December 2012 the internal quality assurance arrangements were not established in readiness for the University. In the first year, in place were outdated SICHE accreditation policy and processes that required evidence of demand for the course as well as of industry consultation and advice to inform development.¹¹⁵ Also in place was a SICHE qualifications framework. The level of implementation and engagement with these processes over the years has been at best disjointed.

The University has now confirmed revised processes for accreditation and quality assurance of programs which is to involve industry representation in the development and review processes. The newly established University has in place a draft business plan to prepare for external validation of programs and whole of university review.

11.4 OTHER STRATEGIES

For vocational and rural training centres, the requirements for the review of teacher performance are outlined in the *Teacher Appraisal Handbook 2011* (MEHRD 2012). The Handbook notes that the quality of education should be the focus of MEHRD and that the employment of teachers should be that of the EAs. The Handbook proposes that principals/head teachers are to carry out teacher appraisals. It is understood that these proposals have not been fully or systematically implemented in VRTC.

The Inspectorate of the MEHRD undertakes reviews of teachers and whole of school reviews. The Inspectorate Division provided the following financial data in relation to its recent review of vocational and rural training centres and teachers, and it notes that there have been no teacher reviews since 2011.

Table 11.4 Inspectorate Division, MEHRD activity 2010–2012

Year	No. of TVET Teacher Assessment	Est cost	Whole School/ Centre Inspection	Est cost	Inspection for registration of New TVET School	Est cost	Total Cost
2010	27 Instructors assessed	\$53,610	-		Tari RTC (Guadalcanal)	\$14,310	
2011	33 instructors assessed	\$65,340	-		Adakoa RTC (Malaita)	\$16,710	
2012	No Teacher Assessment		Whole School Inspections:	\$42,920	Bethesda Disability Centre	-	
			• Suva RTC		Besi CBTC (Malaita)	\$15,410	
			• Airahu VTC				
			• Afutara VTC				
Total		\$118,950		\$42,920		\$46,430	\$208,300

Source: Personal communication from Inspectorate Division, MEHRD.

¹¹⁵ SICHE (2012). *Academic planning & decision making manual*, 4th revision.

These costings are estimates and the cost is borne by the Inspectorate Division.

The MCIE representative noted that there are two sets of assessors for:

- proficiency assessments (e.g. apprenticeships)
- NTTT certificate assessments (e.g. VRTC students and employees).

For proficiency assessments the NTTT representative indicated that the unit required 45 to 46 assessors who are in industry to undertake the assessments¹¹⁶. The representative also indicated that there were 5 assessors (from within MCIE) to undertake the NTTT certificate assessments.

The MCIE did not provide information in terms of selection, minimum requirements for assessors or how it will ensure ongoing professional development of assessors. There was no assessment tools provided or information related to validation or moderation strategies implemented that would demonstrate quality assurance of assessments.

11.5 TEACHER AND TEACHER TRAINING

Under Section 29 (1) of the Education Act, teachers need to be registered on the Register of Teachers. Registered teachers are paid by the Teaching Service Office, MEHRD. There are two types of registration – permanent and provisional.

Permanent teacher registration is for those trained teachers who have ‘successfully completed a course of teacher training or teacher training program at a recognised Teacher Training Institution for a period of not less than one year, resulting in the award of a teaching or education certificate, an (undergraduate) diploma or degree, a Masters or a Doctorate in Teaching or Education’.¹¹⁷

Provisional teacher registration is for a teacher ‘without teacher training but who has a technical, vocational or specialist qualification from a recognised tertiary institution and who has successfully completed a course of study, or a period of not less than one year full-time study which will enable him/her to teach such subjects at appropriate levels’.¹¹⁸

Applicants are to submit an application including two referee reports, approved teaching certificate/qualification, police clearance and a medical certificate.¹¹⁹

Providers of Education Courses

Teacher training is provided through:

- SINU
- University of the South Pacific (USP)
- Vanga Teachers College.

¹¹⁶ It was noted that MCIE required approximately 9 assessors per trade area.

¹¹⁷ MEHRD (2011). *Solomon Islands Teaching Service Handbook 2011*, p. 15.

¹¹⁸ MEHRD (2011). *Solomon Islands Teaching Service Handbook 2011*, p. 15.

¹¹⁹ Medical practitioner needs to be one recognised by an EA.

SINU provides only one program that is specifically related to adult learning – Certificate in Education Adult Learners (generally known as the Adult Learner Training Program [ALTP]). This program includes 10 weeks of training plus additional time to prepare evidence for assessment including work placement.¹²⁰ The Certificate in Education Adult Learners is an in-service competency based program.¹²¹ It is designed for people who teach adult learners, (for example, those teaching in VRTC's), SINU and ministries (for example, Police Academy and the Correctional Services). Program intake is 20 students per year and entry requirements include those students who have a qualification and experience in one subject area. There are six core modules taught in one block.

Additional programs through which trainers may enter VRTC's or SINU as teachers include:

- Diploma and Graduate Diploma of Teaching – Secondary (Business);
- Diploma and Graduate Diploma of Teaching – Secondary (Technology);
- Diploma and Graduate Diploma of Teaching – Secondary (Home Economics); and
- Graduate Diploma of Teaching – Secondary (Agriculture).

The Diploma of Teaching is delivered over a 2-year period, worth 240 credit points. The Graduate Diploma of Teaching is designed to equip teachers who had been teaching with no teacher training. It is a one year program, focussed on teaching methodology.

Vanga Teachers College was established in 2002 by the EU and has been managed by the Diocese of Gizo since 2008. The College usually has about 100 applications per year, but has an intake of only 20 students.¹²² The program conducted is the Certificate in Vocational Teaching (Life skills, Agriculture, Mechanics or Building/Carpentry) and is targeted for teachers of VRTC's. Entry requirements are graduates from VRTC's with 2 to 3 years' experience. The program is stated to be focused on competency based training and assessment, phrased as 'learning by doing'. This program is recognised by the Teaching Service Office, MEHRD for pay purposes, but is not quality assured by MEHRD or the EA. The College relies on St Dominics RTC for equipment and facilities in the trade areas. The program is for a two-year duration and includes a mix of formal study at the College and work placement.¹²³ Approximately S\$8,000 is required to visit the teachers in work placement in their second year. If staff cannot visit student teachers then student teachers can provide demonstration of their skills at St Dominics RTC.

The University of the South Pacific provides a range of programs related to post-secondary education. Undergraduate programs that have specific relevance to TVET teachers include the Certificate in Non-formal Education and the Bachelor of Arts (Technical and Vocational Education):

¹²⁰ The period of work placement is not specified however SINU representative indicated that it would take about 6 months of work placement to generate and collate evidence for assessment.

¹²¹ The program is competency based assessed but does not include competency based training and assessment pedagogy. In 2012 SINU Statistics indicate that 7 students completed the program.

¹²² Vanga Teachers College did not provide student enrolment and completion data via the VRTC survey. SIEMIS data was not submitted for 2010 or 2011 however 2012 return indicates that there were 18 students.

¹²³ First year includes nine months formal study, 3 months work placement and the second year includes 6 months formal study and 6 months work placement.

- the Certificate in Non-formal Education is designed to develop an ideological base for non-formal education practices and examines the psychology of adult learning, the principles of group dynamics and techniques of teaching adults
- the Bachelor of Arts (Technical and Vocational Education) includes the option of a TVET major with two strands – Technology and Food and Nutrition Studies. Graduate programs include the Graduate Certificate or Post Graduate Diploma in Tertiary Teaching.
- the Post Graduate Certificate in Tertiary Teaching is a part-time program and explores various approaches to teaching, assessment, evaluation, curriculum planning and development in higher education.
- a Post Graduate Diploma in Tertiary Teaching is available for those who have completed the Certificate.¹²⁴

Professional Development for Teachers and Trainers

There are very few opportunities for professional development related to competency based training and assessment in Solomon Islands. However, with the agreement between APTC and Don Bosco Henderson, APTC has conducted two programs of Certificate IV in Training and Assessment.¹²⁵

11.6 TVET WORKING ENVIRONMENT

As previously mentioned, the main providers within the TVET system are SINU and the VRTC. Teachers in the VRTCs are subject to the Solomon Islands Teaching Service requirements, documented in the *Solomon Islands Teaching Services Handbook* (2011, 2012 MEHRD).

The teachers of the VRTCs have their own teaching categories including:

- Instructor level 3–8;
- Senior instructor/deputy principal/principal level 6–10;
- Senior instructor/deputy principal/principal level 7–10;
- Deputy principal/principal level 8–10; and
- Principal level 9–10.

However, Vanga Teachers College is listed as a Secondary School; this sector has slightly different teaching categories:

- Secondary Teacher level 3/4–9;
- Senior Secondary Teacher, Form 6/7 Coordinator, level 7/8–9;
- Head of Department, Careers master, Form 6/7 Coordinator level 7/8–10;
- Form 6/7 Coordinator, Deputy Principal level 7/8–11;
- Deputy Principal, Principal level 9/10–11; and

¹²⁴ USP 2010 and 2011 Statistics indicate that no Solomon Island citizens completed any of these programs.

¹²⁵ The Certificate IV in Training and Assessment is the minimum trainer qualification in the TVET sector in Australia.

- Principal level 11/12.

In Solomon Islands there is a unified wage structure for all public servants, including the teaching service. The wage structure is linked to the teaching categories. Categories are determined by the qualifications gained and the years of experience at various category levels.

The following table provides examples of positions, wage level and salaries. Salaries were derived from actual establishment and not sourced via the unified salary information.

Table 11.5 Salary comparison (VRTCs and secondary schools)

VRTC Position	VRTC salary (S\$)	Secondary Position	Secondary salary (S\$)
Principal 8/9	48,409.67	Principal 10/11	63,339.59
Deputy principal 8	43,841.39	Principal 8/9	48,409.67
Senior Instructor 6/7	38,724.54	Deputy principal 9/10	54,447.59
Instructor 5/6	32,347.00	Senior teacher 7/8	43,841.39
		Teacher 6/7	38,724.54

Source: Teaching Service establishment data, 2013

Various allowances are paid by MEHRD including:

- travel allowance
- housing allowance¹²⁶
- charge allowance (e.g. higher duties allowance)
- boarding duty allowance¹²⁷
- inducement allowance (e.g. remote);¹²⁸
- extracurricular.^{129/130}

The *Solomon Islands Teaching Services Handbook* (2011 MEHRD) provides information in relation to hours of instruction per day for VRTCs as being 5.5 hours per day, with working hours as 8 am to 4.30 pm. There is no information in terms of class size limitations, although the Handbook includes how to calculate staffing establishment based on student numbers for all schools, but does not specifically reference VRTCs. However, Teaching Service data indicates that there are establishment figures for each VRTC.

At SINU, for academic staff there are seven salary bands (professor,¹³¹ associate professor, senior lecturer, lecturer, assistant lecturer, tutor). The salary bands are dependent on the qualifications attained and the number of research publications. Table 11.6 below provides examples of salary bands and annual salaries.

¹²⁶ Between 10 and 20% of basic salary a fortnight.

¹²⁷ S\$60 per fortnight.

¹²⁸ Between S\$80 and S\$120 per fortnight depending on degree of remoteness.

¹²⁹ Listed as S\$60 per fortnight.

¹³⁰ Scan of the MEHRD Teaching Service data indicates that boarding duty, inducement and extra curricular allowance does appear as a line item against individual teachers.

¹³¹ There are two band levels of professor.

Table 11.6 Salary levels, SINU

Band	Title	Annual salary range (S\$)	+ Gratuity range (S\$)	Annual Salary + gratuity range (S\$)
7	Professor	265,000.00 to 310,000.00	39,750.00 to 46,500.00	304,750.00 to 356,500.00
6	Professor	215,000.00 to 260,000.00	32,250.00 to 39,000.00	247,250.00 to 299,000.00
5	Associate professor	164,000.00 to 212,000.00	24,600.00 to 31,800.00	188,600.00 to 243,800.00
4	Senior lecturer	100,000.00 to 150,000.00	15,000.00 to 22,500.00	115,000.00 to 172,500.00
3	Lecturer	77,000.00 to 95,000.00	11,550.00 to 14,250.00	88,550.00 to 109,250.00
2	Assistant lecturer	62,000.00 to 76,000.00	9,300.00 to 11,400.00	71,300.00 to 87,400.00
1	Tutor	46,000.00 to 60,000.00	6,900.00 to 9,000.00	52,900.00 to 69,000.00

Source: Solomon Islands National University salary structure - 2013

At SINU a number of School representatives indicated that Schools utilise an Academic Workload Model over a 50 week academic year. The Academic Workload Model notes that:

The total annual hours:

- for lecturers teaching hours would be 720 contact hours e.g. lectures, demonstrations, workshops etc;
- for Senior Lecturers teaching hours will be 504 contact hours;
- for Principle Lecturers teaching hours will be 432 contact hours; and ,
- Heads of School would generally have no teaching role.

The average weekly load for academic staff is:

- Lecturers 18 hours
- Senior Lecturers 14 hours
- Principle Lecturers 12 hours
- Heads of School discretionary.¹³²

There is no easily accessed data in relation to class sizes and ratio of teachers to students either from SINU or from VRTC. SINU did not provide details on staff numbers for each School to be able to determine average class ratios.¹³³ Data returns from the VRTCs indicated that the notion of class ratios or maximum number of students for each program was not information that was readily considered. In VRTCs limitations on student intake was more dependent on boarding facilities rather than equipment and facilities for each program.

¹³²SICHE (2007). *Solomon Islands College of Higher Education: Academic Workload Model, Implementation date: 1 January 2007 (draft)*.

¹³³Only one School confirmed staff numbers.

Table 11.7 outlines the surveyed VRTC's and private provider staff/student class ratios. The range of staff/student class ratios depended on the type of program, for example, bible studies tended to have higher ratio to those programs that required specific equipment and facilities. In the case of Bethesda the ratio also depended on specific needs of the students.

Table 11.7 VRTC's and private provider staff student ratio in TVET programs

Provider	Program	Staff/student ratio
VRTC		
APSD	Permaculture	1:25
Batuna	All	1:15
Bethesda	Various	1:4 to 1: 15
Don Bosco - Henderson	Various	1:10 to 1:26
Don Bosco - Tetere	Agriculture	1:40
Lauru	All	1:20
Ngalikekero	Various	1:15 to 1:48
St Martins	All	1:11
Private		
Business Proficiency Training Centre	Secretarial	1:18

Source: Provider survey returns.

At SINU, Schools identified the ideal or maximum class ratio of staff to students. Discussions with School representatives indicated that the staff/student ratios depended on the available program equipment or facilities. The following table outlines the student/staff class ratios by program at SINU.

Table 11.8 SINU staff student ratio in TVET programs

School	Program	Staff/student ratio
Agriculture	All	1:50
Business	All - theory	1:40
	All – practical (computers)	1:20
Education	ALTP	1:15, 1:40 but with break out groups
	Other programs	n.p.
Maritime	All	1:15 (ideal) to 1:30
Technology	Industrial drafting/Surveying	1:20
	Carpentry/Plumbing	1:15
	Light/heavy vehicle	1:20
	Electrical	1:30

Source: Provider survey returns

PART IV: THE FINANCING OF TVET

CHAPTER 12 OVERVIEW OF TVET FINANCING

This chapter presents an overview of the TVET sector in Solomon Islands in terms of income sources, budget allocations and items of expenditure for the years 2009–2012, with 2013 projections. Internationally, Solomon Islands has one of the highest rates of expenditure for education. However, this rate is not reflected in the level of expenditure for TVET. Sources of financing of the TVET system come from a range of sources including Government, development partners, private donors and student fees. VRTC's have the most varied mix of funding sources. Compared to SINU, SIG funding of VRTC's is minimal, though SIG does fund instructor salaries. The final part of this chapter explores the level of external partner funding for TVET. External funding for TVET has been uneven, with no clear commitment by any partner to support a TVET program from the end of 2013. Overseas scholarships for Solomon Islands students, however, have been an important policy initiative for the majority of external partners in Solomon Islands and this has likely affected the level of funding available for any potential TVET program.

12.1 FINANCING OF THE TVET SYSTEM AND PROVISION

The recurrent and capital expenditures that support the TVET system in Solomon Islands are sourced from government, development partners, donors and non-government funds. The Solomon Islands Government (SIG) contributes the majority of operational funding and scholarships in the tertiary sector, though the specific funding of TVET makes up a small relative percentage (an average of 1.2 per cent between 2010 and 2013) of post-secondary/tertiary sector spending.¹³⁴

SIG contributes funds to SINU and Vocational and Rural Training Centres (VRTCs) through general operating grants, teacher salaries, grants to Education Authorities (EAs) and scholarship support to SINU students. EAs and VRTC's also receive donor funds and student fees in addition to operating support from the government. As of 2013, SIG sponsors all self-sponsored students attending SINU.

As outlined in Chapter 7, Overview of Public Sector and Public Sector Finance in Solomon Islands, the Government prepares three budgets each year: the Recurrent Budget, the Establishment Budget and the Development Budget. The following figures give an overview of revenue and expenditures from the three budgets in terms of financing TVET. Figure 12.1 gives a background to Government expenditure on Education in the overall budgets. Between 2009 and 2012 Government public expenditure on education varied between 27 and 33 per cent of the overall recurrent budget. This percentage is recognised as being very high by international standards.¹³⁵

Table 12.1 shows the major sources of funding for TVET in Solomon Islands by institution. The Government is the primary provider of recurrent TVET funding. Since 2011, figures for TVET funding from the Government have been high due to the S\$100m commitment to the development of SINU, a provider of Certificate and Diploma level TVET programs. MEHRD pays salaries for VRTC instructors, which also accounts for a large financial input from the Government.

¹³⁴ SIG Recurrent Budgets 2013, 2012, 2011, 2010

¹³⁵ Gannicott (2012)

The EU has been the sole donor giving significant funding on a program-based level to the TVET sector. Data was provided for grants from the EU given to individual VRTC's for individual development projects. Since FY2009, the EU has planned to commit over S\$101m to the development of the TVET sector in Solomon Islands. This commitment is discussed in Chapter 14. Student fees are also one of the largest sources of revenue for the various TVET providers in Solomon Islands, and in the case of the private provider sampled, student fees are the sole source of income. Other than Government salaries (for which global data was available from the MEHRD Teaching Service), income was based on the sample of 14 VRTC's and one private provider surveyed for this study. All 41 VRTC's received surveys, but only 14 returns had sufficient detail to be included in the study in addition to one private provider. Actual income for line items such as sale of services, other income, other student related revenue, student fees, capital income, etc. are much higher for VRTC's.

Table 12.1 Summary of funding specific to TVET provision 2011–2012 (S\$)

Funding source	Provision							
	2011				2012			
	SINU	VRTCs	Private provider	NTTT	SINU	VRTCs	Private Provider	NTTT
Government grant ³	30,971,743	1,507,770	0	0	32,240,048	1,528,062	0	2,500,000
Government grant upgrade/transition	3,000,000	0	0	0	20,000,000	0	0	0
Government salaries ²	n.p.	10,487,236	n.p.	n.p.	n.p.	12,169,576	n.p.	n.p.
Donors ¹	0	1,760,286	0	0	0	2,180,568	0	0
Church/Mission ¹	0	1,488,244	0	0	0	302,550	0	0
EU Grants ⁵	0	0	0	0	0	7,321,132	0	0
SIARTC ⁶	0	162,198	0	0	0	n.a.	0	0
Distance Learning Centre Project ³	0	24,759	0	0	0	307,019	0	0
Education Authorities ⁷	0	n.p.	0	0	0	391,453	0	0
Student Fees ¹	36,862,929	2,187,814	211,476	9,870 ⁸	29,142,471	2,616,994	169,825	6,279 ⁸
Other Student related revenue ¹	437,317	0	0	0	779,687	0	0	0
Sale of services ¹	0	1,405,557	0	0	0	567,520	0	0
Other income ¹	364,931	511,431	0	0	1,689,500	850,524	0	0
Capital income ¹	0	0	0	0	0	508,310	0	0
Total	71,636,920	19,535,295	211,476	9,870	83,851,706	28,743,708	169,825	2,506,279

Source: Solomon Islands Government Budget Estimates, 2011, 2012, 2013, system/provider data returns

1. Representative of the 14 VRTC's and one Private Provider only. Therefore actuals will be higher.
2. Government salaries for VRTC's provided by MEHRD Teaching Service.
3. Annual TVET Grant to VRTC's from MEHRD Recurrent Budgets 2012 and 2013. Grant to SINU/SICHE from MEHRD 272 and 372 recurrent budgets as Tertiary Support.
4. MEHRD Recurrent Budget 2013 (372). Community Education Grant is for TVET MEHRD Development.
5. Grants provided to individual VRTC's by EU. Source: EU, 2013.
6. Source: SIARTC Annual Budget, 2010-2012.
7. VRTC's share of Education Authorities (EAs) grant is calculated as a percentage of total annual grants to relevant EA. This amount is an estimate. Sources: Teaching Service Data, 2012 Establishment & MEHRD EA Support Grant Disbursement, 2012. Data for 2011 was not provided.
8. Trade testing and certificate fees.

Table 12.2 is a summary of the overall public consolidated expenditure for MEHRD as compared to SIG expenditure. Solomon Islands has one of the world's highest public expenditures on education, and this expenditure increased in the 2012 Revised Budgets, though not as a proportion of the overall government budget. An average of 25 per cent of the consolidated budget was expended on education in the period 2009–2012. Public expenditure is calculated from the recurrent budget, budget support and appropriated development budget.¹³⁶ This level of expenditure continued through 2013.

Table 12.2 Overall public consolidated expenditure, SIG and MEHRD, 2009–2012 (S\$)

	2009	2010	2011	2012
TOTAL SIG EXPENDITURE	1,778,950,000	1,907,030,000	2,191,000,000	3,019,055,210
Total MEHRD Expenditure (272 & 372)*	413,291,972	421,282,376	548,649,329	621,904,714
Total MEHRD Expenditure (472, Appropriated Funds)**	45,950,000	30,700,000	49,850,000	47,740,000
TOTAL MEHRD EXPENDITURE	459,241,972	451,982,376	598,499,329	669,644,714
Total MEHRD % of Public Consolidated Expenditure	25.8%	23.7%	27.3%	22.2%

Source: SIG Recurrent Budgets 2013, 2012, 2011, 2010

*Budgets 272 and 372 are MEHRD Recurrent Budgets

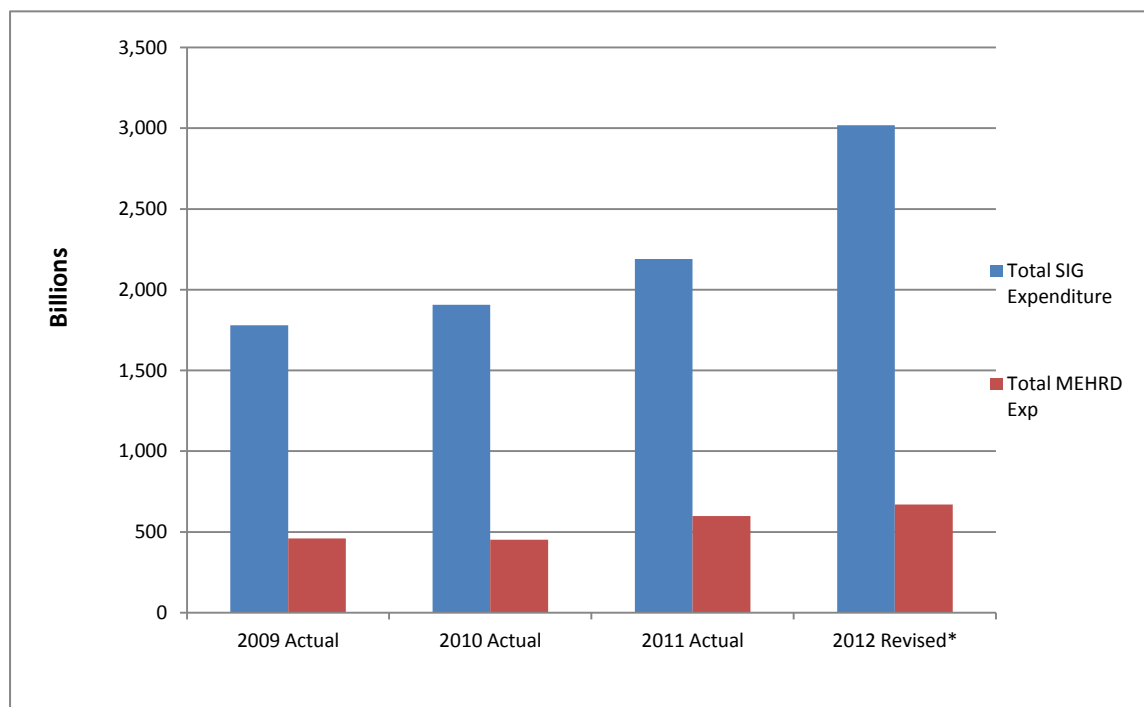
**Budget 472 is MEHRD Development Budget Funds, only Appropriated Funds.

Public Consolidated Expenditure is calculated from the recurrent budget, budget support and the appropriated development budget.

The non-appropriated development budget is not included in Table 12.2.

Figure 12.1 shows the overall trend in public consolidated expenditure from 2009–2012 as the amounts reflected in Table 12.2.

¹³⁶ See Gannicott (2012).

Figure 12.1 Summary of overall public consolidated expenditure for MEHRD compared to SIG Expenditure (\$\$ billions)

Source: Table 12.2

Despite the high levels of public expenditure on education, funding of TVET is comparatively very low, confirming that TVET is not a major funding activity in the education sector. Estimates range between 1.4 and 3.7 per cent per annum for the period 2009–2012 with funding for TVET levelling out at 3.6 per cent of MEHRD's total public consolidated expenditure.¹³⁷ Table 12.3 gives an overview of public expenditure on TVET as a proportion of MEHRD's total expenditure.

Table 12.3 Summary of MEHRD expenditure on TVET, 2009–2012 (\$\$)

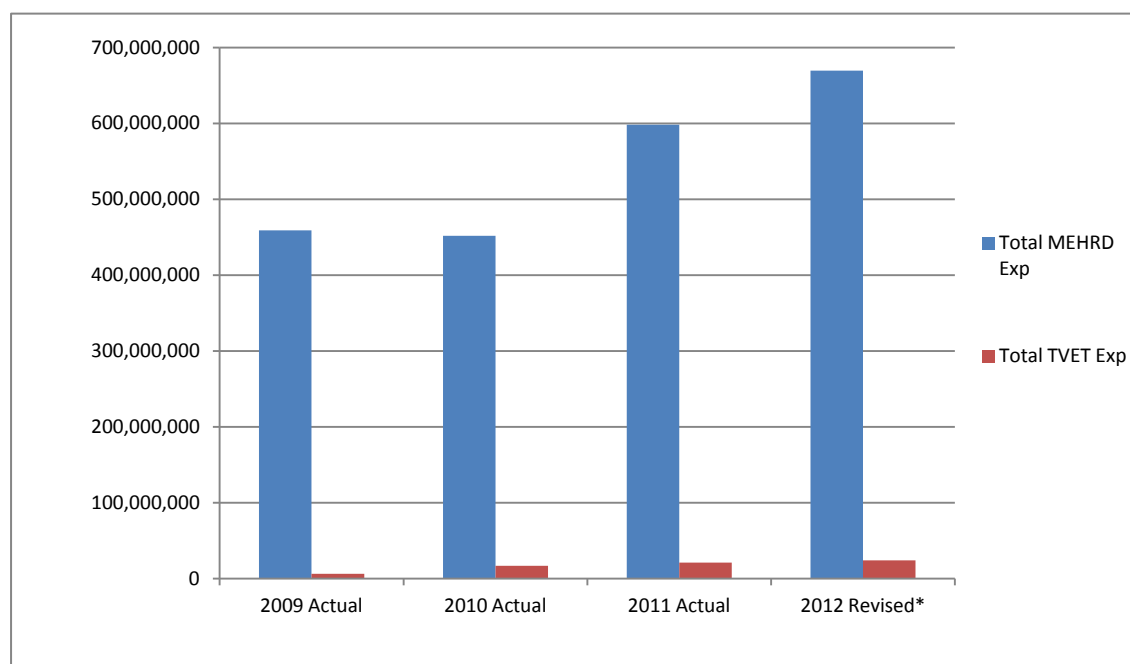
	2009	2010	2011	2012
Total MEHRD Expenditure	459,241,972	451,982,376	598,499,329	669,644,714
Total TVET Expenditure	6,361,593	16,744,416	21,226,028	23,842,198
TVET as % MEHRD Expenditure	1.4%	3.7%	3.6%	3.6%

Source: SIG Recurrent and Development Budgets 2013, 2012, 2011, 2010

*Table 12.3 is MEHRD public consolidated expenditure (Budgets 272, 372 & 472/Appropriated Funds). TVET is funded in the non-appropriated development budget (472), but those amounts are not calculated in public consolidated expenditure. The non-appropriated funds are the EU EDF9 TVET support project.

Figure 12.2 shows the trend in Government funding of TVET in Solomon Islands. It also demonstrates the relatively low priority placed on TVET as a proportion of the Ministry's overall public consolidated expenditure.

¹³⁷ While percentages vary slightly in terms of sources for calculation of the TVET budget, the general pattern of TVET funding remains at levels below 3.6 per cent of the education budget.

Figure 12.2 TVET expenditure in relation to all MEHRD expenditure, 2009 to 2012 (S\$)

Source: Table 12.3

The Government funds TVET through MEHRD and MCIE. MEHRD funds TVET Division salaries and benefits. Headquarters oversee the administration of TVET in MEHRD. MEHRD also funds TVET through payment of salaries and benefits to VRTC instructors, a TVET grant to all qualifying VRTCs, a community education grant, and through distance learning education.¹³⁸ MCIE funds the National Trade Training and Testing Unit and conducts assessments of VRTC graduates and apprentices.

MEHRD pays instructor salaries and benefits to VRTC through the Teaching Service. Table 12.4 shows the amount of combined government expenditure on TVET through MEHRD and MCIE. This comprehensive support of TVET instructor salaries in VRTCs contributes to the increase in TVET expenditure from 2010. Between 2009 and 2012, there was over 200 per cent increase in payment of TVET instructor salaries. This increased the overall proportion of MEHRD budget to TVET at 3.3 per cent in 2012.

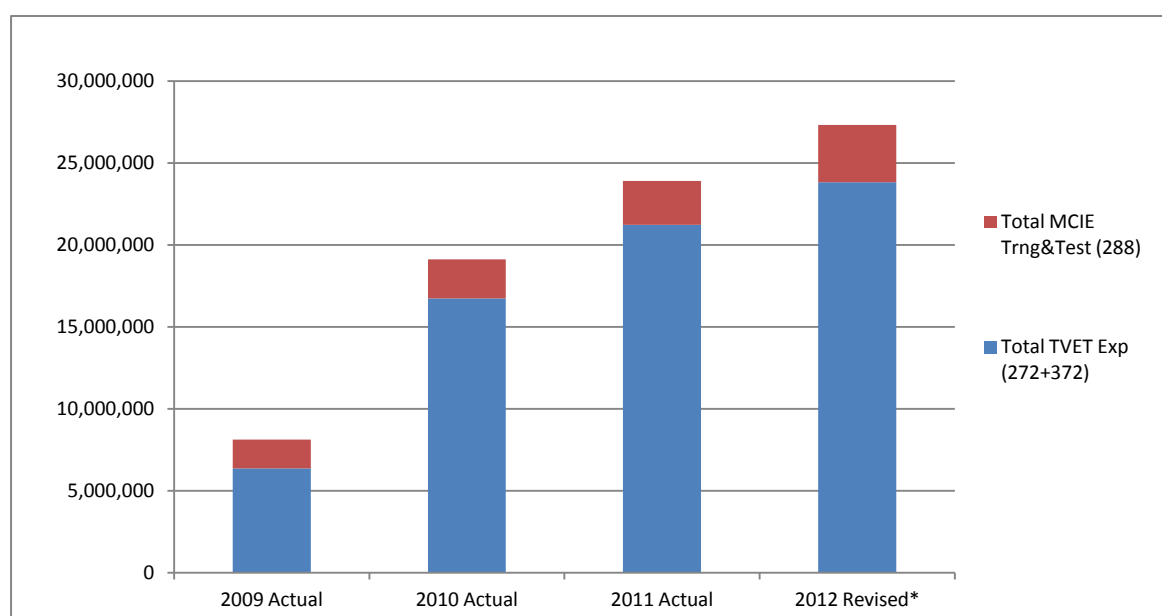
¹³⁸ These budget lines items are found in the Recurrent Budget, 272 and 372 (MEHRD). In order for VRTCs to qualify for an annual TVET grant, they must complete the annual SIEMIS survey form. Funding is based on an annual amount of S\$5,000, S\$2,500 if a school is rural or remote, and the number of students enrolled at the VRTC.

Table 12.4 TVET recurrent expenditure combined, MEHRD and MCIE, 2009–2012 (S\$)

	2009	2010	2011	2012
Total MEHRD TVET Recurrent Expenditure	6,361,593	16,744,416	21,226,028	23,842,198
Total MCIE TVET Recurrent Expenditure	1,763,088	2,389,686	2,692,132	3,494,700
TOTAL TVET Recurrent Expenditure	8,124,681	19,134,102	23,918,160	27,336,898

Source: SIG Recurrent and Development Budgets 2013, 2012, 2011, 2010

Figure 12.3 shows the total recurrent expenditure on TVET from MEHRD and MCIE. In terms of support for TVET from MEHRD, 2010 signified a notable increase in funding to the sector; however, the proportion of overall funding as part of the education sector has remained stable since 2010 with no proportionate spending increases.

Figure 12.3 TVET expenditure combined, MEHRD and MCIE, 2009–2012

Source: Table 12.4

A major source of funding for TVET from 2008–2013 has been the European Union's TVET Program, funded through EDF 9. This has amounted to over S\$101 million in non-appropriated development funds. The scope of the project is written up in Chapter 14.

Figures 12.4 and 12.5 illustrate the funding flows in the Solomon Islands Development Budgets between 2009 and 2012 (including 2013 estimates). As outlined in Chapter 7, the Development Budget is compiled by the Ministry of Development Planning and Aid Coordination (MDPAC). There is a significant difference between budgeted and actual expenditures in the budget, which also has the potential to undermine medium-term planning by SIG.

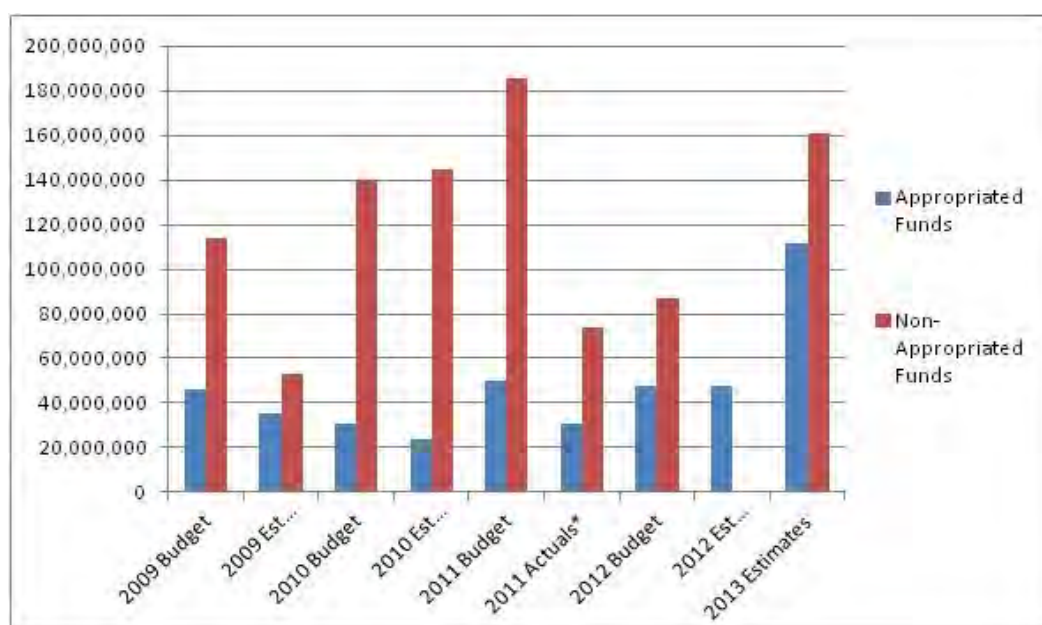
Per capita aid flows to Solomon Islands are among the highest in the world with recent estimates suggesting approximately one-third of GDP.¹³⁹ The balance of appropriated and

¹³⁹World Bank (2013). *Solomon Islands - Country partnership strategy for the period FY2013-2017*

non-appropriated development expenditures is disproportionate. MDPAC is attempting to improve aid coordination by incorporating non-appropriated expenditures into the budget process through medium-term planning.¹⁴⁰ Another issue with donor support and development expenditure is that expenditure totals can vary substantially from year to year, independent of any policy or planning priorities.¹⁴¹ Figure 12.3 demonstrates the vast differences in appropriated and non-appropriated development budget estimates.

Figure 12.4 demonstrates the gap between estimated actual funding and estimated budget funding in the Development Budget (472 budget). A significant amount of these funds comes from key external development partners (The Australian Aid Program, NZAID, Japan, Republic of China, and Papua New Guinea) for scholarship support. Appropriated funds have been allocated to a specific purpose, while non-appropriated funds have not been guaranteed and have not been appropriated through the national budget systems. The high amount of non-appropriated funds promised from donors makes it difficult for SIG to develop medium- to long-term planning in terms of its overall expenditure on education.

Figure 12.4 Comparison of budget and actuals for appropriated and non-appropriated development budgets, 2009 to 2013 (S\$)



Note: Non-Appropriated funds are donor funds that have not been disbursed through national systems or budget support. Non-appropriated funds have not been linked to specific aid programs or projects.

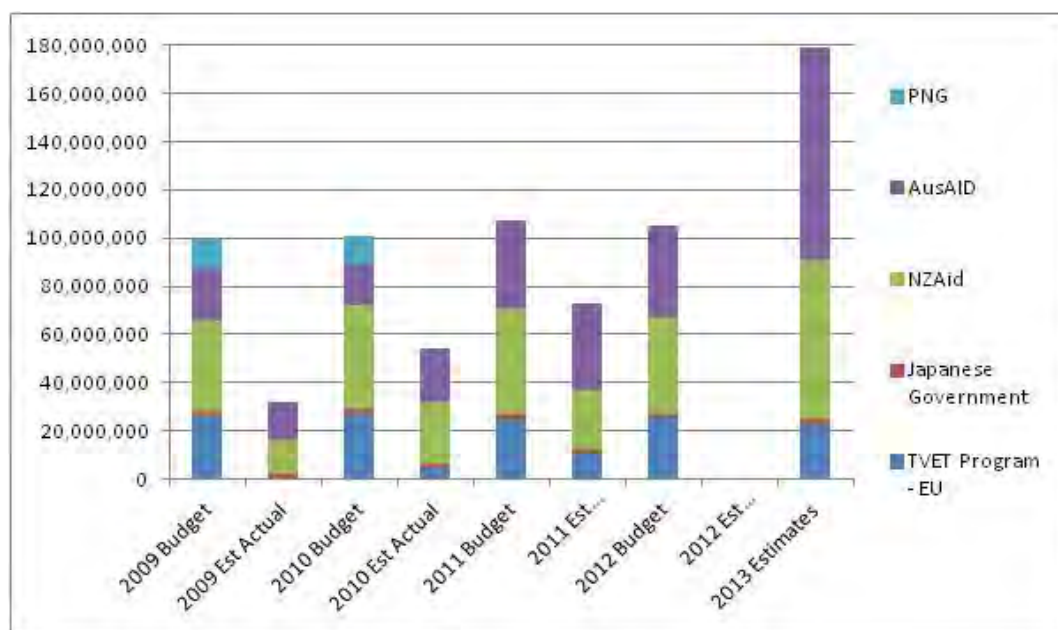
Source: SIG Development Budgets 2013, 2012, 2011, 2010

¹⁴⁰ World Bank (2013), *Solomon Islands - Country partnership strategy for the period FY2013-2017*, p. 12

¹⁴¹ Gannicott (2012), p. 6

Figure 12.5 below shows the trends in donor support from 2009–2013. Other than for the EU TVET Program (for which funding concludes in late 2013), all other donor support is in the form of tertiary scholarships. There is a notable increase in scholarship support from The Australian Aid Program in the 2013 non-appropriated estimates. Despite the high level of scholarship support from donors, an absolute minimum of these scholarships from all donors has supported TVET students, and no TVET specific scholarships have been granted to students since 2011.¹⁴²

Figure 12.5 TVET and tertiary specific MEHRD Non-Appropriated Development Budget, 2009–2013



Source: SIG Development Budgets 2013, 2012, 2011, 2010

It has been documented that SIG support of the tertiary, not just TVET, sector has averaged at more than 25 per cent of the total education budget from 2009–2012.¹⁴³ Research by the World Bank (2012) notes that SIG's support in investing in a small number of students in the tertiary sector undermines Solomon Islanders who need to gain or regain their literacy, numeracy and livelihood skills to increase employability and productivity.¹⁴⁴

This pattern of tertiary spending shows no signs of abating with the formal establishment of SINU (formerly SICHE) on 1 January 2013. Figure 12.6 shows the significant SIG commitment to the SICHE transition to SINU with a revised budget of S\$20 million in 2012 and an estimate of S\$75 million in 2013. From 2009–2011, SIG contributed only S\$3 million annually as part of the SICHE upgrading program, and less than S\$500,000 to the future establishment of a Provincial Technical College.

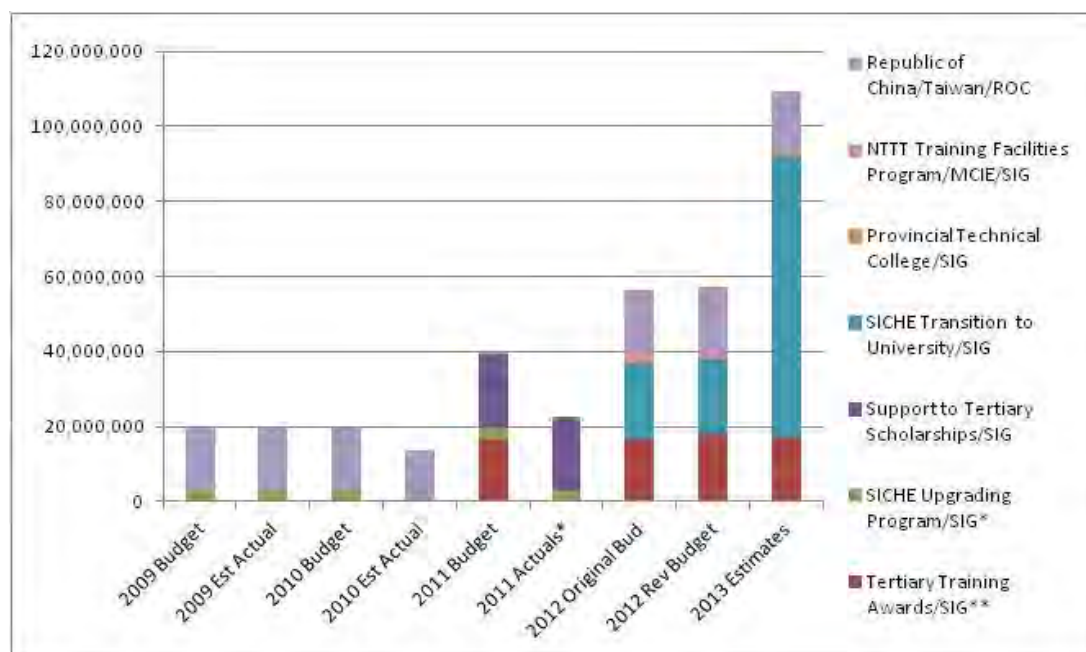
¹⁴² The Australian Aid Program, NZAID, Japan, and ROC are the primary donors granting scholarships to students at degree level.

¹⁴³ Gannicott, 2012, p. 8.

¹⁴⁴ World Bank (2012) *Skills for Solomon Islanders: Opening new opportunities*. See also World Bank (2013) *Country Partnership Strategy for the Solomon Islands, FY2013-2017*.

Since 2012, S\$2.5 million per annum has been budgeted for a National Trade Training and Testing (NTTT) Training Facilities Program through the Ministry of Commerce, Industry and Labour (MCIE). This program is described as 'funding to provide tools and equipment for NTTT program under SICHE'.¹⁴⁵

Figure 12.6 TVET and tertiary specific MEHRD & MCIE Appropriated Development Budget, 2009–2013



Source: SIG Development Budgets 2013, 2012, 2011, 2010

¹⁴⁵ Solomon Islands Government Approved Development Estimates, 2012, p. 52

CHAPTER 13 TVET FINANCIAL MECHANISMS

13.1 OVERVIEW

This section aims to encapsulate the complexity of financial flows into and between elements in the Solomon Islands TVET system. Many of these flows, especially the more minor ones, and those to and between small elements of the system, are not well documented. Many of the flows emanate *from* the major funders – the Ministry of Finance and Treasury; Solomon Island's development partners (such as The Australian Aid Program and NZAID) and donors; and from students themselves in the form of fees – and *to* the major public, private and regional providers.

13.2 PUBLIC BUDGET DISBURSEMENT PROCESS

The Ministry of Finance and Treasury is responsible for facilitating the provision of advice on monetary, budget and fiscal policy to the Solomon Islands Government. The Financial Management Services Section is responsible for the development and implementation of the financial framework and related legislation, the SIG Chart of Accounts and its review, advising Ministries on framework and legislation compliance requirements, and the development and maintenance of Government asset management and reporting arrangements across government.

The education budget is managed through MEHRD.

Government School Grant

For VRTC's, MEHRD pays registered teaching staff salaries and also allocates a government grant. The Ministry may also provide funding for specific projects. Table 13.1 summarises the MEHRD grant funding rates.

Table 13.1 School grant amounts

Grant	Annual grant amount from MEHRD
Student Grant RTC Boarding	S\$440 per student
Student Grant RTC Day	S\$300 per student
Student Grant Special Education Centre Boarding*	S\$440 per student
Student Grant Special Education Centre Day*	S\$300 per student
School Administration Grant RTC	S\$5,000 per centre
School Administration Grant Special Education Centre*	S\$5,000 per centre
Remote Area Grant RTC	S\$2,000 per classified rural or remote centre
Remote Area Grant Special Education Centre*	S\$2,000 per classified rural or remote centre

Source: Annex II, Updated Policy Statements and Guidelines for Grants to Schools, MEHRD, 2012

*Three RTCs located in Honiara, San Isidro, Red Cross Society and Bethesda, are classified as Special Education Centres.

In addition, the *Updated Policy Statements and Guidelines for Grants to Schools* (MEHRD, 2012) outlines the eligible expenditure of the school grant.

Table 13.2 Eligible expenditure

Description	Eligible
Teaching Materials & Equipment*	
Instructional material, curriculum, exam expenses	Yes
Books & stationery	Yes
Teaching equipment (e.g. science...)	Yes
Establishment , development of a school library	Yes
Boarding Costs	
School kitchen food	Yes
Cooking supplies and utensils (firewood, cooking pots, etc)	Yes
General boarding supplies (sheets, mosquito nets, etc)	Yes
Toiletries & other costs	Yes
Boarding Student Transportation	Yes
Other Student Related Costs	
Medical services & supplies	Yes
Sports uniforms	Yes
Cultural & other activities	Yes
Student transportation (see exception above)	No
Utilities	
Water	Yes
Electricity	Yes
Gas	Yes
Rentals	
Building and Land	Yes
Staff Houses	No
Vehicles. Machines & equipment.	Yes
Fuel, Oil & Transportation	
Fuel school truck	Yes
Fuel other school vehicles	Yes
Fuel for OBM	Yes
Fuel other (mower, chainsaw)	Yes
Oils	Yes
Vehicle & OBM repair	Yes
Admin & Other Recurrent Costs	
Phone & Fax	Yes
General stationery (print, consumables, supplies)	Yes
Other admin costs (postage, freight)	Yes
Cleaning materials & supplies	Yes
Small Repairs & Maintenance	
Buildings, furniture & fittings	Yes
Vehicles & machines	Yes

Description	Eligible
Office & other equipment	Yes
Capital Works & Fixed Asset Maintenance	
Buildings, classroom or offices improvements	Yes
Staff houses improvement	No
Heavy equipment (e.g. generator)	No
water tank	Yes
Motor vehicle or boat	No
Furniture & fittings	Yes
General machines & equipment	Yes
Office equipment	Yes
Sports equipment	Yes
Labour	Yes
Staff Costs & Benefits	
Salary of Bursar (if contracted or employed)	Yes
Salaries & wages of teaching and other staff	No
Allowances	No
Tax, PAYE, NPF (for bursar this is allowed)	No
Staff loans and advances	No
Gratuity, incentives, entertainment	No
Staff transportation	No
Staff Uniforms	No
External training (not at the school location) for teachers or school committee/board members	No
School based training (for teaching staff and school committee/board members)	Yes
Other Training for Teachers (e.g. USP courses)	No
External Services	
Consultancy & other services	No
Whole School Development Planning	
Annual review and production of three year whole School	Yes
Development Plans by school committee/board and teachers	Yes
Training in whole school development standards for teaching staff and school committee/board members	

Source: *Updated Policy Statements and Guidelines for Grants to Schools* (MEHRD, 2012)

Note: * 40% of total grant is to be spent on Teaching Materials & Equipment. This does not include boarding expenses which are excluded when doing this calculation.

There are two grant payments per year (February and August). Payment of grant monies is based on the SIEMIS enrolment data (submitted in March each year) and on two reports to the Ministry outlining the retirement (expenditure) of the grant money. The first grant payment is based on the enrolment figures of the previous year and the August grant payment is based on the March enrolment figures. Non submission of SIEMIS data or retirements result in non payment of the grant.

The TVET Division, MEHRD does not at this stage have a robust process for auditing or checking of data to ensure accuracy. Amongst the VRTC's there was little clarity about the obligations and process to ensure that VRTC's were eligible to receive grant payments.

SINU

Identified funds from SIG to SINU are listed as a line item in the Recurrent and the Development Budgets. As the University was established in January 2013 the Development Budget includes a specific line item in relation to transition costs.¹⁴⁶

The University Council's role is to manage and administer the University. Each year a budget is prepared¹⁴⁷ based on strategic plans, School workplans and previous enrolments and expenses.

SINU has autonomy over recruitment, definition of roles, reassignment of resources etc. SINU has responsibility for disbursement of the recurrent funds.

Along with student fees, SINU receives monies from SIG in relation to apprenticeship scholarships, constituency scholarships and ministry scholarships. However, in June 2013 the SIG under the Government Scholarships scheme made a decision to pay for fees for all 'self-sponsored students'¹⁴⁸ at SINU.

This has resulted in the following payments to SINU by SIG.

Table 13.3 SIG student fee assistance, SINU, 2013

Period	No of students	Total fees (S\$)	Notes
Semester 1	3026	12,264,700	Tuition fee only
Semester 2	498	9,322,560	75% tuition, boarding with meals
Semester 2	193	1,389,600	75% tuition with lunch fees
Semester 2	34	122,400	75% tuition without lunch fees
Total		S\$23,099,260	

Source: Communication between SINU and NTU, MEHRD, June 2013.

As such, in Figure 13.1 there is no financial flow indicated between students and SINU as would normally be anticipated.

¹⁴⁶ Development Budget line item for transition from SICHE to SINU included: 2011 actuals – S\$0, revised 2012 – S\$20 million and estimate for 2013 – S\$75 million.

¹⁴⁷ SINU representative noted that the University is aiming to move to a three year budget.

¹⁴⁸ Self-sponsored students are those students who are responsible for the payment of their fees to SINU.

Institute of Public Administration and Management

The Institute of Public Administration and Management is based within the Ministry of the Public Service. The revised expenditure for 2012 was S\$3,849,447. The operating costs were listed as S\$2,865,690 and staff salaries and emoluments was S\$983,757.¹⁴⁹

IPAM data did not include financial information in communication with the research team.

Ministry of Commerce, Industry and Employment (MCIE)

MCIE has responsibility for the apprenticeship scheme and for the Apprenticeship Board, as well as for undertaking proficiency assessments of completing apprentices, NTTT assessments for exiting VRTC students and for training support and assessment of trade employees.

The budget estimates for 2013 do not identify or acknowledge the expenses of the Apprenticeship Board. The NTTT Unit does not have a budget line item in the 2013 Recurrent Budget but has done so in previous years. Table 13.4 outlines the budget actuals and estimates for these above mentioned functions of the MCIE.

Table 13.4 Budget estimates, MCIE 2011–2013

	2011 Actual	2012 Revised	2013 Estimates
Trade Testing and Certification Fees - Income	9,870	6,279	5,742
RTC & VTC Trades Certification - Expenses	36,448	84,647	-
National Trade Training & Testing	286,016	119,614	-
Proficiency exam expenses	57,531	97,517	-
App Board expenses	-	-	-
Training – pre service	1,750,938	1,508,588	2,110,801
Total	1,750,938	1,508,588	2,110,801

Source: Budget estimates 2013 (SIG 2013)

There were no Annual Reports or other documentation provided by the MCIE; as such, there is little known about the activities and any additional training to staff undertaken by this Ministry. However, the 2013 Budget estimates indicate that the expenditure line item 'Training Other' was S\$561,199 in 2011, revised expenditure for 2012 was S\$1,684,334 and the budget estimate for 2013 was S\$12,528.

The MCIE provides scholarships for apprentices at SINU from second year onwards. In addition, payment is stated to be made to SINU for access to a building for undertaking NTTT assessments.¹⁵⁰ MCIE also receives monies for NTTT assessments (for example, VRTC graduates) from applicants (either direct or via VRTCs).

¹⁴⁹ SIG Recurrent Budget 2013

¹⁵⁰ This building had minimal equipment for assessments.

13.3 DEVELOPMENT MECHANISMS

Overview

The SIG Development Budget document is focused around donor and SIG contributions to development initiatives and, in the information on funding by sector, also includes donor funds channelled directly to Non-Government Organisations.¹⁵¹ The 2013 Development Budget estimates are comprised of two sections:

1. funding disbursed by, or in concert with, Ministries over period 2012–2013; and
2. funding by sector, including donor funds channelled directly to Non-Organisations.

The Ministry of Development Planning and Aid Coordination (MDPAC) adopted a consultative approach to the preparation of the 2013 Development Estimates. This approach aimed to maximise the understanding of the process with Development Partners and National Ministries.¹⁵²

The *Public Expenditure and Financial Accountability Assessment Report* (SIG 2012) notes that information on donor-funded projects is quite robust in the education sector and funding is subject to regular quarterly or monthly reports. Donor funding is captured in the consolidated expenditure and revenue reports. However, some donor funding may be channelled through special funds and not via the normal Budget mechanisms, or outside the budget altogether, in these cases the transparency is much lower.

The Central Bank of Solomon Islands (CBSI) informs MoFT of its cash position on a daily basis with regard to the 52 accounts it holds in CBSI, and which, taken together, comprise the Consolidated Fund. Twenty three of these accounts are those into which donor agencies transfer funds in relation to the projects and programs they are implementing. There are also another 10 accounts with commercial banks utilised for donor funds.

In the education sector, development partners allocate their funds for specific activities, such as school grants and school equipment. Development partner funds go specifically through the Sector Budget Support Account. Donor funding activities include a sector wide approach arrangement. MEHRD 'meets regularly every year with development partners and other stakeholders (other Ministries, Education Authorities in the provinces, NGOs, teachers, students and community members) in a sector wide dialogue on policy issues, strategies and funding'.¹⁵³

¹⁵¹SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 38

¹⁵² SIG 2013 Development Budget, p. 3

¹⁵³SIG (2012). *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012*. p. 84

EU Program

The EU provides a range of support through its EDF-9 program. Support includes grants to providers, grant to SINU for training of teachers in the ALTP program, to SIAVRTC and to vocational and rural training centres. The financial commitment of the EU program to various implementation areas are listed below in Table 13.5.

Table 13.5 EU program financial commitment, by area

EU program area	Details	Amount (S\$)
Skills Training Centres and Non-formal institutions provide a range of qualitative and relevant programs	Grant monies to specific providers, including USP, VRTC's, community high schools.	16,071,331
Quality and relevance of instructor training strengthened	Development of instructor training and facilities enhancement for Vanga Teachers College and at Airahu [for community high school instructors], instructor training for community high school instructors at SINU. Workshop and seminars as well as strengthening linkages with industry and the MCIE (NTTT Unit). Developing an NQF and harmonising with NTTT standards – S\$590,000	6,400,000
Planning and Implementing Authorities Capacity Strengthened	Capacity building and strengthening TVET Division personnel.	4,405,000
Development of relevant curricula for education in practical subject in the formal school system and RTCs supported Mainstreaming new curriculum into the Pilot CHS's and RTC'	Development of new training guides and pilot.	300,000
Coordination unit		15,164,000
Office overheads		928,900
Vehicle operating costs		360,500
Audit		180,000
Contingency		2,500,000
Total		46,309,731

Source: EU personal communication 2013.

Solomon Islands Small Business Enterprise Centre (SISBEC)

SISBEC is funded by NZAID. The annual budget averaged over the last 3 years (2010–2012) is approximately S\$1.5 million each year. The funding from NZAID is to conclude in February 2014. In terms of income, 2013 revenue from training is approximately S\$195,000, for 2012 it was S\$143,945, for 2011 it was S\$119,846 and for 2010 it was S\$95,740.¹⁵⁴

¹⁵⁴ Personal communication with Manager, SISBEC, May 2013

Solomon Islands Association of Vocational Rural Training Centres (SIAVRTC)

All VRTC's rely strongly on donor support and the sale of products and services for capital works such as new buildings (e.g. dormitories, classrooms) and other needs. A key focal point for VRTC's is the association, SIAVRTC.

SIAVRTC receives an operational grant from SIG through the MEHRD budget.¹⁵⁵ SIAVRTC sources donor support on behalf of its members for projects e.g. Embassy of Japan Grass Roots projects, assists with financial budgeting and payments. SIAVRTC 2012 budget indicates donors include EU TVET Program, Embassy of Japan and Rotary Australia.

Table 13.6 outlines the estimated donor support for 2012 and a brief note in relation to each project.

Table 13.6 Estimates of donor support to SIAVRTC, 2012

Donor	Project	Amount (S\$)
EU program	RTCs principal's conference	262,000
MCIE	NTTT assessments for VRTC graduates ¹	84,000
SIG	Apprenticeships for VRTC trainers ²	250,000
n.p.	Media and promotion	n.p.
SPC/RDP	VET Training for VRTC Agriculture Instructors	130,000
Japanese Nakaya Scheme	ALTP Training	3,000
SIG	Downstream support ³	1,000,000
Embassy of Japan	Grass roots project ⁴	n.p.
Bambford	Rural Training Award Scheme Under Bambford Support – 5 groups S\$5,00–10,000 per group	n.p.
SIAVRTC & APHEDA aid partnership program	Support to CBTCs	n.p.

Source: SIAVRTC Annual Report 2012.

Notes:

1. Monies were for 850 NTTT assessments of VRTC students across the three levels of achievement basic, intermediate and final.

2. 8 apprentices

3. Equipment and tools

4. Infrastructure

Table 13.6 includes reference to NTTT assessments. The *SIAVRTC 2012 Annual Report* indicates that funds were provided by MCIE to SIAVRTC to finance 850 NTTT assessments of VRTC and CBTC graduates. Interviews with VRTC representatives indicated that for NTTT assessments the VRTC (on behalf of the student) may pay the NTTT assessment fees direct to SIG¹⁵⁶ or through SIAVRTC to SIG.

¹⁵⁵ Estimate to be S\$90,000 (SIAVRTC 2012 budget)

¹⁵⁶ The *Public Expenditure and Financial Accountability (PEFA) Assessment: Final Report 2012* (SIG 2012) indicates that line ministries are required under the Constitution to surrender their own earned revenues directly to MoFT (p. 38). This is the income line item – Trade Testing and Certification Fees –in the recurrent budget. Refer to Table 12.1 and Table 14.1.

APHEDA

As previously mentioned, APHEDA supports 56 Community Based Training Centres in 6 provinces to provide training courses, materials and equipment for income generation and workshop facilities to improve the capacity of community centres.¹⁵⁷

APHEDA is funded by The Australian Aid Program through Solomon Islands NGO Partnership Agreement (SINPA) together with Live and Learn-Natural Resource Management project, Save the Children-Youth Outreach Partnership Project, Oxfam-STAV project and ADRA-Youth Engagement Livelihood Programme.

Scholarships

The financial flows of scholarships and/or sponsorships indicate that scholarships and/or sponsorships are sourced through development partners, MCIE (for example, apprentices), MEHRD, other MDAs, and via employers paying student fees.

13.4 TVET FINANCIAL MECHANISMS FOR PRIVATE PROVIDERS

There is very little known about the TVET private provider sector in Solomon Islands. There is no collated list of private providers and the programs delivered. There are a limited number of private providers in Solomon Islands and there was only one provider that returned a data collection survey. There is a major gap in the TVET system in relation to private provider provision, finance and student participation data.

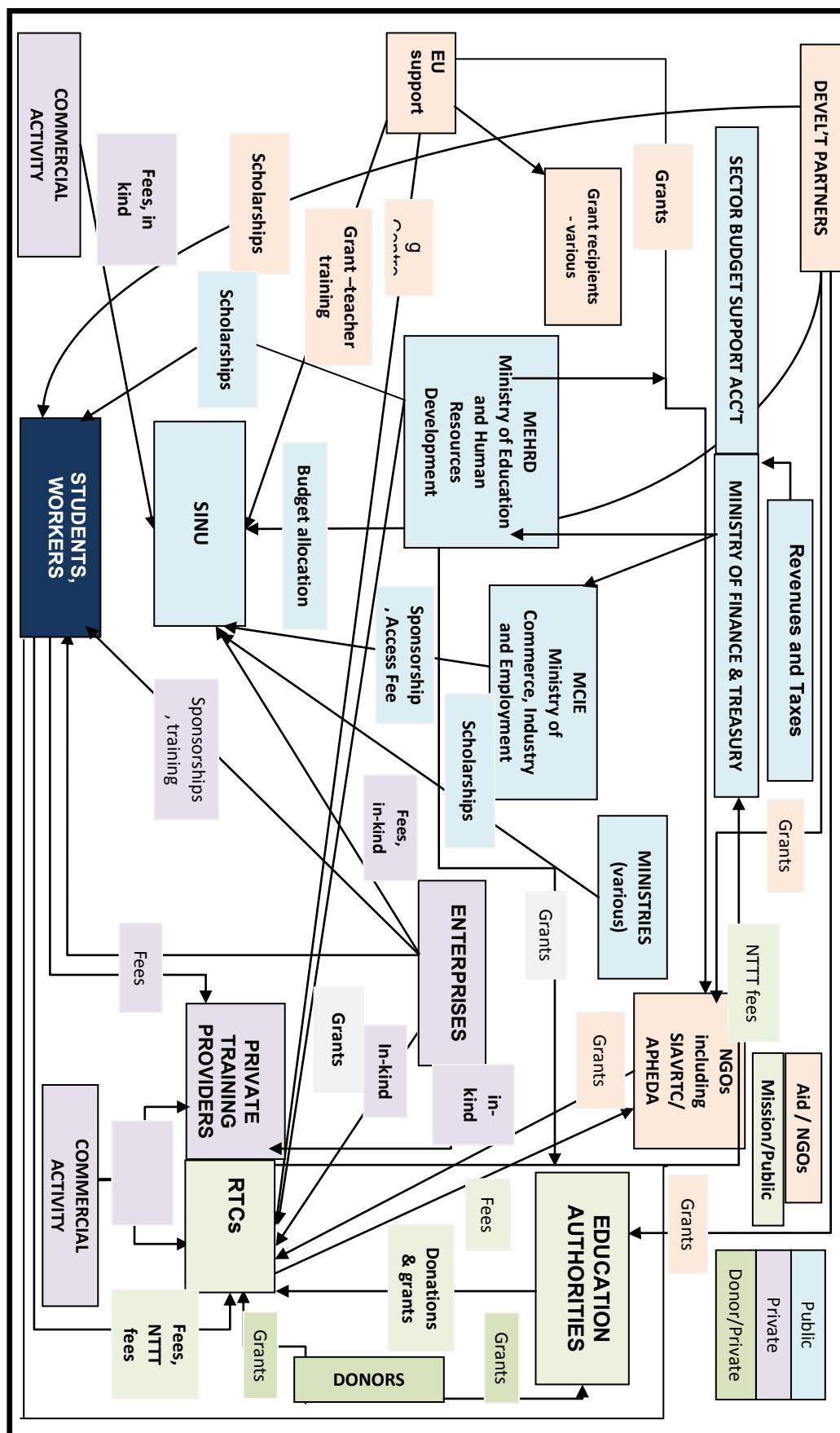
However, for private providers, the main source of income is from student fees. Other sources could include donations, enterprise in-kind contributions, such as work placements.

13.5 SUMMARY

As indicated in this chapter there is a complex financial flow of activity occurring within the TVET sector in Solomon Islands. Figure 13.1 summarises the complicated nature of the financial flows across the TVET sector.

¹⁵⁷ Participation rates in Community Based Training Centres were not provided.

Figure 13.1 Diagram of TVET financing flows in Solomon Islands



CHAPTER 14 TVET FINANCIAL PATTERNS AND TRENDS

This chapter presents an analysis of TVET financial patterns and trends in Solomon Islands between the financial years 2009 and 2013 using data from budget documents, provider surveys and estimates for the Solomon Islands Government, Solomon Islands National University (SINU) and Vocational and Rural Training Centres (VRTC).

TVET institutions in this report have been grouped into SINU and VRTCs as primary providers in Solomon Islands. There are 41 VTRCs registered with MEHRD (including the Red Cross Society and Vanga Teachers College). Each VRTC is registered through one of 10 Educational Authorities (EAs).

14.1 GOVERNMENT OF SOLOMON ISLANDS BUDGETARY ALLOCATIONS

According to budget estimates, the Solomon Islands Government has contributed, on average, S\$49m to TVET provision between 2009 and 2012. The Government has also committed significant funds to the upgrading of Solomon Islands National University (SINU). While SINU offers TVET based certificate and diplomas, SIG provides on average 3 per cent per annum of funding to TVET nation-wide through the Vocational and Rural Training Centres and MEHRD overheads. SIG also contributes to scholarships for students attending SINU. Nationally, this policy benefits only a small number of students who are based in or can travel to Honiara to live and study.

The budget estimates are supplemented by official donor assistance from the EU (EDF-9) for a specific TVET program that has contributed a total amount of S\$101m between 2009 and 2013. Under the European Development Fund 9 (EDF-9) for Solomon Islands, the EU funded support of a rural training centres project which supported technical and financial assistance for staff training, curriculum development, school materials and capacity building.¹⁵⁸ This program followed on from a more general program of rural development and a micro-projects concept outlined in the EU's previous country strategy paper for Solomon Islands.¹⁵⁹ While the EDF9 TVET program has experienced some delays in operationalisation, it represents substantial ongoing donor assistance to TVET, particularly rural and vocational training centres, in Solomon Islands. Unfortunately, no further funding is anticipated from the EU beyond 2013.

Table 14.1 gives an overview of spending in the post-secondary sector. As mentioned in previous chapters, Solomon Islands has one of the highest rates of spending on tertiary education. The Government's spending on TVET is much lower than other education sectors with a four-year average of 3 per cent of the MEHRD budget supporting the sector. In addition to MEHRD and EU funding of TVET, SIG receives a significant amount of support from external development partners for scholarships. This is in addition to SIG allocating an average of S\$66m to scholarship support of students attending SINU; and this amount increased significantly in 2012. From 2011, there has been a significant amount of funding allocated to scholarships from both Government and development partners.

¹⁵⁸ European Community-Solomon Islands (2008). *Country Strategy Paper and National Indicative Programme 2008-2013*, p. 22

¹⁵⁹ European Community-Solomon Islands (2002). *Country Strategy Paper and National Indicative Programme 2002-2007*

Table 14.1 Budget estimates for post-secondary education, 2009–2012 (S\$)

	2009	2010	2011	2012
Solomon Islands Government				
<i>MEHRD TVET HG Salaries</i>	130,757	409,113	348,542	397,733
<i>MEHRD TVET Payroll Salaries (VRTC)</i>	2,601,665	7,046,729	9,363,455	9,638,820
<i>MEHRD TVET Other Charges (VRTC)</i>	3,629,171	9,288,574	11,514,031	12,050,246
<i>TVET MEHRD Development</i>	0	0	0	1,755,399
MEHRD TVET SUBTOTAL¹	6,361,593	16,744,416	21,226,028	23,842,198
<i>SINU/SICHE Grant²</i>	10,800,000 ⁹	26,855,560	30,971,743	32,240,048
<i>SINU/SICHE Upgrading/Transition³</i>	0	0	3,000,000	20,000,000
<i>Provincial Technical College⁴</i>	0	0	0	279,067
<i>MCIE TVET/NTTT⁵</i>	1,763,088	2,389,686	5,192,132	5,994,700
<i>Scholarships (NTU)⁶</i>	35,854,680	30,135,776	89,605,929	106,791,842
Donors				
<i>European Union (EDF9) – TVET⁷</i>	26,000,000	27,000,000	25,000,000	25,430,333
<i>Donor Contribution to Post-Secondary</i>	16,588,593	13,711,224	0	16,700,000
<i>Donor Scholarships</i>	28,841,590	43,010,627	50,235,982	52,185,961
Total public funding to Post-secondary	126,209,544	159,847,289	225,231,814	283,464,149
Total public funding to TVET⁸	44,924,681	72,989,662	85,389,903	107,786,346

Source: Solomon Islands Government Budgets, 2009, 2010, 2011, 2012, 2013

1. Amounts for MEHRD are 2009, 2010, 2011 Actuals, and 2012 Revised Budget Estimates. Total TVET contribution by MEHRD from 272 and 372 Budgets.

2. Grant to SICHE from MEHRD 272 and 372 budgets as Tertiary Support.

3. Government support of SICHE transition to SINU. Documented in Development Budget (472). 2013 Budget estimates are for a S\$75,000,000 budget expenditure to support the transition.

4. Recorded in Development Budget 2013 (472).

5. Ministry of Commerce, Industry and Labour accounted as for MEHRD above. Inclusive of all training, trade certification expenses, and National Trade Training and Testing Program from 288 budget.

6. Total SIG scholarships include scholarships to students at SICHE/SINU, SIG scholarships, and Constituency scholarships from 272 budget.

7. Total EU(EDF9) TVET contribution was projected to be S\$101,000,000 between 2009–2012. The above figures are budget estimates for 2009–2012, actuals are not available in the Development Budget (472). It should be noted that expenditure on EU funding is projected through FY2013.

8. Donor Contribution to Post-secondary, Donor Scholarships and Scholarships (NTU) are subtracted from TVET specific funding. It should be noted that some scholarships granted by the NTU support students enrolled in TVET programs.

9. Amount of NZAID to SICHE/School of Education in 272 budget

In 2008, the ADB conducted the landmark *Skilling the Pacific* study that gathered data comparing TVET systems in the Pacific region.¹⁶⁰ From a regional comparison, the relative size of the TVET budget in Solomon Islands is large when compared to other Pacific Island countries. Table 14.2 shows that Solomon Islands ranks towards the top on most measures of TVET budget size. This earlier evidence aside, there has been an inconsistent decline in share of the budget allocated to TVET in Solomon Islands.

¹⁶⁰ Asian Development Bank (2008). *Skilling the Pacific: Technical and Vocational Education and Training in the Pacific*.

Table 14.2 Relative size of TVET budgets, Pacific Island Countries

Pacific Island Countries	TVET as Share of GDP (%)	TVET as Share of MOE Expenditure (%)	MOE Expenditure as Share of Budget (%)	MOE Expenditure as Share of GDP (%)
Cook Islands	0.2	6	-	3
Fiji Islands	0.4 (a)	4	19	10
Kiribati	0.6 (b)	3	25	21
Marshall Islands	1.8 (c)	24 (d)	12 (e)	24
Micronesia	1.4	7	-	19
Palau	3.3 (f)	54 (g)	11	7
PNG	0.5 (h)	13	16	8
Solomon Islands (i)	3.5	40	25	9
Tonga	0.3	9	13	3
Tuvalu	-	-	23	-
Vanuatu	0.6	3 (j)	26	12

Notes:

- a) If the training and productivity authority of Fiji was included, this increases to 0.68.
- b) Data for Tarawa Technical Institute only. If the Fisheries Training Centre and the Marine Training Centre are included, this figure rises to 2.0.
- c) Includes the National Training Council, National Vocational Training Institute, and the business studies/computing part of the College of the Marshall Islands; however if only the National Training Council is included, then the figure is 0.5%.
- d) Includes the National Training Council, National Vocational Training Institute, and the business studies/computing part of the College of the Marshall Islands; however if only the National Training Council is included, then the figure is 2.0%.
- e) Pertains to government funds only, excludes external funds.
- f) Palau Community College only, which also offers bachelor degree courses.
- g) Ministry of Education expenditure here also includes external funding through the Compact.
- h) Vocational centres and business technical colleges only. Excludes the National Training Council.
- i) TVET reference is for all tertiary sectors so the actual TVET expenditure is much smaller.
- j) Vanuatu Institute of Technology only; 6% for all TVET-related activities

Source: Asian Development Bank 2008, *Skilling the Pacific: Technical and Vocational Education and Training in the Pacific*, Asia Development Bank and Pacific Islands Forum Secretariat.

Internationally, Solomon Islands has one of the highest public expenditures on education as a proportion of the overall budget. Total public consolidated expenditure on education was an average of 25 per cent between 2009 and 2012.¹⁶¹ The data below documents spending on public education as a per cent of GDP.

Table 14.3 Public spending on education, PICs and selection of international averages (% of GDP)

Country Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Fiji	5.9	5.6	6.2	--	6.2	5.1	5.6	5.8	4.2	4.5
Kiribati	11.0	11.9	11.6	--	--	--	--	--	--	--
Solomon Islands	--	--	--	--	--	--	--	5.9	6.1	8.0
Samoa	4.0	4.3	4.3	--	--	--	--	--	5.3	
Tonga	4.9	4.5	3.8	4.2	3.9	--	--	--	--	--
Vanuatu	7.0	9.0	8.2	8.5	--	--	--	--	6.6	5.2
World	3.9	4.3	4.2	4.3	4.3	4.4	4.5	4.5	4.6	5.0
OECD members	5.0	5.2	5.3	5.4	5.3	5.4	5.4	5.1	5.3	5.6
East Asia & Pacific (developing)	3.3	2.5	3.0	--	2.7	--	--	3.1	3.8	

Source: World Bank, 2013

'--' denotes no data available

14.2 SOLOMON ISLANDS NATIONAL UNIVERSITY (SINU)

SINU is the primary provider of higher education and TVET in Solomon Islands¹⁶². SINU is located in a range of line items in the MEHRD budget. Prior to 2013, SINU was known as the Solomon Islands College of Higher Education (SICHE) where it was also funded through several line items in the MEHRD TVET budget, as well as the higher education budget. While there have been restructures at the departmental level as SINU prepares to offer several degree programs, the TVET programs established at SICHE remain the core of SINU's programs in 2013. SINU/SICHE is located in the Government's Recurrent (272 and 372 budgets) and Development (472 budget – transition to university and SICHE upgrading) budget line items.

Operating costs of the University were apportioned across the teaching Schools based on the number of students enrolled in each School. This proportion has been applied to the Schools of SINU as a cost of running TVET programs. This calculation excludes Nursing and Education, but includes Distance Education. However, this excludes the School of

¹⁶¹ SIG Recurrent and Development Budgets, 2010, 2011, 2012 and 2013; Gannicott (2012) documents the most appropriate denominator for calculating total public consolidated expenditure in the sum of public recurrent, budget support and appropriated development spending (p. 6).

¹⁶² In 2013, the Solomon Islands College of Higher Education (SICHE) became the Solomon Islands National University (SINU). While this report analyses figures generated by SICHE, for ease of terminology the acronym SINU will be used throughout this report.

Humanities and Science (SICHE) which in 2013 became part of the School of Education at SINU.

SINU Expenditure Sources

Table 14.4 and Figure 14.1 show the average annual contribution to payroll and staffing costs in the 2009–2012 period at SINU was 49.3 per cent. In 2012, the proportion of expenditure to payroll and staff costs was just over 50 per cent of the total budget. As SINU moves through the transition to a university, payroll and staff costs may increase in proportion to non-staffing and fixed asset acquisition costs.

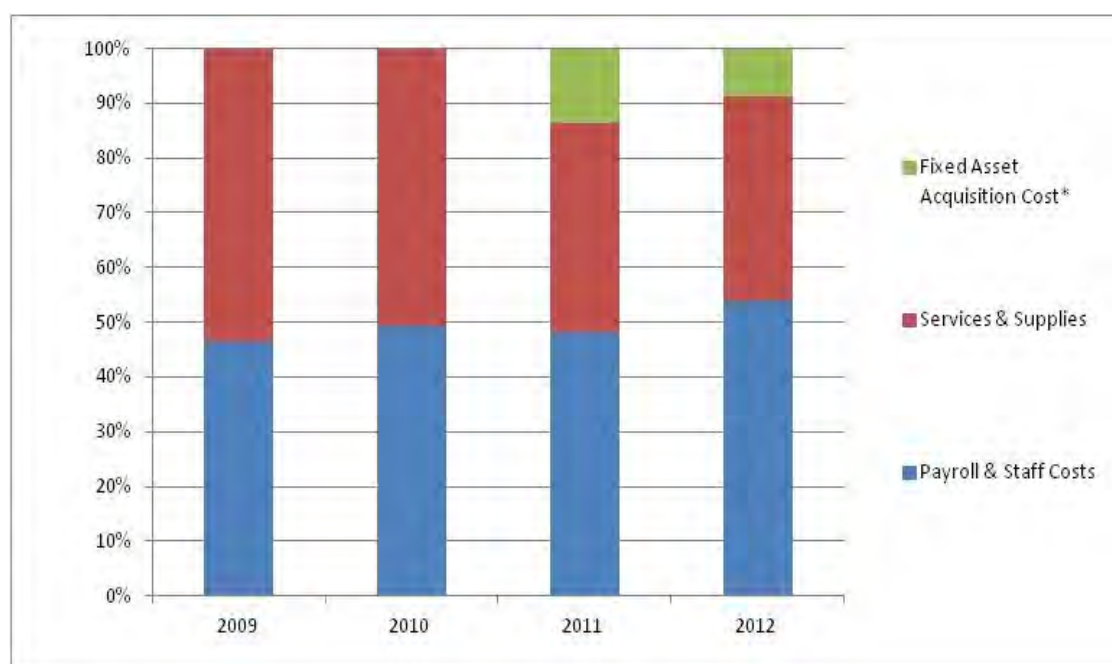
Table 14.4 SINU budget allocations 2009–2012

Expenditure item*	Solomon Islands National University (SINU)			
	2009	2010	2011	2012
Payroll & Staff Costs	18,398,596	22,234,426	25,300,713	28,796,211
Services & Supplies	21,310,423	22,973,525	20,195,119	20,114,318
Total Expenditure	39,709,019	45,207,951	45,495,832	48,910,529
Fixed Asset Acquisition Costs*	0	0	7,186,280	4,614,305
Total Expenditure & FA Cost	39,709,019	45,207,951	52,682,112	53,524,834
	Share of total (%)			
	2009	2010	2011	2012
Payroll & Staff Costs	46.3%	49.2%	48.0%	53.8%
Services & Supplies	53.7%	50.8%	38.3%	37.6%
Fixed Asset Acquisition Costs*	0.0%	0.0%	13.6%	8.6%
Total SINU	100.0	100.0	100.0	100.0

Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

*Fixed Acquisition Costs were not included as a separate line item in SICHE Annual Budgets, 2010, 2011 and 2012. The 2013 SINU Detailed Draft Budget includes Fixed Acquisition Costs in 2011 and 2012 actuals.

Expenditure categories are detailed in Table 13.1 and Table 14.7 of the aforementioned SINU Budget 2013.

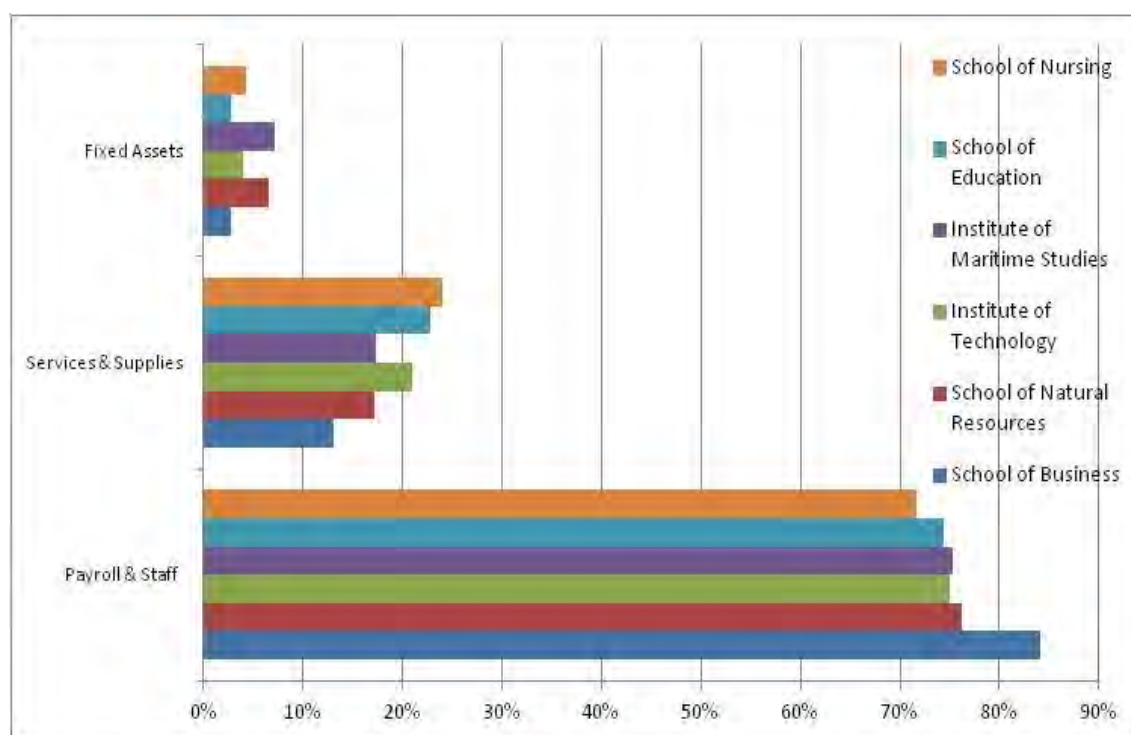
Figure 14.1 SINU overall budget allocations 2009–2012

Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

Overall expenditure trends between the six SINU schools are remarkably similar. Figure 14.2 shows that all Schools (excluding administrative and support division units) contribute over 70 per cent of expenditures to staff salaries and benefits, wages and benefits for casual staff. This amount also includes staff related costs such as housing benefits, occupational health and safety, and professional development and support.

Services and supplies comprise between 13 and 24 per cent of expenditures, and include line items such as student costs, governance costs, academic services, office consumables, communications, and repair and maintenance. Fixed asset costs were created as a separate line item with revised accounting codes in the FY2012 and recorded in the Detailed Budget Estimates 2013. Fixed asset costs for SINU schools include land, infrastructure, motor vehicles, computers, and classroom and laboratory equipment.¹⁶³

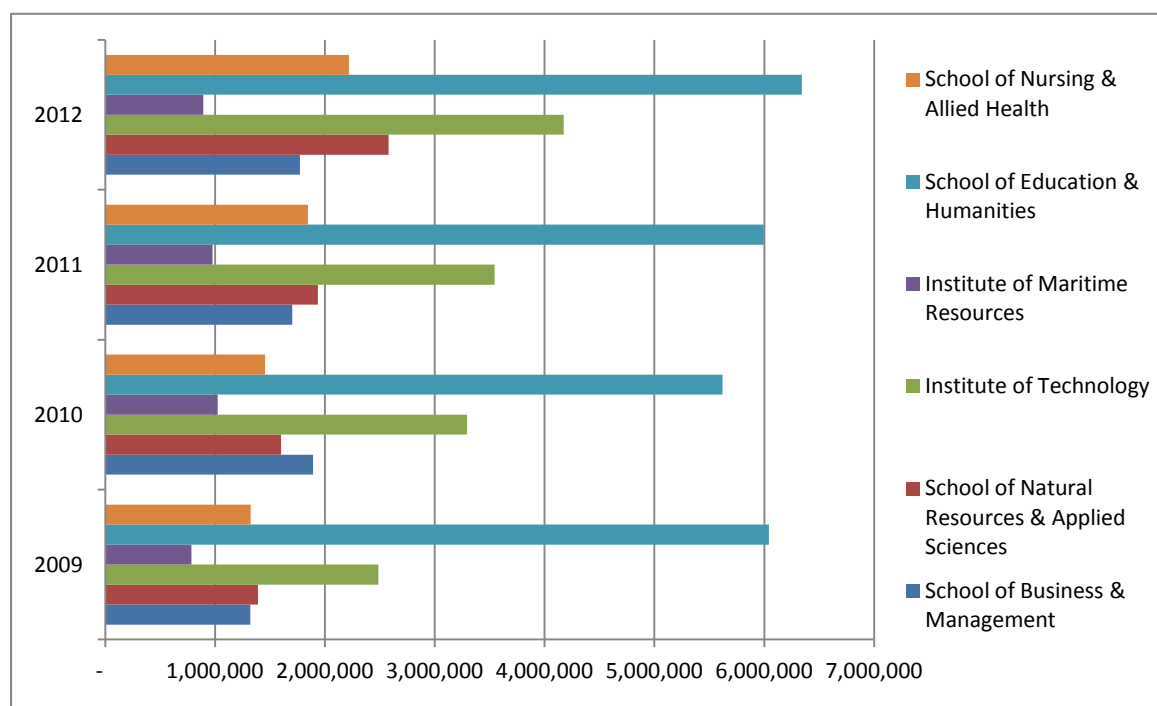
¹⁶³ SINU (2013) *Solomon Islands National University. 2013 Draft Budget 2013*, pp. 5–8

Figure 14.2 SINU overall budget allocations 2009–2012

Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

Figure 14.3 shows the expenditures by School or Institute at SINU. While the School of Education and the School of Nursing and Allied Health are outside the scope of this study, each school has been included for purposes of comparison. The School of Education and Humanities has by far the highest rate of expenditure over the period between 2009 and 2012. This aside, the School of Education and Humanities has the highest student enrolment at SINU with an average of 33 per cent of the student body in 2009–2012. The School of Business and Management has the next highest average rate of enrolment of 26 per cent during the same period.¹⁶⁴ The School of Business and Management also has one of the lowest rates of expenditure.

¹⁶⁴ Enrolment percentages are calculated from SINU Statistical Summary on Enrolment by School, Course, Nationality and Gender, 2013, Office of the Registrar, SINU.

Figure 14.3 SINU overall expenditure by school, 2009–2012 (S\$)

Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

SINU Revenue Sources

Figures for SINU annual income sources are detailed in the Annual Budgets produced by SINU. The University's adjusted its accounting codes for FY2013 with some categories of revenue being redefined. In brief, the annual grant from SIG contributes to operating costs of schools and divisions; the NZAID grant supported operating costs for the School of Education (SICHE) in 2009; and the Commonwealth Youth Programme financed the Diploma in Youth Development. Direct revenue includes student tuition fees, application fees, enrolment and registration fees and student meals. Other student related revenue income derives from such items as textbook sales, course materials, printing, photocopying and internet services. Miscellaneous income comes from hire of premises and facilities, hire of vehicles, consultancy, and income from the sale of fixed assets. Other activities include short courses and entrepreneurial activities.

Table 14.5 shows that SINU's primary source of income comes from direct revenue averaging S\$25.2 million between 2009 and 2012, or 49.2 per cent of total revenue. SINU's other significant source of income is the operating grant provided through the Solomon Islands Government which has averaged S\$23.1m for the four financial years to 2012, which is an average of 48.7 per cent of the university's total revenue over the same period. From FY2010, the university's direct revenue has comprised a much higher percentage of overall income than revenue from grants. This increase was primarily attributable to SIG's significant contribution to tertiary scholarships from its recurrent budget – in 2011 this amount was S\$44.5 million. This strategy is part of a wider SIG policy agenda to provide equitable access to tertiary education with one of the key activities being developing

alternative financing schemes for tertiary students.¹⁶⁵ Other sources of revenue come from other student-related income, miscellaneous income and other activities.

Table 14.5 SINU revenue sources, 2009–2012

<i>Revenue source</i>	2009	2010	2011	2012
Grants				
<i>SIG Grant</i>	17,827,674	20,798,953	20,798,593	22,494,086
<i>NZAID Grant</i>	10,800,000	0	0	0
<i>Commonwealth Youth Programme</i>	0	42,476	0	0
Direct Revenue*	10,857,778	23,939,862	36,862,929	29,142,471
Other Student Related Revenue**	71,676	68,207	437,317	779,687
Miscellaneous Income	429,677	385,401	342,160	912,830
Revenue from Other Activities	0	0	22,771	776,670
Total SINU revenues	39,986,805	45,234,899	58,463,770	54,105,744
<i>Share of Total (%)</i>	2009	2010	2011	2012
Grants	71.6%	46.1%	35.6%	41.6%
Direct Revenue	27.2%	52.9%	63.1%	53.9%
Other Student Related Revenue	0.2%	0.2%	0.7%	1.4%
Miscellaneous Income	1.1%	0.9%	0.6%	1.7%
Revenue from Other Activities	0%	0%	0%	1.4%
Total SINU revenues %	100%	100%	100%	100%

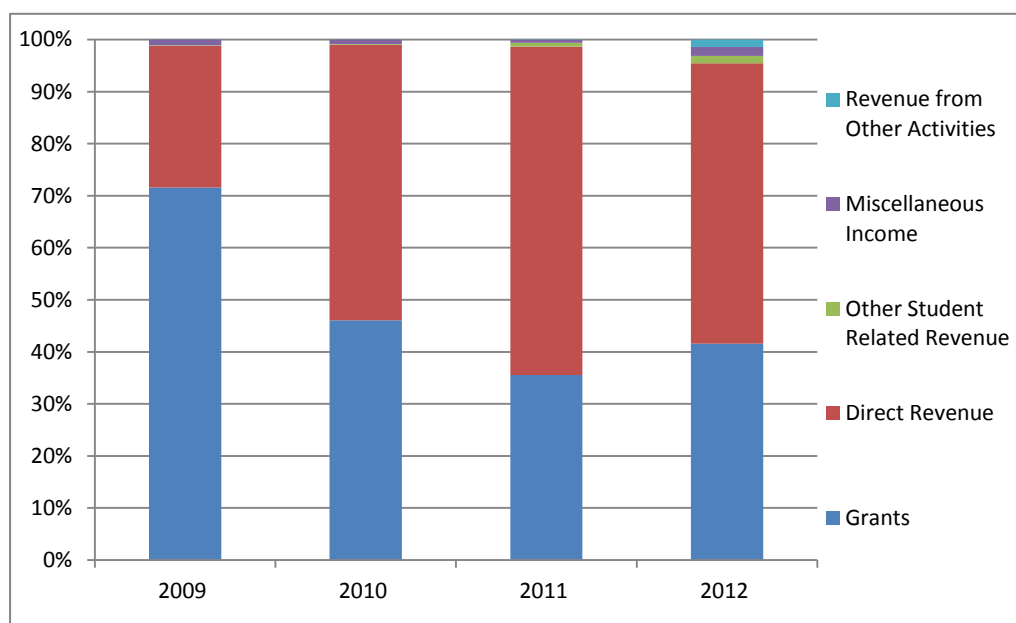
Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

*Direct Revenue includes tuition fees, meals, student housing and application fees.

**Other Student Related Revenue includes course materials, exam fees, fines, lab fees, printing/photocopying fees, internet charges, certificate/transcript reprints, and textbook sales.

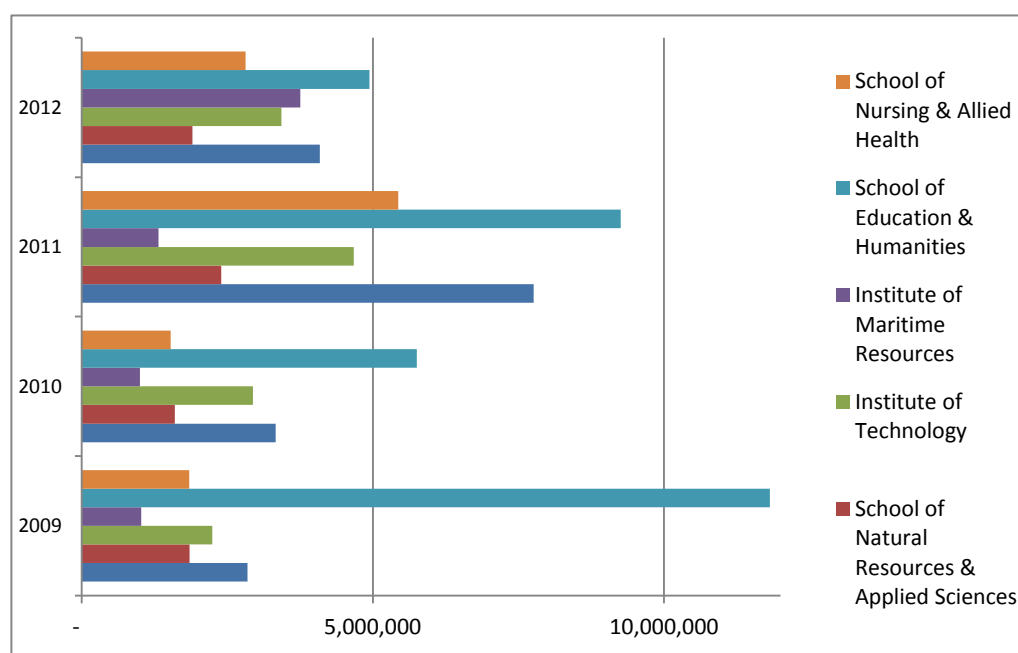
Figure 14.4 shows the large percentage increase to income from Direct Revenue beginning in 2010. As evident below, the grant from NZAID for operational support to the School of Education accounted for the large proportion of overall income from grants in 2009. While a small proportion of overall revenue, miscellaneous income, other student related income and income from other activities have contributed to a growing amount of funds for SINU.

¹⁶⁵ These longer term strategies focusing on increased student access and scholarships funding are outlined in SIG, 2011 & 2012, *Solomon Islands Budget: Budget Strategy and Outlook*.

Figure 14.4 SINU revenue sources, 2009–2012 (%)

Source: Table 14.6; SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

Figure 14.5 shows the revenue sources by School/Institute at SINU. While the School of Education and the School of Nursing and Allied Health are outside the scope of this study, each school has been included for purposes of comparison. The School of Education has by far the highest revenue over the period between 2009 and 2012; however, income for 2009 would be directly attributable to the S\$10,800,000 grant from NZAID for operations in the School of Education. The School of Education also enrolls the highest number of students, therefore earning one of the largest sources of direct revenue on behalf of the university.

Figure 14.5 SINU overall revenue by school, 2009–2012 (S\$)

Source: SINU/SICHE Annual Budgets, 2010, 2011, 2012 and 2013.

14.3 VOCATIONAL RURAL TRAINING CENTRES

This study attempted to gather resources from all VRTC. The research team visited 13 VRTCs and received an additional 4 surveys. Of the 13 VRTCs visited two were unable to provide sufficient data for analyses.¹⁶⁶

The following table outlines the 13 VRTCs plus the 4 VRTCs who responded independently to the survey and their aligned Education Authority.

Table 14.6 Education authorities and aligned VRTCs

RTC/UTC	Province	Education Authority	Program focus	Student Gender
Afutara	Malaita	Seventh Day Adventist Church (SDA)	Practical Skills	M/F
Airahu	Malaita	Anglican Church of Melanesia (ACOM)	Practical Skills	M/F
APSD Permaculture	Malaita	Malaita Provincial Government	Agricultural (Organic Farming)	M/F
Batuna Rural Training Centre	Western	Seventh Day Adventist Church (SDA)	Practical Skills	M/F
Bethesda Rural Disability Training Centre	Guadalcanal	South Seas Evangelical Church (SSEC)	Practical Skills	M/F (disability)
Bishop Koete	Central	Anglican Church of Melanesia	Practical Skills	M/F
DIVIT	Guadalcanal	Archdiocese of Honiara Education Authority (Catholic)	Home Eco. Life Skills	F
Don Bosco Technical Institute – Henderson	Guadalcanal	Salesians Society (Catholic)	Technical	M/F
Don Bosco Rural Training Centre - Tetere	Guadalcanal	Salesians Society (Catholic)	Agricultural	M/F
Lauru	Choiseul	Anglican Church of Melanesia	Practical Skills	M/F
Ngaligaragara	Malaita	South Seas Evangelical Church (SSEC)	Practical Skills	M/F
Ngalikerero	Malaita	Malaita Provincial Government	Practical Skills	M/F
San Isidro Rural Disability Training Centre	Guadalcanal	Archdiocese of Honiara Education Authority (Catholic)	Practical Skills	M/F (deaf)
St Dominics Rural Training Centre	Western	Diocese of Gizo (Catholic)	Practical Skills	M
St Martin's	Western	Diocese of Gizo (Catholic)	Practical Skills	M
Tabaka Rural Training Centre	Western	United Church	Practical Skills	M/F
Vanga Teachers College	Western	Diocese of Gizo (Catholic)	Teacher Training	M/F

¹⁶⁶ DIVIT and Don Bosco – Tetere

This study gathered detailed survey data from 14 VRTC's and 1 private provider, and for the purpose of presenting financial patterns and trends within the VRTC system these 14 VRTC's have been grouped into the following broad categories (rather than by EA): Catholic VRTC's (Diocese of Gizo and Salesians); Other Churches VRTC's (SSEC, ACOM, United and SDA churches); Provincial Government VRTC's (Malaita Province); Disability-focused VRTC's (SSEC and Archdiocese of Honiara); and a Private provider.

Catholic Church-Related VRTC's

The Catholic Church related VRTC's consist of those aligned to the Archdiocese of Honiara, The Diocese of Gizo and the Salesian Society. Sampled VRTC's include Don Bosco-Henderson Technical Institute (Salesians), and St. Dominic's and St. Martin's VRTC's (Archdiocese of Gizo). St. Dominic's and St. Martin's have established two-year programs with graduates earning a Certificate in Rural Community Development or Rural Training.¹⁶⁷

Catholic Church aligned VRTC revenue sources (sample)

Table 14.7 shows that these sample providers received a five-year annual average of S\$3.2m from a range of government and non-government sources. Registered VRTC instructor, principal and deputy principal salaries are paid directly by MEHRD.¹⁶⁸ All Catholic and Salesian VRTC's (12 nationwide) registered with their relevant EA are eligible to receive the per student TVET grant for non-government providers and many use donor or church funds to assist with capital works. It is clear from the trend data that providers within the Catholic system receive intermittent funds either from the church or other donors. It should be emphasised that the surveyed VRTC's are increasingly depending on student funds, and generated significant revenue from the sale of services until 2012.¹⁶⁹

Table 14.7 Catholic Church VRTC's revenue, 2009–2013 (S\$)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	0	1,029,841	1,163,901	1,300,773	1,661,416
Church/Mission Grant	358,197	334,371	585,898	149,550	110,000
Government Grant	88,200	148,670	151,700	174,260	135,860
Direct donor support	68,237	127,455	100,000	125,000	20,000
Student fees*	521,388	518,243	584,093	821,124	800,000
Sale of services etc	897,625	818,602	984,184	45,365	20,000
Other sources	396,331	634,517	105,589	467,092	35,000
Capital Income	0	30,000	0	460,000	0
Total Catholic Sample	2,329,978	3,641,698	3,675,365	3,543,165	2,782,276

Source: System/provider data returns

¹⁶⁷ Don Bosco-Henderson formed a partnership with APTC in 2013 and will upgrade its courses to offer Australian-equivalent Certificate 1 and 2 programs in July 2013.

¹⁶⁸ These are itemized in tables and figures as 'Government Salaries'.

¹⁶⁹ St. Dominic's VRTC generated significant revenue from the sales of goods and services until 2012 when the theft of chickens by itinerant workers impacted the Centre's ability to generate income. As a result, the only surveyed VRTC documenting income from sales of goods and services was Don Bosco-Henderson.

*The documented student fees are based on the information in the Provider data returns. It is likely these increases are due to a slight increase in student numbers and an increase in student fees. None of the surveyed VRTC's submitted SIEMIS surveys in 2011 and 2012 that would confirm an increase in student numbers.

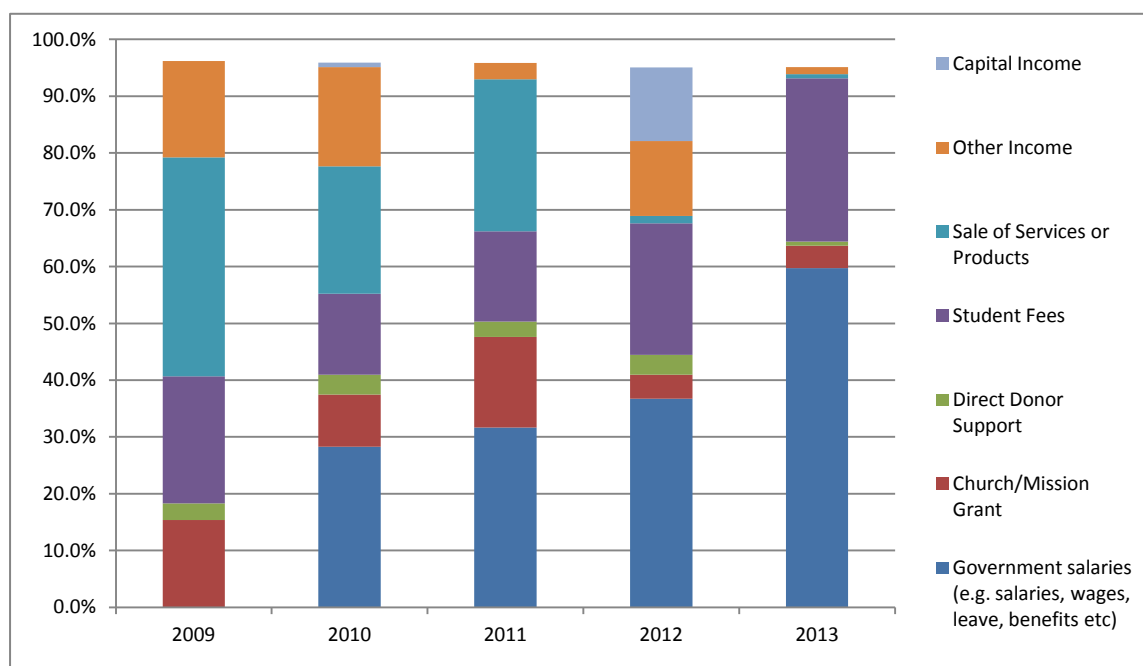
Table 14.8 Catholic Church VRTCs revenue by source 2009–2013 (%)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	0.0%	28.3%	31.7%	36.7%	59.7%
Church/Mission Grant	15.4%	9.2%	15.9%	4.2%	4.0%
Government Grant	3.8%	4.1%	4.1%	4.9%	4.9%
Direct donor support	2.9%	3.5%	2.9%	3.5%	0.7%
Student fees	22.4%	14.2%	15.9%	23.2%	28.8%
Sale of services etc	38.5%	22.5%	26.8%	1.3%	0.7%
Other sources	17.0%	17.4%	2.9%	13.2%	1.3%
Capital Income	0.0%	0.8%	0.0%	13.0%	0.0%
Total Catholic Sample	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Table 14.7

With the proportion of MEHRD-paid salaries aside, Table 14.8 and Figure 14.6 demonstrate the increasing dependence on student fees as a source of income.¹⁷⁰ Since 2010, VRTCs from all EAs have been able to access the MEHRD per capita student TVET grant if they submit an annual SIEMIS survey. Figure 14.6 shows an increasing source of income from MEHRD. It should be emphasised, within all VRTCs that it is difficult to ascertain trends in the proportion of funds received by revenue source over a period of time as the amounts received each year will depend on whether funds are available, for example, for the TVET Grant or from ODA support.

¹⁷⁰ The fees for 2013 are based on projected estimates, and many survey respondents were unable to make valid estimates on other sources of income. The results for 2013 may be slightly skewed with this in mind.

Figure 14.6 Catholic Church VRTC's revenue by source 2009–2013 (%)

Source: Table 14.8

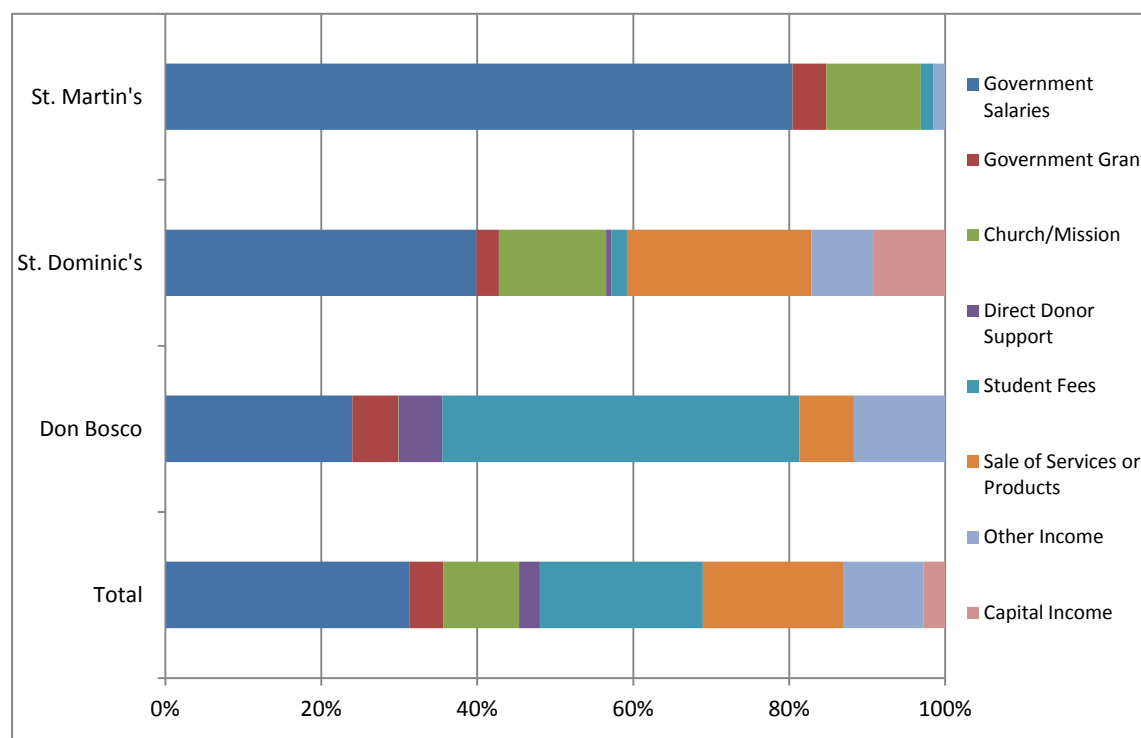
Figure 14.7 shows the significant variability in revenue sources among TVET providers aligned to Catholic EAs. For example, Don Bosco Henderson received a majority of its funds from student fees.¹⁷¹ St. Dominic's RTC, on the other hand, has received significant recurrent revenue from the sale of services and the annual TVET grant from MEHRD. The sale of goods and services for many VRTC's includes the sale of vegetables, eggs, chickens, pigs, furniture and clothing made by students.¹⁷² St. Dominic's has also received significant funding for capital works from donors and the church.¹⁷³ St. Martin's is heavily dependent on church-based donor support¹⁷⁴ and government grants.

¹⁷¹ Don Bosco Henderson sources income from a range of other fees classified in Figure 14.9 as 'Other income'. These fees include a one-off admission fee (S\$100) and a one-off caution fee (S\$200). Annual other student fees include a uniform fee (S\$60 per item), an annual retreat fee (S\$20), a lanyard (S\$30), a school calendar and newsletter (S\$50), a library fee (S\$100), in addition to the annual tuition fee of S\$4,000. All fees are retained by the RTC.

¹⁷² Loss of income from the sales of goods and services at St. Dominic's RTC was significantly affected by the theft of chickens by itinerant workers.

¹⁷³ Marist Asia Pacific Solidarity provided primary support for capital works projects at St. Dominic's.

¹⁷⁴ All funds for church-based donor support to St. Martin's VRTC came from CARITAS.

Figure 14.7 Catholic Church VRTC Income, 2009–2013, 5-year average (%)

Source: Table 14.12

Each Catholic Church aligned VRTC is reliant on various sources of income. Large one-off capital income grants have contributed to the expansion of school infrastructure, but there is uncertainty of when such funds become available. Not captured in Table 14.9 are significant in-kind contributions such as buildings and repair of infrastructure completed by students as part of coursework or community contributions.

Table 14.9 Catholic Church VRTC revenue sources, by sample institution, 2009–2013 (\$)

Revenue Sources	2009	2010	2011	2012	2013¹⁷⁵
Don Bosco Henderson	677,718	1,141,014	1,660,242	2,001,281	1,580,453
Government Salaries	n.p.	341,597	452,453	500,844	595,453
Church/Mission	2,051	0	0	0	0
Government Grant	49,000	66,490	68,250	106,160	110,000
Direct Donor Support	50,000	80,900	100,000	125,000	20,000
Student Fees	457,169	461,692	517,368	787,574	800,000
Sale of Services or Products	1,005	58,000	431,858	45,365	20,000
Other Income	118,492	132,334	90,314	436,338	35,000
Capital Income					
St. Dominic's RTC	1,652,261	2,289,224	1,793,539	1,025,461	637,408
Government Salaries	n.p.	493,303	489,865	530,081	630,408
Church/Mission	356,146	334,371	585,898	0	0
Government Grant	39,200	65,660	83,450	35,380	7,000
Direct Donor Support	18,237	46,555	0	0	0
Student Fees	64,219	56,551	66,725	0	0
Sale of Services or Products	896,620	760,602	552,326	0	0
Other Income	277,834	502,182	15,275	0	0
Capital Income	0	30,000	0	460,000	0
St. Martin's RTC	0	211,460	221,584	516,423	564,414
Government Salaries	n.p.	194,940	221,584	269,849	435,554
Church/Mission	0	0	0	149,550	110,000
Government Grant	0	16,250	0	32,720	18,860
Direct Donor Support	0	0	0	0	0
Student Fees	0	0	0	33,550	0
Sale of Services or Products	0	0	0	0	0
Other Income	0	0	0	30,754	0
Capital Income	0	0	0	0	0
Total	2,329,978	3,641,698	3,675,365	3,543,165	2,782,276
Government Salaries	n.p.	1,029,841	1,163,901	1,300,773	1,661,416
Church/Mission	358,197	334,371	585,898	149,550	110,000
Government Grant	88,200	148,670	151,700	174,260	135,860
Direct Donor Support	68,237	127,455	100,000	125,000	20,000
Student Fees	521,388	518,243	584,093	821,124	800,000
Sale of Services or Products	897,625	818,602	984,184	45,365	20,000
Other Income	396,331	634,517	105,589	467,092	35,000
Capital Income	0	30,000	0	460,000	0

Source: System/provider data returns

¹⁷⁵ All figures for the 2013 financial year are based on projections made in May–June 2013; some RTCs were unable to make estimates of potential income apart from the annual grant from MEHRD, which is dependent on the RTC submitting the annual SIEMIS survey.

Catholic Church VRTC expenditures

Table 14.10 and Figure 14.8 show that over 65 per cent of recurrent expenditure was allocated to staffing costs across the three Catholic TVET providers from 2009–2012. Another significant expenditure was for non-staffing costs, primarily high operational costs specific to Solomon Islands explained in more detail in the following sections.

Table 14.10 Catholic VRTCs expenditure by category, 2009–2013 (S\$)

Expenditure Category	2009	2010	2011	2012	2013
Recurrent Budget					
Government staffing costs ¹	0	1,029,841	1,163,901	1,300,773	1,661,416
VRTC staffing costs ²	331,615	395,729	292,295	512,031	430,800
Non-Staffing costs ³	1,509,682	1,642,057	1,151,728	794,550	275,000
Total Recurrent Budget	1,841,297	3,067,626	2,607,924	2,607,355	2,367,216
Development Budget					
TVET programs ⁴	2,576	0	1,414	0	0
Staff/professional development programs	9,495	92,840	94,350	121,543	60,000
Other development items	7,605	20,121	16,883	306,759	24,000
Total Development Budget	19,676	112,961	112,646	428,302	84,000
Capital budget⁵	7,731	41,160	142,623	0	0
Other Expenditures	381,589	637,163	178,578	0	0
Total Expenditure	2,250,292	3,858,910	3,041,771	3,035,657	2,451,216

Source: System/provider data returns

1 E.g. MEHRD salaries, wages, leave, benefits etc

2 E.g. teaching and non-teaching staff paid by VRTC (not Government)

3 E.g. operation costs, consumables, utilities, maintenance, etc

4 E.g. new programs, accreditation etc

5 E.g. equipment, machinery, etc

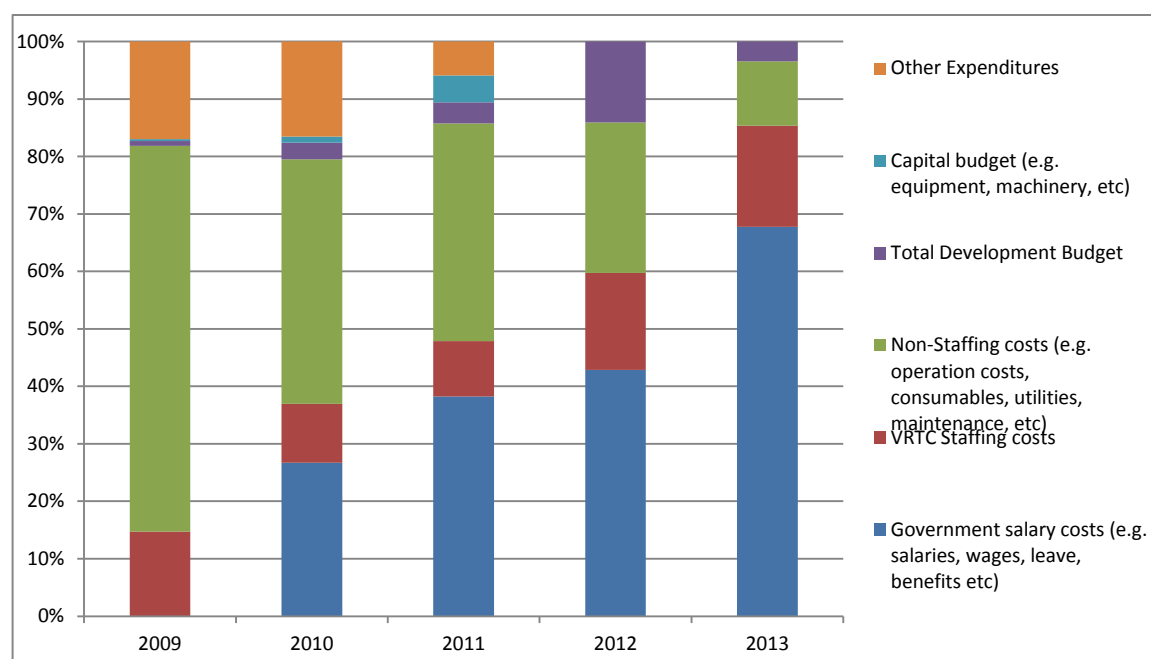
The level of expenditure in the Catholic Church aligned VRTCs has been between S\$2.25 million and 3.04 million during the five years from 2009–2013. The Government pays all salaries of teaching staff. However, Don Bosco Henderson pays another 40 per cent of teachers' net salaries to support housing and travel.¹⁷⁶ VRTCs pay for teaching and non-teaching staff which are not paid by MEHRD.

As of 2010, MEHRD paid teaching staff salaries for VRTCs.¹⁷⁷ Teacher salaries paid by MEHRD to VRTCs sampled in the Catholic system have increased by 33 per cent from 2010–2013, as reflected in Figure 14.8.¹⁷⁸

¹⁷⁶Reported in system/provider data returns (2013). This additional 40 per cent to teachers' salaries can be reduced if Don Bosco staff have poor attendance.

¹⁷⁷ MEHRD Teaching Service data (2010–2013)

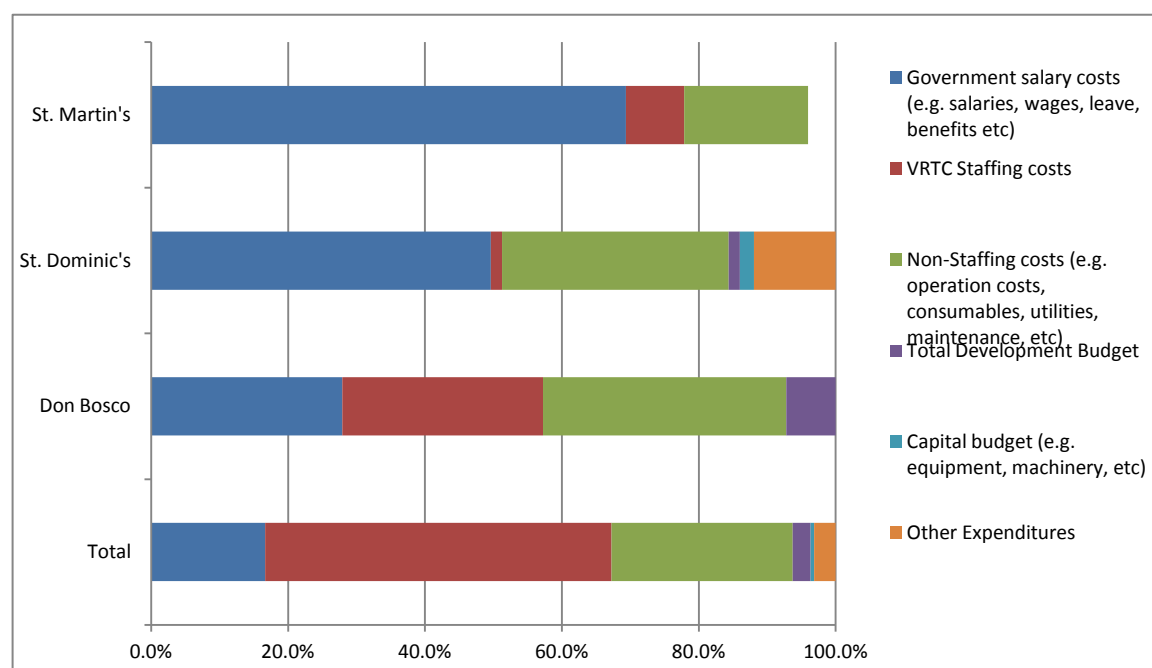
¹⁷⁸ An additional reason for the reflection of a high percentage of salary costs in 2013 compared to other recurrent expenditures is the fact that data collection was undertaken in May–June 2013 when many VRTCs were unable to give firm estimates of other categories of expenditure.

Figure 14.8 Catholic VRTCs recurrent expenditure by category, 2009–2013 (%)

Source: Table 14.10

Figure 14.9 shows the five-year expenditure trends for each of the sampled providers in the Catholic system. The total shows a large percentage of VRTCs' recurrent budget is allocated to VRTC staffing costs – this amount is not including the MEHRD salary expenditure. This total is the result of the 40 per cent additional contribution that Don Bosco Henderson contributes to teachers' salaries. Non-staffing costs include such items as consumables, utilities and routine maintenance. For rural and remote VRTCs these non-staffing costs can be significant with the relatively high cost of petrol and transport.¹⁷⁹

¹⁷⁹ See, for example, the World Bank (2013) *Solomon Islands - Country Partnership Strategy for the period FY 2013-2017*.

Figure 14.9 Catholic VRTC sample recurrent expenditure 5-year average, 2009–2013 (%)

Source: Table 14.14

Table 14.11 shows a detailed overview the five-year cost commitments for each of the sampled providers in the Catholic system. Under recurrent expenditure in the VRTCs development budget, St. Dominic's committed minimal amounts to TVET programs, while both Don Bosco-Henderson and St. Dominic's have made significant commitments to professional development programs over the five-year period. This aside, the Catholic VRTCs' recurrent staffing and non-staffing costs leave little ability to finance staff developments or capital improvements, where VRTCs are dependent on donor contributions for such commitments.

Table 14.11 Catholic VRTC sample expenditure by category, by institution, 2009–2013 (\$)

	2009	2010	2011	2012	2013
Don Bosco-Henderson					
Recurrent Budget	602,263	1,182,920	1,036,447	1,551,597	1,280,453
Government staffing costs	n.p.	341,597	452,453	500,844	595,453
VRTC staffing costs	250,905	345,451	268,688	446,282	410,000
Non-Staffing costs	351,359	495,871	315,306	604,470	275,000
Development Budget	17,100	38,772	25,016	428,302	84,000
TVET programs	0	0	0	0	0
Staff/PD programs	9,495	18,651	8,133	121,543	60,000
Other development items	7,605	20,121	16,883	306,759	24,000
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	619,363	1,221,692	1,061,463	1,979,898	1,364,453

	2009	2010	2011	2012	2013
St. Dominic's RTC					
Recurrent Budget	1,239,033	1,689,767	1,349,893	530,081	630,408
<i>Government staffing costs</i>	n.p.	493,303	489,865	530,081	630,408
<i>VRTC staffing costs</i>	80,709	50,279	23,607	0	0
<i>Non-Staffing costs</i>	1,158,323	1,146,185	836,422	0	0
Development Budget	2,576	74,188	87,631	0	0
TVET programs	2,576	0	1,414	0	0
Staff/PD programs	0	74,188	86,217	0	0
Other development items	0	0	0	0	0
Capital budget	7,731	41,160	142,263	0	0
Other Expenditures	381,589	637,163	178,578	0	0
TOTAL EXPENDITURE	1,630,929	2,442,278	1,758,724	530,081	630,408
St. Martin's RTC					
Recurrent Budget	0	194,940	221,584	525,678	456,354
<i>Government staffing costs</i>	n.p.	194,940	221,584	269,849	435,554
<i>VRTC staffing costs</i>	0	0	0	65,749	20,800
<i>Non-Staffing costs</i>	0	0	0	190,080	0
Development Budget	0	0	0	0	0
TVET programs	0	0	0	0	0
Staff/PD programs	0	0	0	0	0
Other development items	0	0	0	0	0
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	0	194,940	221,584	525,678	456,354
Total Catholic System Sample					
Recurrent Budget	1,841,297	3,067,626	2,607,924	2,607,355	2,367,216
<i>Government staffing costs</i>	n.p.	1,029,841	1,163,901	1,300,773	1,661,416
<i>VRTC staffing costs</i>	331,615	395,729	292,295	512,031	430,800
<i>Non-Staffing costs</i>	1,509,682	1,642,057	1,151,728	794,550	275,000
Development Budget	19,676	112,961	112,646	428,302	84,000
TVET programs	2,576	0	1,414	0	0
Staff/PD programs	9,495	92,840	94,350	121,543	60,000
Other development items	7,605	20,121	16,883	306,759	24,000
Capital budget	7,731	41,160	142,623	0	0
Other Expenditures	381,589	637,163	178,578	0	0
Total Expenditure	2,250,292	3,858,910	3,041,771	3,035,657	2,451,216

Source: System/provider data returns

Other Church Aligned VRTC

The Other Church aligned VRTCs consist of those in the South Seas Evangelical Church (SSEC), Anglican Church of Melanesia (ACOM), United Church and Seventh Day Adventist Church (SDA) Education Authorities.

The following seven VRTCs were sampled: Bishop Koete RTC (ACOM); Airahu RTC (ACOM); Lauru RTC (United); Tabaka RTC (United); Afutara RTC (SDA); Batuna RTC (SDA); and Ngaligaragara (SSEC). All RTCs have established 2-year programs with graduates earning completion certificates in courses such as carpentry, mechanics, electrical, agriculture and life skills.

Other Church VRTCs revenue sources (sample)

Table 14.12 shows that the sample of these providers received a five-year annual average of S\$6.14m from a range of government and non-government sources. Registered VRTC instructor, principal and deputy principal salaries are paid directly by MEHRD.¹⁸⁰ All other church-based VRTCs (22 nationwide) registered with their relevant EA receive the per student TVET grant for non-government providers and many use donor or church funds to assist with capital works. It is clear from the trend data that providers within the other church systems receive intermittent funds either from the EA or church, donors or from government.

Table 14.12 Other Church Systems revenue by source, 2009–2013 (S\$)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	n.p.	2,160,817	2,582,693	3,039,413	3,576,338
Church/Mission Grant	231,000	185,000	268,023	153,000	209,500
Government Grant	499,915	463,940	468,700	464,700	409,660
Direct donor support	1,307,803	1,500,092	1,114,892	1,356,254	1,906,156
Student fees	1,295,838	1,283,672	1,351,221	1,540,770	1,444,150
Sale of services etc	45,266	43,817	49,003	64,302	70,000
Other sources	298,016	348,407	348,439	261,038	289,500
Capital Income	10,200	23,450	0	33,310	15,000
Total Other Church Sample	3,688,038	5,971,304	6,170,862	6,962,787	7,920,305

Source: System/provider data returns

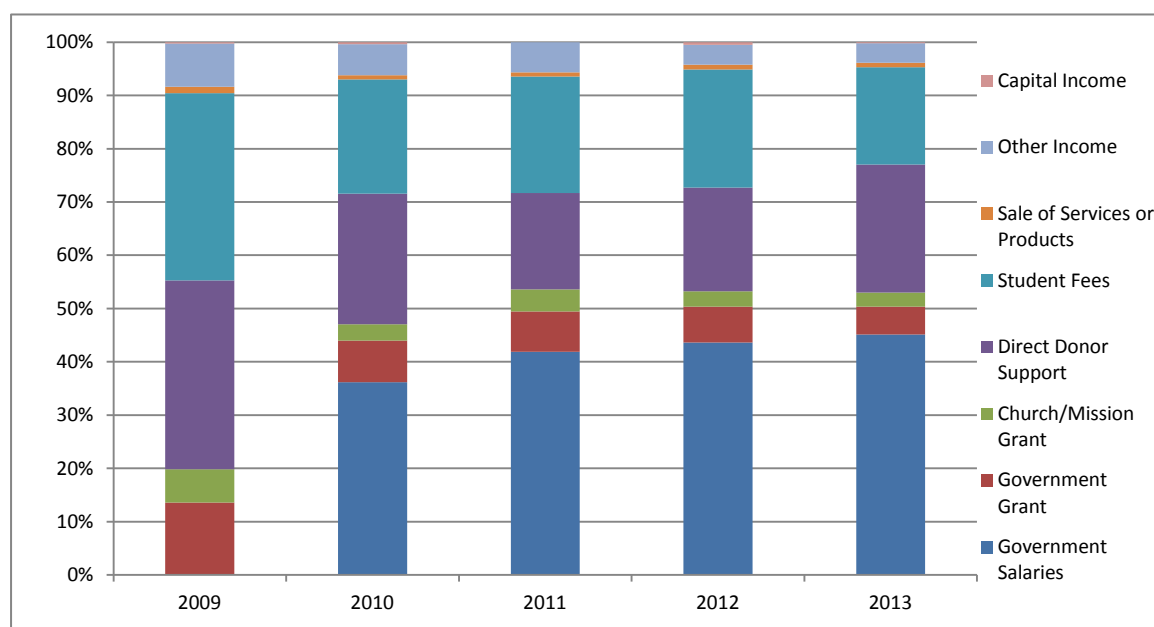
¹⁸⁰ These are itemized in tables and figures as 'Government Salaries'.

Table 14.13 Other Church Systems revenue by source, 2009–2013 (%)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	0.0%	36.2%	41.9%	43.7%	45.2%
Church/Mission Grant	6.3%	3.1%	4.1%	2.9%	2.6%
Government Grant	13.6%	7.8%	7.6%	6.7%	5.2%
Direct donor support	35.5%	24.5%	18.1%	19.5%	24.1%
Student fees	35.1%	21.5%	21.9%	22.1%	18.2%
Sale of services etc	1.2%	0.7%	0.8%	0.9%	0.9%
Other sources	8.1%	5.8%	5.6%	3.7%	3.7%
Capital Income	0.3%	0.4%	0%	0.5%	0.2%
Total Other Church Sample	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Table 14.12

Table 14.13 and Figure 14.10 show a fairly consistent recurrent income trend across the sample of Other Church aligned VRTCs in the period 2009–2013. Student fees, Government salary subsidies and donor support are primary income sources.¹⁸¹ Since 2010 VRTCs from all EAs have been able to access the MEHRD per capita student TVET grant if they submit an annual SIEMIS survey. One VRTC received a large grant (S\$856,156) from the EU TVET program, and this contributes to the large percentage of direct donor support projected for 2013. Unlike the sample from the Catholic VRTCs examined in the previous section, Figure 14.10 shows that Other Church VRTCs demonstrate a relatively stable trend of income from annual MEHRD grants. A majority of the seven sampled VRTCs submitted annual SIEMIS survey forms, which are prerequisites for receiving MEHRD grants.

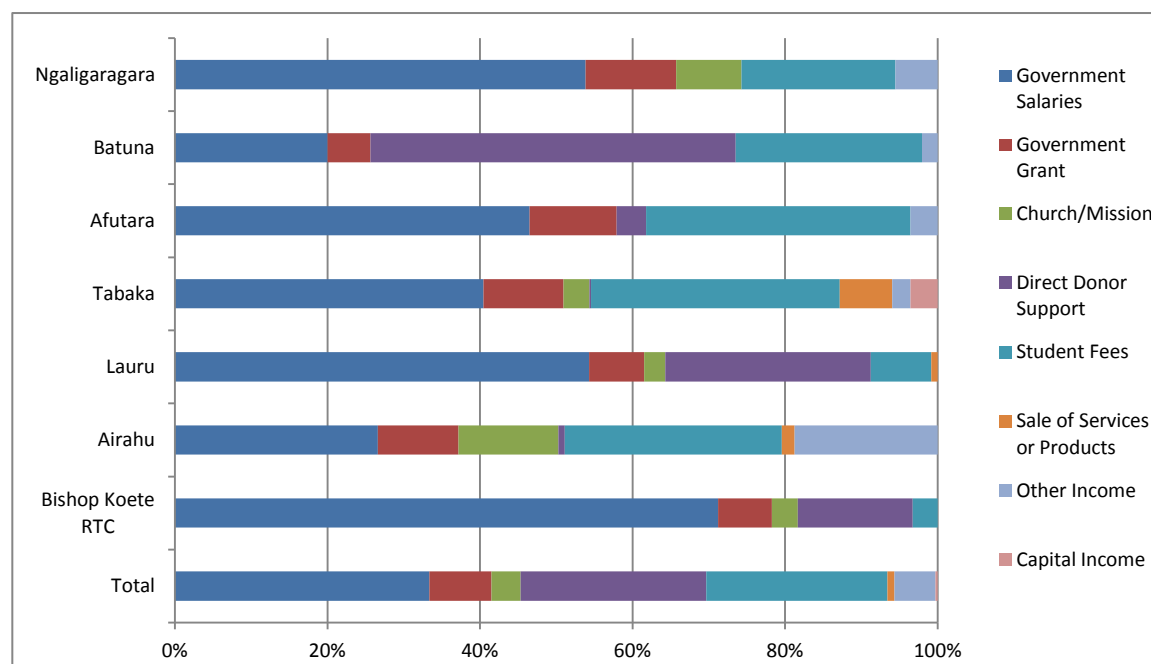
Figure 14.10 Other Church VRTCs revenue by source, 2009–2013 (%)

Source: Table 14.13

¹⁸¹ Donor support may in fact be church or mission support – survey respondents may not have specified between donor income and church/mission income.

While overall percentages of revenue by source were stable between 2009 and 2013, Figure 14.11 shows some variability in revenue sources among individual TVET providers in the Other Church systems. Aside from MEHRD-paid salaries, student fees account for over 20 per cent of income in all sampled VRTC except Bishop Koete (3.3 per cent) and Lauru (7.9 per cent). Income from church/missions and direct donor support combined also accounts for a significant amount of income.¹⁸² Only one VRTC (Tabaka) noted it received capital income in the survey return.

Figure 14.11 Other Church VRTC income, 2009–2013, 5-year average (%)



Source: Table 14.14

As with the Catholic Church VRTCs, Other Church VRTCs are reliant on various sources of income. Second, the large in-kind contributions of students and staff for construction of buildings and repair of infrastructure are not reflected in the survey responses. For example, Bishop Koete VRTC was established in 2010 and school buildings were built entirely by staff and students. Table 14.14 gives a detailed summary of recurrent income for each sampled VRTC in Other Church EAs.

¹⁸² Bishop Koete VRTC was established in 2010 with development support from the Anglican Church of Melanesia and other donors. There was also significant in-kind support from students and staff who built the school's classrooms and assembly hall (Site Visit and Data Returns).

Table 14.14 Other Church VRTC revenue sources, by sample institution, 2009–2013 (\$\$)

	2009	2010	2011	2012	2013
Bishop Koete RTC*		319,072	626,769	667,463	1,421,114
<i>Government Salaries</i>		319,072	464,835	473,414	564,957
<i>Church/Mission</i>		0	37,891	50,000	0
<i>Government Grant</i>		0	102,360	79,700	0
<i>Direct Donor Support</i>		0	0	0	856,156
<i>Student Fees</i>		0	21,683	64,349	0
<i>Sale of Services or Products</i>		0	0	0	0
<i>Other Income</i>		0	0	0	0
<i>Capital Income</i>		0	0	0	0
Airahu RTC	817,760	1,120,506	1,163,948	1,220,016	1,400,914
<i>Government Salaries</i>	n.p.	354,526	353,188	429,336	502,854
<i>Church/Mission</i>	144,000	144,000	144,000	144,000	150,000
<i>Government Grant</i>	155,360	103,580	123,360	103,280	78,060
<i>Direct Donor Support</i>	0	0	25,000	25,000	0
<i>Student Fees</i>	300,000	300,000	300,000	300,000	400,000
<i>Sale of Services or Products</i>	18,400	18,400	18,400	18,400	20,000
<i>Other Income</i>	200,000	200,000	200,000	200,000	250,000
<i>Capital Income</i>	0	0	0	0	0
Lauru RTC	494,000	247,401	255,475	700,495	386,108
<i>Government Salaries</i>	n.p.	162,601	182,475	302,775	351,908
<i>Church/Mission</i>	60,000	2,000	2,000	2,000	0
<i>Government Grant</i>	15,000	27,800	27,000	41,720	20,200
<i>Direct Donor Support</i>	382,000	20,000	10,000	317,000	0
<i>Student Fees</i>	32,000	32,000	32,000	32,000	12,000
<i>Sale of Services or Products</i>	5,000	3,000	2,000	5,000	2,000
<i>Other Income</i>	0	0	0	0	0
<i>Capital Income</i>	0	0	0	0	0
Tabaka RTC	186,816	441,051	564,501	657,760	757,818
<i>Government Salaries</i>	n.p.	216,405	245,062	352,332	425,918
<i>Church/Mission</i>	0	0	55,023	0	55,000
<i>Government Grant</i>	39,650	48,700	51,200	67,720	7,000
<i>Direct Donor Support</i>	0	0	3,068	2,950	0
<i>Student Fees</i>	113,100	121,879	167,346	134,869	186,900
<i>Sale of Services or Products</i>	21,866	22,417	28,603	40,902	48,000
<i>Other Income</i>	2,000	8,200	14,200	25,678	20,000
<i>Capital Income</i>	10,200	23,450	0	33,310	15,000
Afutara RTC	525,930	862,516	915,109	973,238	1,012,221
<i>Government Salaries</i>	n.p.	459,912	525,193	558,735	652,221
<i>Church/Mission</i>	0	0	0	0	0
<i>Government Grant</i>	137,485	101,300	28,700	49,280	110,000
<i>Direct Donor Support</i>	89,624	20,113	0	0	0
<i>Student Fees</i>	245,828	262,372	316,100	360,451	250,000
<i>Sale of Services or Products</i>	0	0	0	0	0
<i>Other Income</i>	52,993	18,819	45,116	4,772	0
<i>Capital Income</i>	0	0	0	0	0
Batuna RTC	1,547,032	2,650,465	2,313,914	2,346,943	2,490,735
<i>Government Salaries</i>	n.p.	454,368	593,194	640,170	748,335

	2009	2010	2011	2012	2013
<i>Church/Mission</i>	0	0	0	0	0
<i>Government Grant</i>	128,420	151,900	99,580	86,600	152,400
<i>Direct Donor Support</i>	836,179	1,422,088	1,076,824	1,011,304	1,050,000
<i>Student Fees</i>	556,110	516,221	467,693	589,101	530,000
<i>Sale of Services or Products</i>	0	0	0	0	0
<i>Other Income</i>	26,323	105,888	76,623	19,768	10,000
<i>Capital Income</i>	0	0	0	0	0
Ngaligaragara RTC	116,500	330,293	331,147	396,871	451,396
<i>Government Salaries</i>	n.p.	193,933	218,747	282,651	330,146
<i>Church/Mission</i>	27,000	39,000	17,000	7,000	4,500
<i>Government Grant</i>	24,000	30,660	36,500	36,400	42,000
<i>Direct Donor Support</i>	0	0	0	0	0
<i>Student Fees</i>	48,800	51,200	46,400	60,000	65,250
<i>Sale of Services or Products</i>	0	0	0	0	0
<i>Other Income</i>	16,700	15,500	12,500	10,820	9,500
<i>Capital Income</i>	0	0	0	0	0
Total	3,688,038	5,971,304	6,170,862	6,962,787	7,920,305
<i>Government Salaries</i>	n.p.	2,160,817	2,582,693	3,039,413	3,576,338
<i>Church/Mission</i>	231,000	185,000	268,023	153,000	209,500
<i>Government Grant</i>	499,915	463,940	468,700	464,700	409,660
<i>Direct Donor Support</i>	1,307,803	1,500,092	1,114,892	1,356,254	1,906,156
<i>Student Fees</i>	1,295,838	1,283,672	1,351,221	1,540,770	1,444,150
<i>Sale of Services or Products</i>	45,266	43,817	49,003	64,302	70,000
<i>Other Income</i>	298,016	348,407	348,439	261,038	289,500
<i>Capital Income</i>	10,200	23,450	0	33,310	15,000

Source: System/provider data returns

*Bishop Koete was not established in 2009, therefore no financial data available.

Other Church VRTC expenditures

Table 14.15 and Figure 14.12 show an increase in Government contribution to instructor salaries. The average five-year trend for recurrent expenditure for instructor salaries by Government is 50 per cent, increasing to just over 50 per cent in 2012 (52.3 per cent) and in 2013 (56.1 per cent). The average increase in the Government's contribution between 2010 and 2013 reflects an incremental increase of 66 per cent.¹⁸³ Non-staffing costs have averaged around 48 per cent over the five-year period, and in the case of the sampled Other Church VRTC's, less than a 1 per cent average has been expended on the development budget and capital costs.

¹⁸³ Teaching Service data was not provided for 2009.

Table 14.15 Other Church VRTC's expenditure by category, 2009–2013 (\$)

Expenditure Category	2009	2010	2011	2012	2013
Recurrent Budget					
Government staffing costs ¹	n.p.	2,160,817	2,582,693	3,039,413	3,576,338
VRTC staffing costs ²	417,740	306,436	279,474	297,783	403,525
Non-Staffing costs ³	1,801,140	2,522,882	2,294,558	2,280,570	2,186,875
Total Recurrent Budget	2,218,880	4,990,135	5,156,725	5,617,766	6,166,738
Development Budget					
TVET programs ⁴	34,312	21,619	42,386	33,781	56,500
Staff/professional development programs	26,099	7,500	63,644	25,400	28,000
Other development items	10,000	28,235	5,000	5,000	62,620
Total Development Budget	70,411	57,354	111,030	64,181	147,120
Capital budget⁵	41,120	74,796	125,675	121,258	55,000
Other Expenditures	9,868	6,000	6,000	6,000	6,000
Total Expenditure	2,340,280	5,128,285	5,399,430	5,809,205	6,374,858

Source: System/provider data returns

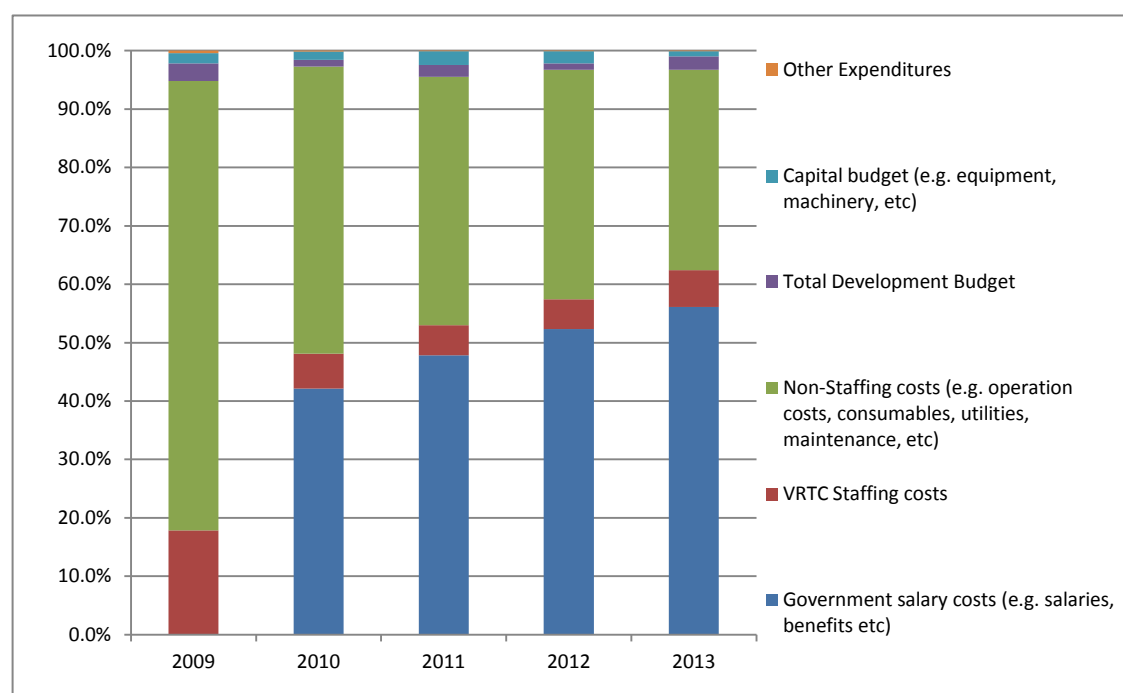
1. E.g. MEHRD salaries, wages, leave, benefits etc

2. E.g. teaching and non-teaching staff paid by VRTC

3. E.g. operation costs, consumables, utilities, maintenance, etc

4. E.g. new programs, accreditation etc

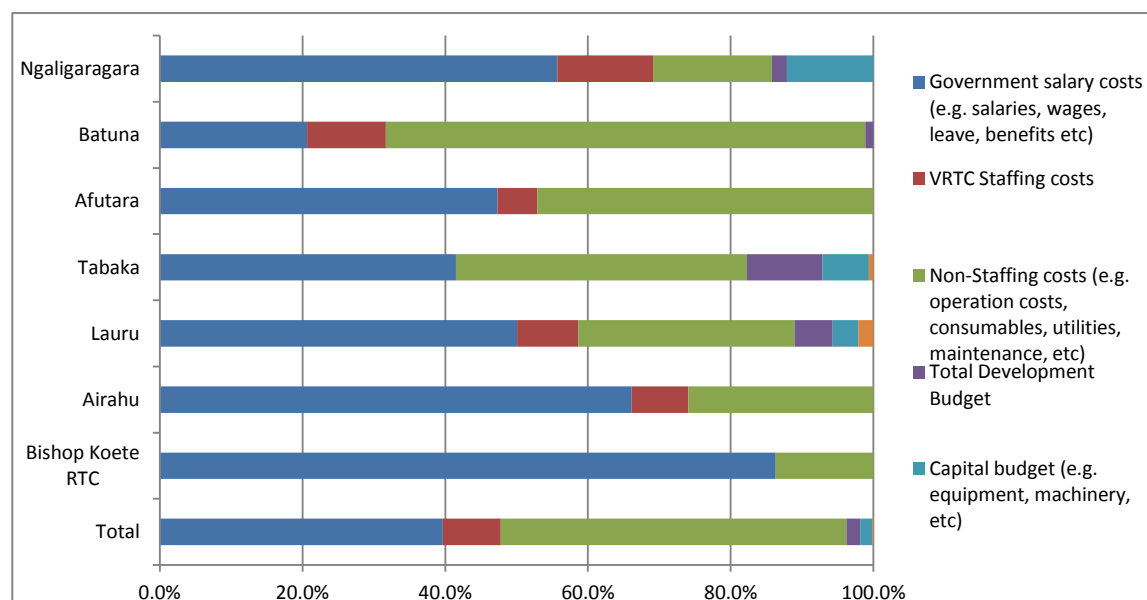
5. E.g. equipment, machinery, etc

Figure 14.12 Other Church System VRTC's recurrent expenditure by category, 2009–2013 (%)

Source: Table 14.15

Figure 14.13 shows the five-year expenditure trends for each of the sampled Other Church aligned providers. Salary costs of MEHRD-paid teachers make up the bulk of expenditures, followed by significant expenditures committed to non-staffing costs, which include consumables, utilities, maintenance, etc. As stated in the previous section, non-staffing costs for Solomon Islands VRTC's can be very high for rural and remote school because of petrol and transport costs. This case is similar for Other Church VRTC's.

Figure 14.13 Other Church VRTC's sample recurrent expenditure 5-year average, 2009–2013 (%)



Source: Table 14.15

Table 14.16 shows a detailed overview the five-year cost commitments for each of the sampled Other Church providers. In its survey return, Lauru claims to make consistent financial commitment to its development budget; Ngaligaragara to a lesser extent. VRTC's that recorded development budget line items in the survey returns reported those funds were spent either on TVET programs or Staff/PD programs. Finally, Bishop Koete reported only recurrent budget expenditures.

Table 14.16 Other Church VRTC sample expenditure by category, by institution, 2009–2013 (\$)

	2009	2010	2011	2012	2013
Bishop Koete RTC*					
Recurrent Budget	0	319,072	620,982	672,867	564,957
Government staffing costs		319,072	464,835	473,414	564,957
VRTC staffing costs					
Non-Staffing costs		0	157,457	199,453	0
Development Budget	0	0	0	0	0
TVET programs		0	0	0	0
Staff/PD programs		0	0	0	0
Other development items		0	0	0	0
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	0	319,072	620,982	672,867	564,957
Airahu RTC					
Recurrent Budget	78,000	432,526	431,188	507,336	612,854
Government staffing costs	n.p.	354,526	353,188	429,336	502,854
VRTC staffing costs	18,000	18,000	18,000	18,000	30,000
Non-Staffing costs	60,000	60,000	60,000	60,000	80,000
Development Budget	0	0	0	0	0
TVET programs	0	0	0	0	0
Staff/PD programs	0	0	0	0	0
Other development items	0	0	0	0	0
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	78,000	432,526	431,188	507,336	612,854
Lauru RTC					
Recurrent Budget	109,000	271,601	291,475	411,775	460,908
Government staffing costs	n.p.	162,601	182,475	302,775	351,908
VRTC staffing costs	24,000	24,000	24,000	24,000	24,000
Non-Staffing costs	85,000	85,000	85,000	85,000	85,000
Development Budget	15,000	15,000	15,000	15,000	15,000
TVET programs	5,000	5,000	5,000	5,000	5,000
Staff/PD programs	5,000	5,000	5,000	5,000	5,000
Other development items	5,000	5,000	5,000	5,000	5,000
Capital budget	10,000	10,000	10,000	10,000	10,000
Other Expenditures	6,000	6,000	6,000	6,000	6,000
TOTAL EXPENDITURE	140,000	302,601	322,475	442,775	491,908
Tabaka RTC					
Recurrent Budget	94,637	366,240	435,963	533,835	635,918
Government staffing costs	n.p.	216,405	245,062	352,332	425,918
VRTC staffing costs	0	0	0	0	0
Non-Staffing costs	94,637	149,835	190,900	181,503	210,000
Development Budget	22,312	39,854	35,836	28,781	107,260
TVET programs	17,312	16,619	35,386	28,781	50,000
Staff/PD programs					
Other development items	5,000	23,235	0	0	57,620
Capital budget	1,120	21,796	80,675	76,258	0
Other Expenditures	3,868	0	0	0	0
TOTAL EXPENDITURE	121,397	427,890	552,024	638,873	743,538

	2009	2010	2011	2012	2013
Afutara RTC					
Recurrent Budget	529,166	871,258	929,409	887,570	1,012,221
<i>Government staffing costs</i>	n.p.	459,912	525,193	558,735	652,221
<i>VRTC staffing costs</i>	40,774	44,134	39,618	35,312	69,500
<i>Non-Staffing costs</i>	488,392	367,212	364,598	293,523	290,500
Development Budget	0	0	0	0	0
TVET programs	0	0	0	0	0
Staff/PD programs	0	0	0	0	0
Other development items	0	0	0	0	0
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	529,166	871,258	929,409	887,570	1,012,221
Batuna RTC					
Recurrent Budget	1,266,283	2,481,105	2,166,162	2,252,592	2,470,735
<i>Government staffing costs</i>	n.p.	454,368	593,192	640,170	748,335
<i>VRTC staffing costs</i>	234,172	210,102	187,056	210,331	268,025
<i>Non-Staffing costs</i>	1,032,111	1,816,635	1,385,912	1,402,091	1,454,375
Development Budget	21,099	0	56,144	17,400	20,000
TVET programs	0	0	0	0	0
Staff/PD programs	21,099	0	56,144	17,400	20,000
Other development items	0	0	0	0	0
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	1,287,832	2,481,105	2,222,306	2,269,992	2,490,735
Ngaligaragara RTC					
Recurrent Budget	141,794	248,333	281,547	351,791	409,146
<i>Government staffing costs</i>	n.p.	193,933	218,747	282,651	330,146
<i>VRTC staffing costs</i>	100,794	10,200	10,800	10,140	12,000
<i>Non-Staffing costs</i>	41,000	44,200	52,000	59,000	67,000
Development Budget	12,000	2,500	4,500	3,000	4,500
TVET programs	12,000	0	2,000	0	1,500
Staff/PD programs	0	2,500	2,500	3,000	3,000
Other development items	0	0	0	0	0
Capital budget	30,000	43,000	35,000	35,000	45,000
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	183,794	293,833	321,047	389,791	458,646
Total Other Church System Sample					
Recurrent Budget	2,218,880	4,990,135	5,156,725	5,617,766	6,166,738
<i>Government staffing costs</i>	n.p.	2,160,817	2,582,693	3,039,413	3,576,338
<i>VRTC staffing costs</i>	417,740	306,436	279,474	297,783	403,525
<i>Non-Staffing costs</i>	1,801,140	2,522,882	2,294,558	2,280,570	2,186,875
Development Budget	70,411	57,354	111,030	64,181	147,120
TVET programs	34,312	21,619	42,386	33,781	56,500
Staff/PD programs	26,099	7,500	63,644	25,400	28,000
Other development items	10,000	28,235	5,000	5,000	62,620
Capital budget	41,120	74,796	125,675	121,258	55,000
Other Expenditures	9,868	6,000	6,000	6,000	6,000
Total Expenditure	2,340,280	5,128,285	5,399,430	5,809,205	6,374,858

Source: System/provider data returns

*Bishop Koete was not established in 2009, therefore no financial data available.

Provincial Government VRTCs

The Provincial VRTCs are managed by Provincial Governments. In 2013, Malaita Provincial Government, Honiara City Council and Central Provincial Government were the only publicly-funded EAs managing seven VRTCs (three VRTCs in Malaita, three in Honiara and one in Central). Publicly-funded VRTCs have only been established since 2005 (which was St. Albert's RTC, Central Province), though Provincial governments appear to support the funding TVET with the establishment of three new public VRTCs in 2012.

Sampled providers within the Provincial System include APSD Permaculture RTC and Ngalikekero RTC, both located in Malaita. APSD offers a one-year program with a certificate in organic farming. Ngalikekero offers two-year certificate programs similar to other VRTCs across the country with graduates earning completion certificates in courses such as carpentry, mechanics, electrical, plumbing/water supply and life skills.

Provincial VRTCs revenue sources (sample)

Table 14.17 shows that these providers received a five-year annual average of S\$938,770 from a range of government and non-government sources. Registered VRTC instructor, principal and deputy principal salaries are paid directly by MEHRD.¹⁸⁴ All five providers receive the per student TVET grant for non-government providers and many use donor funds to assist with capital works. Provincial VRTCs do not have access to church or mission grants as a source of revenue. Since 2006 when it was established, APSD has received direct donor funds from APSD Japan, a JICA-supported initiative. Ngalikekero, on the other hand, has received injections of funds from the SIG Forestry Division, a member of parliament, and ADRA/Solomon Islands.¹⁸⁵ Both VRTCs reported income from sale of services or products, though only APSD reported collection of other fees, including an admission fee and a caution fee.

Table 14.17 Provincial VRTCs revenue by source, 2009–2013 (S\$)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	n.p.	529,339	588,094	617,066	734,695
Church/Mission Grant	n/a	n/a	n/a	n/a	n/a
Government Grant	25,977	74,840	83,900	69,214	56,520
Direct donor support	83,000	65,000	40,000	25,000	35,000
Student fees	197,100	183,500	250,000	255,100	268,000
Sale of services etc	20,000	22,500	50,250	21,100	35,000
Other sources	2,000	2,000	2,100	1,000	2,000
Capital Income	60,000	0	0	15,000	115,000
Total Provincial Sample	388,077	877,179	1,014,344	1,003,480	1,246,215

Source: System/provider data returns

¹⁸⁴ These are itemized in tables and figures as 'Government Salaries'.

¹⁸⁵ Reported in VRTC survey return data.

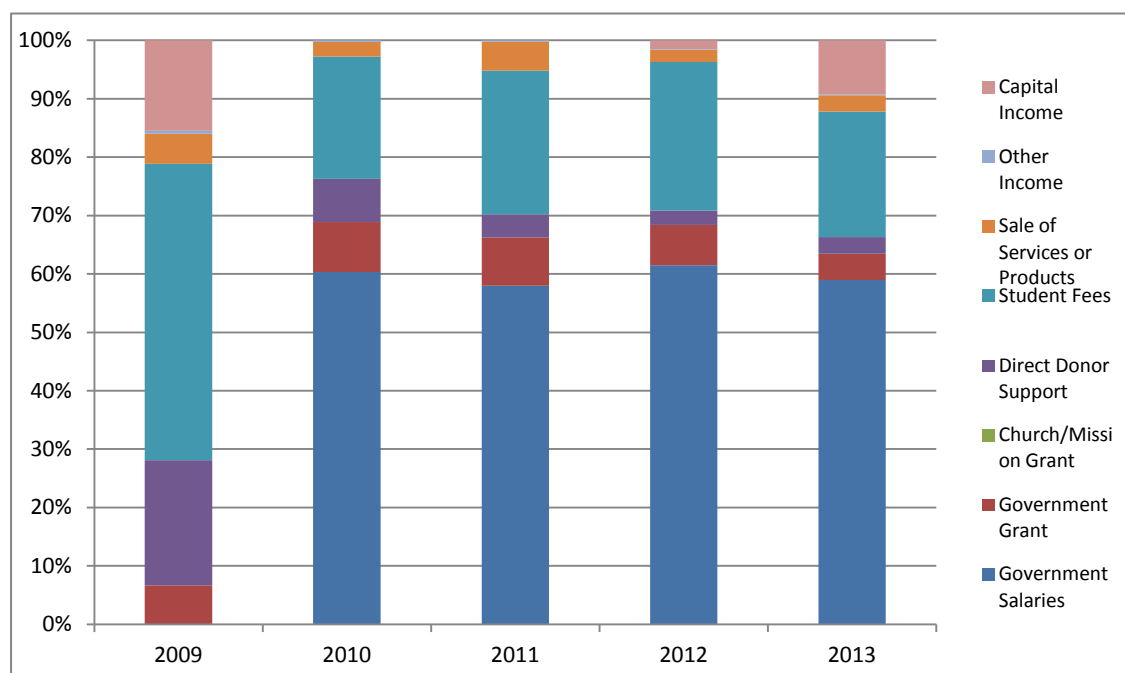
Table 14.18 and Figure 14.14 demonstrate the bulk of funding support from MEHRD payment of instructor salaries, accounting for nearly 60% of revenue between 2010–2013. As with Catholic Church and Other Church VRTC, Provincial VRTCs also depend on student fees as a primary source of income. It can be discerned from discussions and data analysis at the provider level that Ngalikekero and APSD depend on Government grant and donor support to fund the recurrent budget and ongoing capital works.¹⁸⁶

Table 14.18 Provincial VRTCs revenue by source 2009–2013 (%)

Revenue source	2009	2010	2011	2012	2013
Government Salaries	0%	60.3%	58.0%	61.5%	59.0%
Church/Mission Grant	n/a	n/a	n/a	n/a	n/a
Government Grant	6.7%	8.5%	8.3%	6.9%	4.5%
Direct donor support	21.4%	7.4%	3.9%	2.5%	2.8%
Student fees	50.8%	20.9%	24.6%	25.4%	21.5%
Sale of services etc	5.2%	2.6%	5.0%	2.1%	2.8%
Other sources	0.5%	0.2%	0.2%	0.1%	0.2%
Capital Income	15.5%	0.0%	0.0%	1.5%	9.2%
Total Provincial Sample	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Table 14.17

Figure 14.14 Provincial VRTCs revenue by source, 2009–2013 (%)

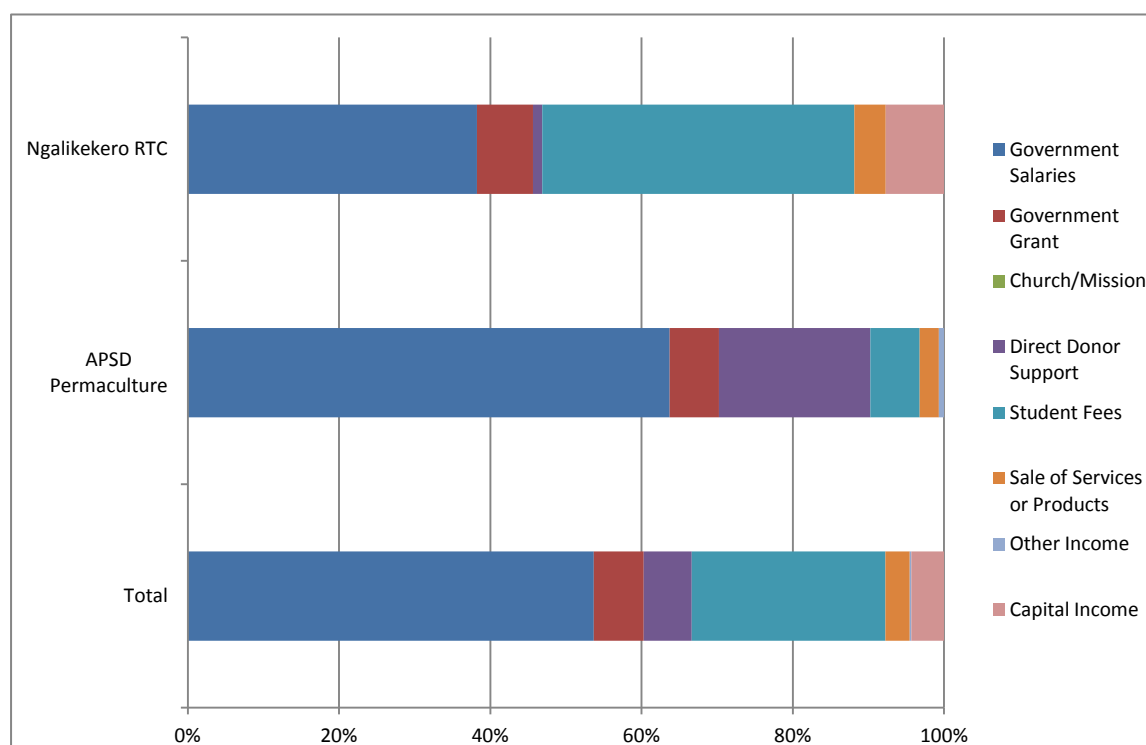


Source: Table 14.18

¹⁸⁶ While not included in the timeline of the study scope, APSD Permaculture VRTC reported that it received S\$500,000 capital support from JICA for classrooms and an office in 2006, while the EU Micro Project fund contributed S\$500,000 capital support for a girls' dormitory in 2007.

Figure 14.15 shows some variability in revenue sources among the two sampled Provincial-government supported VRTC. Most significant is the higher percentage of student fees received by Ngalikekero compared to those received by APSD Permaculture. Aside from MEHRD payment of instructor salaries, APSD receives a notable amount (20 per cent) of direct donor support.

Figure 14.15 Provincial VRTC income, 2009–2013, 5-year average (%)



Source: Table 14.17

Both Provincial VRTCs are heavily reliant on the Government's payment of instructor, principal and deputy principal salaries for their operations. The main source of income variability between the two VRTCs is that Ngalikekero derived a significant source of income from student fees, while APSD received substantial income in the form of direct donor support (for capital development). Finally, while the sale of services and products only accounts for an average of 3.5 per cent over the five-year period, these products and services are practical outcomes of student and staff contributions to income.¹⁸⁷

A detailed summary of the provincial VRTCs revenue sources is listed in Table 14.19.

¹⁸⁷ Both VRTCs reported these as various animal and vegetable products like piglets, chicken, rice, vegetables, honey, melons, furniture, production of organic fertilizer and repellents, and student community assistance through plumbing and carpentry activities.

Table 14.19 Provincial VRTC revenue sources, by sample institution, 2009–2013 (S\$)

Revenue source	2009	2010	2011	2012	2013
APSD Permaculture RTC	120,077	379,886	389,417	393,539	411,468
<i>Government Salaries</i>	n.p.	263,586	299,167	328,139	366,468
<i>Church/Mission</i>	n/a	n/a	n/a	n/a	n/a
<i>Government Grant</i>	15,977	33,300	17,900	18,200	5,000
<i>Direct Donor Support</i>	80,000	60,000	40,000	20,000	10,000
<i>Student Fees</i>	17,100	18,500	20,000	15,100	18,000
<i>Sale of Services or Products</i>	5,000	2,500	10,250	11,100	10,000
<i>Other Income</i>	2,000	2,000	2,100	1,000	2,000
<i>Capital Income</i>	0	0	0	0	0
Ngalikekero RTC	268,000	497,293	624,927	609,941	834,747
<i>Government Salaries</i>	n.p.	265,753	288,927	288,927	368,227
<i>Church/Mission</i>	n/a	n/a	n/a	n/a	n/a
<i>Government Grant</i>	10,000	41,540	66,000	51,014	51,520
<i>Direct Donor Support</i>	3,000	5,000	0	5,000	25,000
<i>Student Fees</i>	180,000	165,000	230,000	240,000	250,000
<i>Sale of Services or Products</i>	15,000	20,000	40,000	10,000	25,000
<i>Other Income</i>	0	0	0	0	0
<i>Capital Income</i>	60,000	0	0	15,000	115,000
Total	388,077	877,179	1,014,344	1,003,480	1,246,215
<i>Government Salaries</i>	n.p.	529,339	588,094	617,066	734,695
<i>Church/Mission</i>	n/a	n/a	n/a	n/a	n/a
<i>Government Grant</i>	25,977	74,840	83,900	69,214	56,520
<i>Direct Donor Support</i>	83,000	65,000	40,000	25,000	35,000
<i>Student Fees</i>	197,100	183,500	250,000	255,100	268,000
<i>Sale of Services or Products</i>	20,000	22,500	50,250	21,100	35,000
<i>Other Income</i>	2,000	2,000	2,100	1,000	2,000
<i>Capital Income</i>	60,000	0	0	15,000	115,000

Source: System/provider data returns

Provincial VRTC expenditures

Table 14.20 and Figure 14.16 show an increase in Government contribution to instructor salaries. The average five-year trend for recurrent expenditure for instructor salaries by Government is 47 per cent. The average increase in the Government's contribution between 2010 and 2013 reflects an incremental increase of 39 per cent.¹⁸⁸ Non-staffing costs have averaged around 24 per cent over the five-year period, and in the case of the sampled Provincial VRTC's. An equal 11 per cent has been spent on development and capital

¹⁸⁸ Teaching Service data was not provided for 2009.

Table 14.20 Provincial VRTC's expenditure by category, 2009–2013 (S\$)

Expenditure Category	2009	2010	2011	2012	2013
Recurrent Budget					
<i>Government staffing costs</i> ¹	n.p.	529,339	588,094	617,066	734,695
<i>VRTC staffing costs</i> ²	78,000	78,000	75,000	40,000	22,000
<i>Non-Staffing costs</i> ³	310,680	275,485	330,230	157,532	175,000
Total Recurrent Budget	220,680	882,824	993,324	814,598	931,695
Development Budget					
TVET programs ⁴	25,000	25,000	15,000	20,000	59,000
Staff/professional development programs	0	0	0	0	0
Other development items	51,000	42,000	41,000	46,000	185,000
Total Development Budget	76,000	67,000	56,000	166,000	244,000
Capital budget ⁵	580,000	0	0	0	0
Other Expenditures	0	0	0	0	0
Total Expenditure	1,044,280	949,824	1,049,324	980,598	1,175,695

Source: System/provider data returns

1. E.g. MEHRD salaries, wages, leave, benefits etc

2. E.g. teaching and non-teaching staff paid by VRTC

3. E.g. operation costs, consumables, utilities, maintenance, etc

4. E.g. new programs, accreditation etc

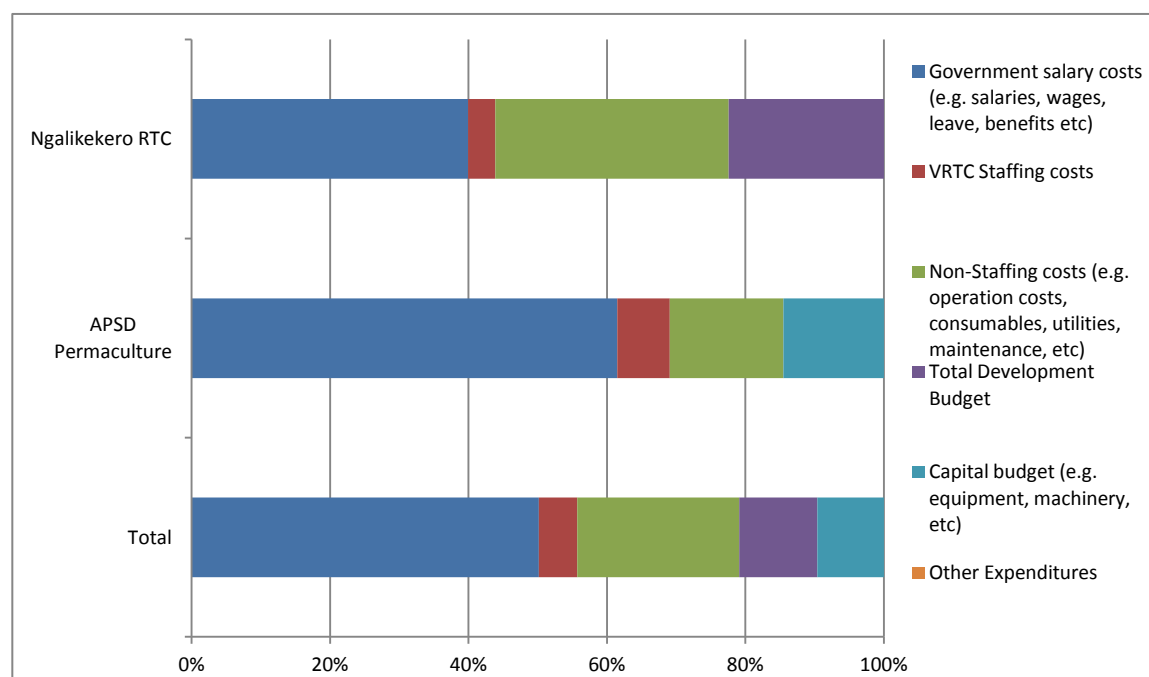
5. E.g. equipment, machinery, etc

The level of expenditure for the sampled provincial VRTCs has been between S\$950,000 and S\$1.18 million for the five years to 2013. Figure 14.16 shows the five-year expenditure trends for each of the sampled Provincial VRTCs. Salary costs of MEHRD-paid teachers from 2010 make up the bulk of expenditures, followed by significant expenditures committed to non-staffing costs, which include consumables, utilities, maintenance, etc., and a high capital budget expenditure in 2009. Ngalikekero reported a fairly consistent development budget in its survey return data.

Figure 14.16 Provincial VRTC recurrent expenditure by category, 2009–2013 (%)

Source: Table 14.20

Figure 14.17 shows the detailed five-year expenditure trends for each of the sampled Provincial VRTCs. APSD has a high dependence on MEHRD for payment of instructor salaries. It also has a much smaller student body and Ngalikekero.

Figure 14.17 Provincial VRTC sample recurrent expenditure 5-year average, 2009–2013 (%)

Source: Table 14.19

Table 14.21 shows a detailed overview the five-year cost commitments for each of the sampled Provincial VRTC. In its survey return, APSD Permaculture reported a significant injection of capital expenditure in 2009, but has reported no development budget expenditure. Ngalikekero, on the other hand, reported a consistent expenditure commitment to TVET programs and other development items as part of its development budget, but has noted no capital expenditures.

Table 14.21 Provincial VRTC sample expenditure by category, by institution, 2009–2013 (\$)

Expenditure Category	2009	2010	2011	2012	2013
APSD Permaculture RTC					
Recurrent Budget	220,680	444,071	524,397	360,671	366,468
Government staffing costs	n.p.	263,586	299,167	328,139	366,468
VRTC staffing costs	60,000	60,000	60,000	20,000	0
Non-Staffing costs	160,680	120,485	165,230	12,532	0
Development Budget	0	0	0	0	0
TVET programs	0	0	0	0	0
Staff/PD programs	0	0	0	0	0
Other development items	0	0	0	0	0
Capital budget	580,000	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	800,680	444,071	524,397	360,671	366,468
Ngalikekero RTC					
Recurrent Budget	168,000	438,753	468,927	453,927	565,227
Government staffing costs	n.p.	265,753	288,927	288,927	368,227
VRTC staffing costs	18,000	18,000	15,000	20,000	22,000
Non-Staffing costs	150,000	155,000	165,000	145,000	175,000
Development Budget	76,000	67,000	56,000	166,000	244,000
TVET programs	25,000	25,000	15,000	20,000	59,000
Staff/PD programs	0	0	0	0	0
Other development items	51,000	42,000	41,000	146,000	185,000
Capital budget	0	0	0	0	0
Other Expenditures	0	0	0	0	0
TOTAL EXPENDITURE	244,000	505,753	524,927	619,927	809,227
Total Provincial System Sample					
Recurrent Budget	388,680	882,824	993,324	814,598	931,695
Government staffing costs	n.p.	529,339	588,094	617,066	734,695
VRTC staffing costs	78,000	78,000	75,000	40,000	22,000
Non-Staffing costs	310,680	275,485	330,230	157,532	175,000
Development Budget	76,000	67,000	56,000	166,000	244,000
TVET programs	25,000	25,000	15,000	20,000	59,000
Staff/PD programs	0	0	0	0	0
Other development items	51,000	42,000	41,000	46,000	185,000
Capital budget	580,000	0	0	0	0
Other Expenditures	0	0	0	0	0
Total Expenditure	1,044,680	949,824	1,049,324	980,598	1,175,695

Source: System/provider data returns

Disability-Focused VRTC

There are three VRTCs that focus specifically on providing training to students with disabilities. Each VRTC is managed by a different EA. Two of the three providers focusing on disabilities were sampled for this study. The VRTCs are Bethesda (SSEC) and San Isidro (Archdiocese of Honiara). The third VRTC focused on disability is managed by the Red Cross Society. It is noteworthy that all VRTCs are located in or near Honiara.

Both Bethesda (2010) and San Isidro (2008) were established within the last five years, and the following data is analysed on a four-year rather than five-year timeline. The students at San Isidro are hearing impaired, while those at Bethesda have a range of disabilities.¹⁸⁹ Students at Bethesda earn a certificate of completion after finishing a 10-week course in subjects such as agriculture, life skills, carpentry, typewriting skills, health skills; whereas at San Isidro the program duration is four years and covers carpentry, life skills, agriculture and Auslan.

Disability-focused VRTC revenue sources (sample)

Table 14.22 shows that these providers received a four-year annual average of S\$1.7m from a range of government and non-government sources. Both providers receive the per student TVET grant for non-government providers, in addition to significant funds from church/mission and direct donor support. Both VRTCs have reported significant income from the sale of services and products.

Table 14.22 Disability-focused VRTC revenue, 2010–2013 (S\$)

Revenue source	2010	2011	2012	2013
Government Salaries	197,711	292,441	369,390	430,246
Church/Mission Grant	1,155,448	634,323	0	0
Government Grant	297,807	93,767	44,340	23,860
Direct donor support	1,000	505,394	674,314	270,707
Student fees	0	2,500	0	340
Sale of services or Products*	2,077	322,120	436,753	553,876
Other sources	114,906	55,303	121,394	50,047
Capital Income	0	0	0	0
Total Disability Sample	1,768,948	1,905,848	1,646,191	1,473,690

Source: System/provider data returns

*Both provider data returns documented income from the sale of services or products. Both VRTCs recorded significant income from sale of services or products in 2011. Bethesda VRTC stated specifically that egg sales are a key source of income, projecting this fact through 2013.

¹⁸⁹ MEHRD SIEMIS Data collection, 2010-2012.

Table 14.23 Disability-focused VRTC revenue by source 2010–2013 (%)

Revenue source	2010	2011	2012	2013
Government Salaries	11.2%	15.3%	22.4%	39.0%
Church/Mission Grant	65.3%	33.3%	0.0%	0.0%
Government Grant	16.8%	4.9%	2.7%	1.6%
Direct donor support	0.1%	26.5%	41.0%	18.4%
Student fees	0.0%	0.1%	0.0%	0.0%
Sale of services etc	0.1%	16.9%	26.5%	37.6%
Other sources	6.5%	2.9%	7.4%	3.4%
Capital Income	0.0%	0.0%	0.0%	0.0%
Total Provincial Sample	100.0%	100.0%	100.0%	100.0%

Source: Table 14.22

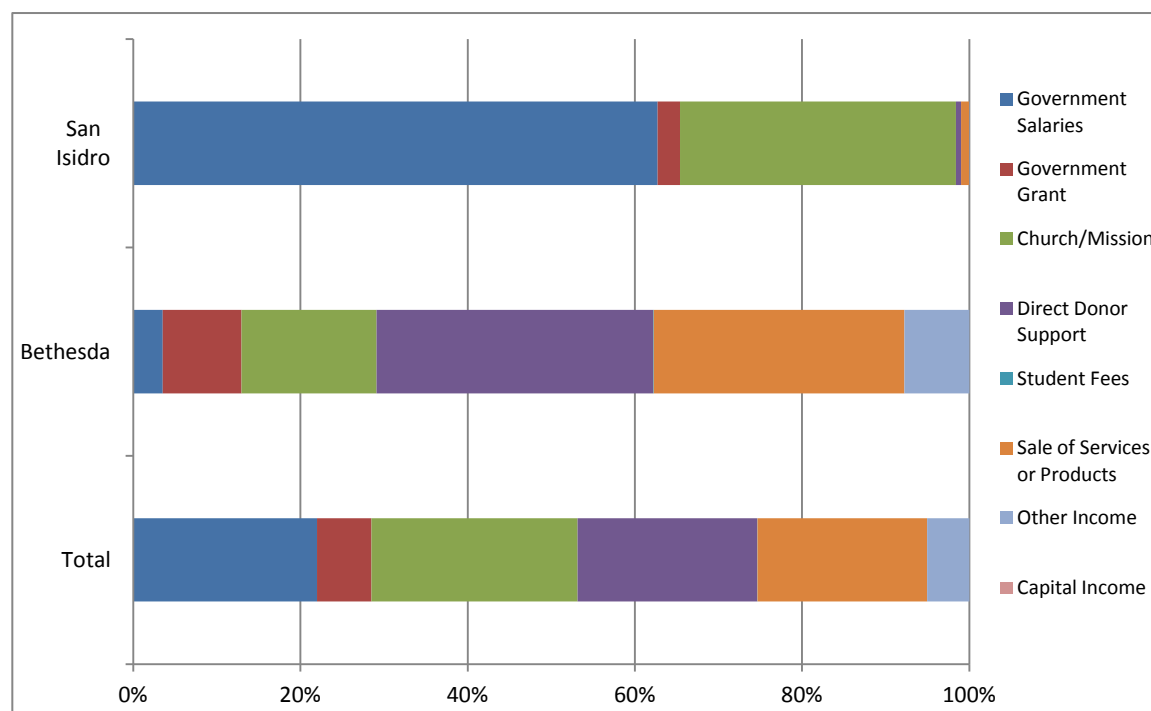
Table 14.23 and Figure 14.18 show the four-year trends of revenue sources for VRTCs that focus on students with disabilities. Funding support from MEHRD for payment of instructor salaries, accounts for nearly 22 per cent of revenue 2010–2013. Unlike the other VRTCs in this sample, student fees account for minimal income for disability-focused VRTCs. Aside from payment of Government instructor salaries, direct donor support and sale of services are significant revenue sources for disability-focused VRTCs.

Figure 14.18 Disability-focused VRTCs revenue by source 2010–2013 (%)

Source: Table 14.22

Figure 14.19 shows the significant variability in revenue sources among the two sampled disability-focused providers. Most significant is the higher percentage of student fees received by San Isidro compared to those received by Bethesda. Over the four-year period, however, Bethesda has received a significant amount of income from direct donor support (33.1 per cent) and from the sale of products and services (30 per cent).¹⁹⁰ San Isidro, on the other hand, has received substantial income from church/mission support over the four-year period (33 per cent).¹⁹¹

Figure 14.19 Disability-focused VRTC income, 2010–2013, 4-year average (%)



Source: Table 14.24

Both disability-focused VRTCs are heavily reliant on outside donor support, whether from church, Government or other donors, given that student fees are a minimal input of funds. The main source of income variability between the two VRTCs is that funding for San Isidro comes in the form of Government-paid teaching salaries. This is likely due to the fact that San Isidro has a much larger student body and teaching staff than Bethesda, and Bethesda only recently receiving Government-paid teaching salaries.

¹⁹⁰ Bethesda's survey data return supported that sales of goods and services included the sale of chickens, ducks, manure, vehicle hire and fuel. Bethesda also offers its facilities for accommodation and hire. Over the past four years, Bethesda has received donor funding from ACCIR (2011–2012) for a multi-purpose hall, and substantial financial support from CRCA and various Christian churches.

¹⁹¹ San Isidro has received donor support from private sources and reported support from Save the Children for the construction of six classrooms. San Isidro also sells eggs, vegetables, root crops, chairs, food safes and benches as an additional source of income.

Table 14.24 Disability-focused VRTC revenue sources, by sample institution, 2010–2013 (S\$)

Revenue sources	2010	2011	2012	2013
Bethesda	1,094,319	917,045	1,259,701	1,027,444
Government Salaries	0	0	0	144,613
Church/Mission	686,188	17,323	0	0
Government Grant	292,747	73,527	27,240	7,860
Direct Donor Support	1,000	480,834	674,314	270,707
Student Fees	0	2,500	0	340
Sale of Services or Products	0	287,632	436,753	553,876
Other Income	114,834	55,229	121,394	50,047
Capital Income	0	0	0	0
San Isidro	476,918	696,363	17,100	16,000
Government Salaries	197,711	292,441	369,390	430,246
Church/Mission	469,260	617,000	0	0
Government Grant	5,060	20,240	17,100	16,000
Direct Donor Support	0	24,560	0	0
Student Fees	0	0	0	0
Sale of Services or Products	2,077	34,489	0	0
Other Income	522	75	0	0
Capital Income	0	0	0	0
Total	1,571,237	1,613,408	1,276,801	898,831
Government Salaries	197,711	292,441	369,390	574,859
Church/Mission	1,155,448	634,323	0	0
Government Grant	297,807	93,767	44,340	23,860
Direct Donor Support	1,000	505,394	674,314	270,707
Student Fees	0	2,500	0	340
Sale of Services or Products	2,077	322,120	436,753	553,876
Other Income	114,906	55,303	121,394	50,047
Capital Income	0	0	0	0

Source: System/provider data returns

Disability-focused VRTC expenditures

Table 14.25 and Figure 14.20 show an increase in Government contribution to instructor salaries. The average four-year trend for recurrent expenditure for instructor salaries by Government is 29 per cent, although this figure is likely to increase if Bethesda expands its student body. Non-staffing costs have averaged around 34 per cent over the four-year period. Total contribution to the development budget has been about 17 per cent between 2010 and 2013, but Bethesda accounts for nearly all of this expenditure category, with 30 per cent of its expenditure being directed to the development budget.¹⁹²

¹⁹² Survey returns for Bethesda and San Isidro.

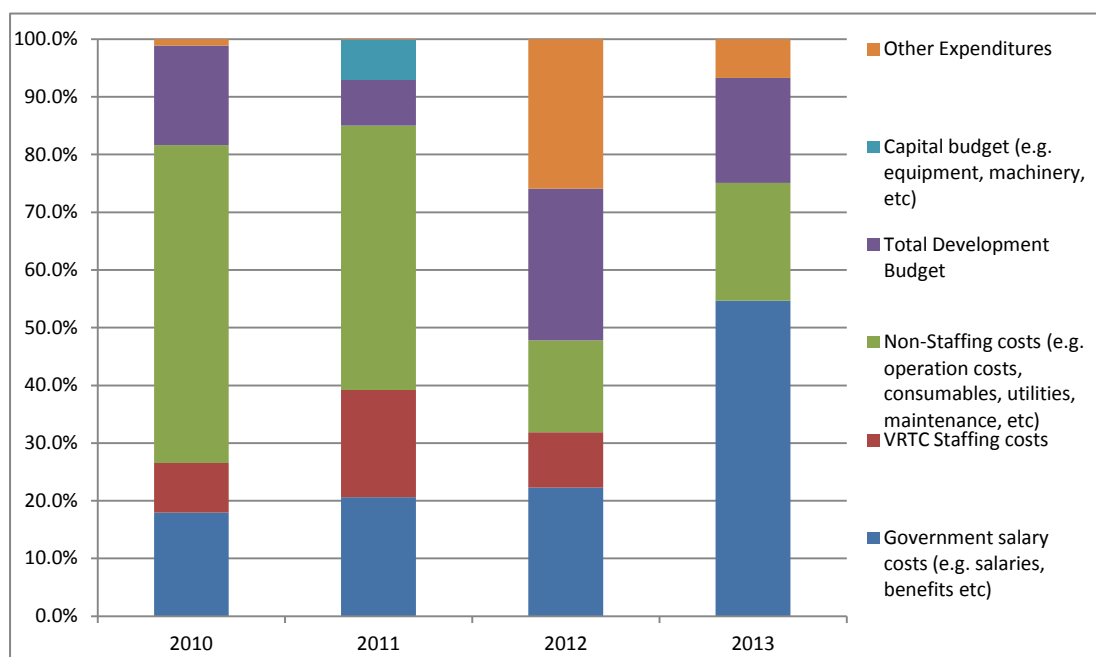
Table 14.25 Disability-focused VRTC expenditure by category, 2010–2013 (S\$)

Expenditure Category	2010	2011	2012	2013
Recurrent Budget				
<i>Government staffing costs¹</i>	197,711	292,441	369,390	574,859
<i>VRTC staffing costs²</i>	94,724	263,707	158,498	0
<i>Non-Staffing costs³</i>	605,871	651,040	263,834	214,204
Total Recurrent Budget	898,305	1,207,188	791,722	789,063
Development Budget				
TVET programs ⁴	0	31,172	20,119	0
Staff/professional development programs	0	0	0	0
Other development items	189,903	82,573	415,697	191,637
Total Development Budget	189,903	113,745	435,816	191,637
Capital budget⁵	0	96,754	0	0
Other Expenditures	12,249	2,162	429,823	70,507
Total Expenditure	1,100,457	1,419,849	1,657,361	1,051,207

Source: System/provider data returns

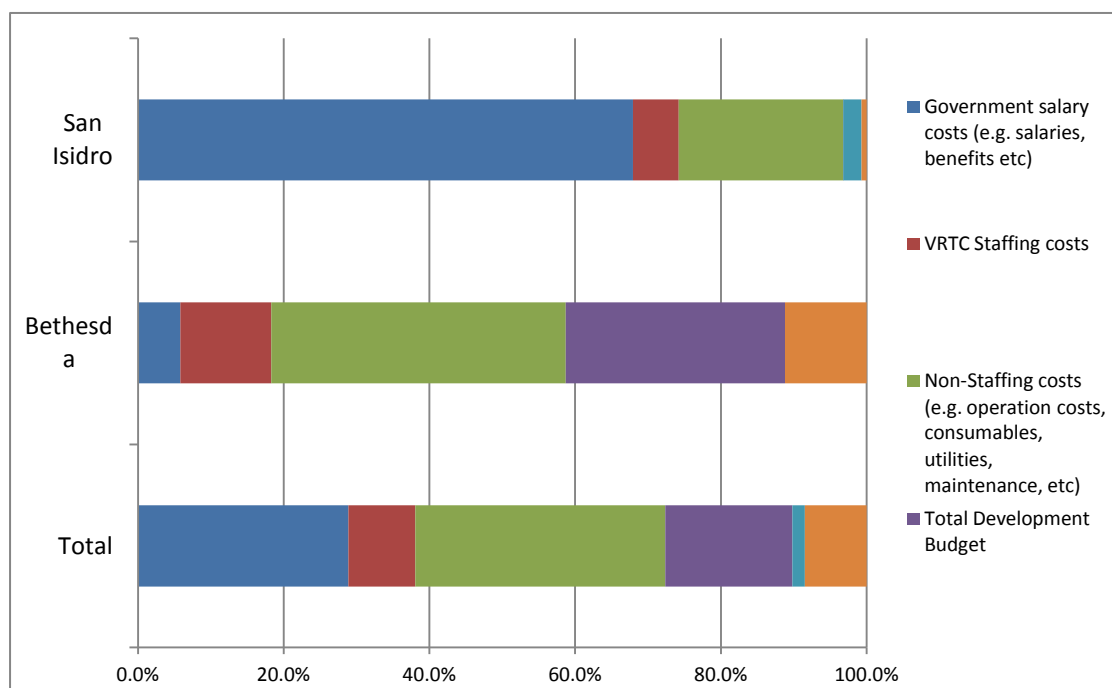
1. E.g. MEHRD salaries, wages, leave, benefits etc
2. E.g. teaching and non-teaching staff paid by VRTC
3. E.g. operation costs, consumables, utilities, maintenance, etc
4. E.g. new programs, accreditation etc
5. E.g. equipment, machinery, etc

The level of expenditure for the sampled disability-focused providers has been between S\$1.05m and 1.66m for the four years to 2013. Figure 14.20 shows the four-year expenditure trends for both of the sampled providers. Non-staffing costs and development budgets have made up the bulk of expenditures in this period.

Figure 14.20 Disability-focused VRTC's recurrent expenditure by category, 2010–2013 (%)

Source: Table 14.25

Figure 14.21 shows the expenditure trends for the two sampled providers in the disability-focused VRTC's. There is a high variability in expenditure priorities between the two VRTC's, but as mentioned earlier in this section, this amount could be due to the large student body and larger teaching staff at San Isidro, which accounts for the high percentage of Government salary income. For both VRTC's, daily operations costs, utilities and consumables contribute to non-staffing costs that contribute to a high expenditure category.

Figure 14.21 Disability-focused VRTC sample recurrent expenditure 4-year average, 2010–2013 (%)

Source: Table 14.24

Table 14.26 shows a detailed overview the four-year cost commitments for each of the sampled providers in the disability-focused VRTC. In its survey return, San Isidro reported a significant injection of capital expenditure in 2011, and committed a minimal amount to the development budget in 2010 and 2011. Bethesda, on the other hand, reported a consistent expenditure commitment to other development items and to lesser extent TVET programs as part of its development budget, but has noted no capital expenditures.

Table 14.26 Disability-focused VRTC sample expenditure by category, by institution, 2010–2013 (\$\$)

Expenditure Category	2010	2011	2012	2013
Bethesda	438,563	328,858	422,332	358,817
Recurrent Budget				
Government staffing costs	0	0	0	144,613
VRTC staffing costs	35,123	141,277	158,498	0
Non-Staffing costs	403,441	187,581	263,834	214,204
Development Budget	189,402	113,145	435,816	191,637
TVET programs	0	31,172	20,119	0
Staff/PD programs	0	0	0	0
Other development items	189,402	81,973	415,697	191,637
Capital budget	0	0	0	0
Other Expenditures	0	0	429,823	70,507
TOTAL EXPENDITURE	627,966	442,003	1,287,971	620,961
San Isidro				
Recurrent Budget	459,742	878,330	369,390	430,246
Government staffing costs	197,711	292,441	369,390	430,426
VRTC staffing costs	56,601	122,430	0	0
Non-Staffing costs	202,430	463,459	0	0
Development Budget	500	600	0	0
TVET programs	0	0	0	0
Staff/PD programs	0	0	0	0
Other development items	500	600	0	0
Capital budget	0	96,754	0	0
Other Expenditures	12,249	2,162	0	0
TOTAL EXPENDITURE				
Total Provincial System Sample				
Recurrent Budget	898,305	1,207,188	791,722	789,063
Government staffing costs	197,711	292,441	369,390	574,859
VRTC staffing costs	94,724	263,707	158,498	0
Non-Staffing costs	605,871	651,040	263,834	214,204
Development Budget	189,903	113,745	435,816	191,637
TVET programs	0	31,172	20,119	0
Staff/PD programs	0	0	0	0
Other development items	189,903	82,573	415,697	191,637
Capital budget	0	96,754	0	0
Other Expenditures	12,249	2,162	429,823	70,507
Total Expenditure	1,100,457	1,419,849	1,657,361	1,051,207

Source: System/provider data returns

Private Providers of TVET

There are a small number of TVET private providers in Solomon Islands. The majority of these providers offers anywhere from a week-long to a year-long program. The Business Proficiency Training Centre, included as a sample for this study, offers a year-long certificate in secretarial studies.¹⁹³ The Centre also offers short courses in a range of computer programs (for example, Excel, Publisher, WPB, CS, etc.). While short-course public and private providers were not included in the general scope of this research, it is notable that these providers address skills gaps in the Solomon Islands workforce. Private providers do not receive any funding or resources from the government, and nearly all revenue comes from student fees. The Centre, formerly known as MIDA, has been offering courses since 2004.

Private provider revenue sources (sample)

Table 14.27 shows that this provider received its five-year revenue solely from student fees. In 2009, the Centre received S\$12,000 from other income sources.

Table 14.27 Private provider revenue, 2009–2013 (S\$)

Revenue source	2009	2010	2011	2012	2013
Church/Mission Grant	0	0	0	0	0
Government Grant	0	0	0	0	0
Direct donor support	0	0	0	0	0
Student fees	211,551	152,036	211,476	169,825	180,000
Sale of services etc	0	0	0	0	0
Other sources	12,000	0	0	0	0
Capital Income	0	0	0	0	0
Total Private Sample	223,551	152,036	211,476	169,825	180,000

Source: System/provider data returns

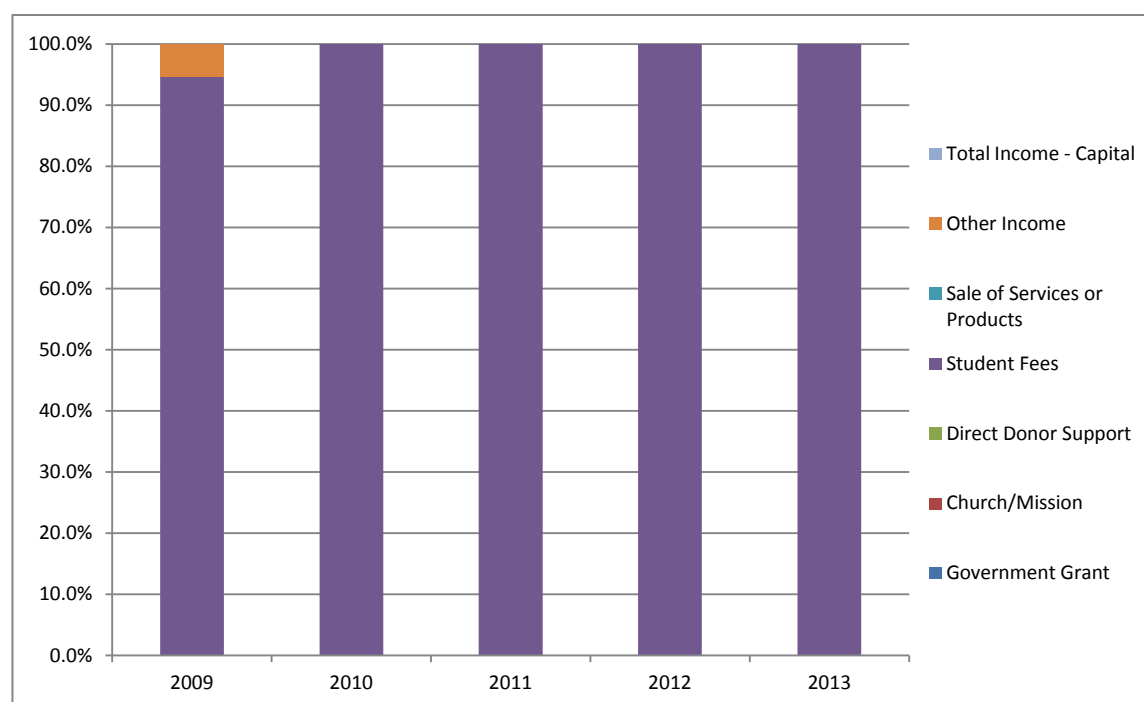
Table 14.28 Private Provider revenue by source, 2009–2013, 5-year average (%)

Revenue source	2009	2010	2011	2012	2013
Church/Mission Grant	0.0%	0.0%	0.0%	0.0%	0.0%
Government Grant	0.0%	0.0%	0.0%	0.0%	0.0%
Direct donor support	0.0%	0.0%	0.0%	0.0%	0.0%
Student fees	94.6%	100%	100%	100%	100%
Sale of services etc	0.0%	0.0%	0.0%	0.0%	0.0%
Other sources	5.4%	0%	0%	0%	0%
Capital Income	0.0%	0.0%	0.0%	0.0%	0.0%
Total Provincial Sample	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Table 14.27

Table 14.28 and Figure 14.22 show the Centre's overall reliance on student fees for income as part of a five-year trend.

¹⁹³ The Business Proficiency Training Centre was the sole private provider that returned survey data.

Figure 14.22 Private Provider revenue by source, 2009–2013 (%)

Source: Table 14.28

Private Provider expenditures

Table 14.29 and Figure 14.23 show that the four-year average trend has been around 29 per cent of recurrent expenditure on staffing costs. Approximately 60 per cent of non-staffing costs have made up the majority of expenditure over the four-year period. Capital investment makes up the nearly 4 per cent remaining expenditure.

Table 14.29 Private Provider expenditure by category, 2009–2012 (S\$)

Expenditure Category	2009	2010	2011	2012	2013
Recurrent Budget					
Government staffing costs ¹	n/a	n/a	n/a	n/a	n/a
VRTC staffing costs ²	54,536	56,534	58,307	53,757	0
Non-Staffing costs ³	135,958	119,769	151,702	114,809	0
Total Recurrent Budget	190,494	176,303	210,009	167,846	0
Development Budget					
TVET programs ⁴	0	0	0	0	0
Staff/professional development programs	0	0	0	0	0
Other development items	0	0	0	0	0
Total Development Budget	0	0	0	0	0
Capital budget⁵	771	7,764	15,736	6,700	0
Other Expenditures	0	0	0	0	0
Total Expenditure	191,265	184,067	225,745	174,546	0

Source: System/provider data returns

1. E.g. MEHRD salaries, wages, leave, benefits etc

2. E.g. teaching and non-teaching staff paid by VRTC

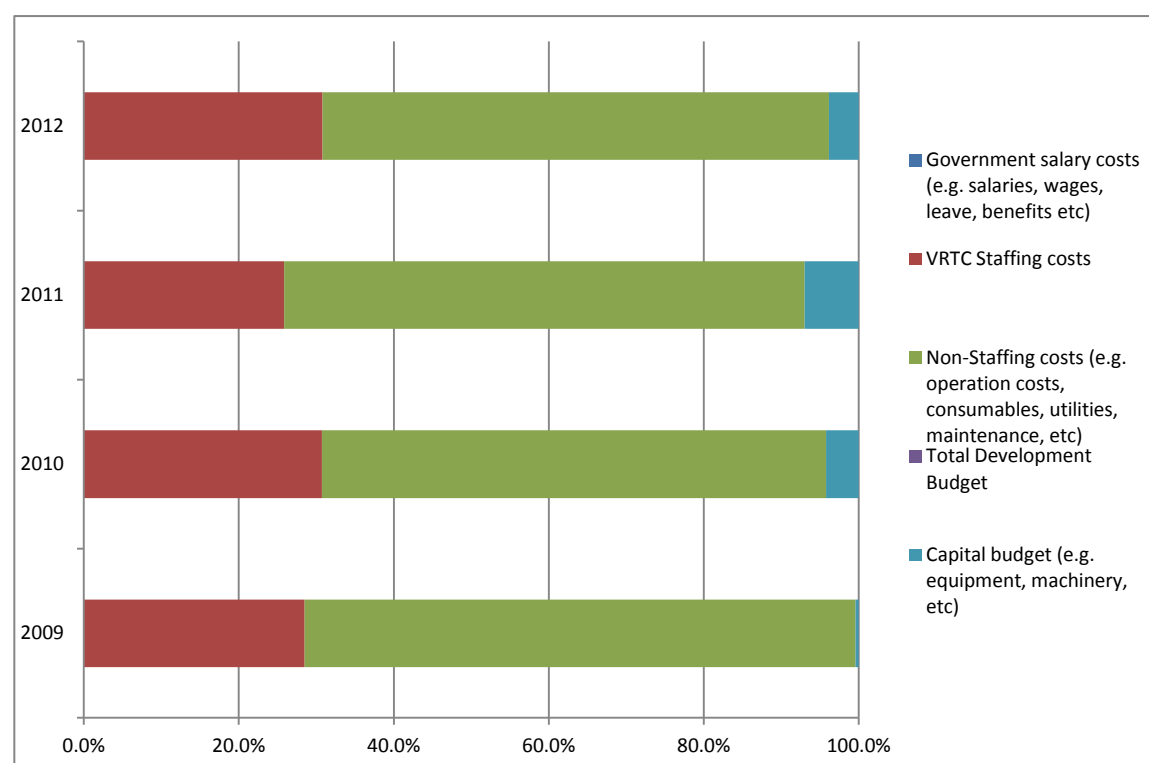
3. E.g. operation costs, consumables, utilities, maintenance, etc

4. E.g. new programs, accreditation etc

5. E.g. equipment, machinery, etc

The level of expenditure by the Centre has been between S\$174,546 and S\$225,745 for the four years to 2012.¹⁹⁴

Figure 14.23 Private Provider sample recurrent expenditure 4-year average, 2009–2012 (%)



Source: Table 14.29

¹⁹⁴ At the time the survey data was returned, there were no available figures for FY2013.

CHAPTER 15 SURVEYING EMPLOYER PROVIDED AND FUNDED TRAINING

This chapter presents findings from a pilot survey of enterprises conducted during the project fieldwork in Solomon Islands. The survey was adapted for Solomon Islands from the instrument developed for the overall project.

The data is drawn from a small-scale pilot survey of enterprise-based training in the private and public sectors in Solomon Islands and whilst it does not cover all the enterprises it does provide a snapshot on the types of funds allocated and the level of expenditure allocated to training by industries in Solomon Islands.

15.1 SURVEY OBJECTIVES

This pilot survey seeks to identify the level of financial support allocated to technical and vocational education and training by enterprises in Solomon Islands from a sample of organisations. It also aims to highlight areas of future data collection needs for the Government of Solomon Island.

15.2 METHODOLOGY

Survey Instrument

The survey seeks information relating to three broad areas of the enterprises' operations:

1. general background – type of enterprise, industry, exposure to international markets, annual turnover, annual wages bill, size of workforce;
2. workforce characteristics – gender, full-time/part-time, occupations, highest level of educational attainment, recruitment of TVET workers; and
3. training – number of staff in formal or non-formal training, amount and type of training given to new recruits and annually to existing workers, annual expenditure on training provision and trainee support.

The enterprise survey form is included in Annex 5. Wherever appropriate, standard international classification systems were used in the survey instrument design (see Annex 2).

Sample selection

A total of 41 organisations were selected, of which 30 were chosen in collaboration with the Solomon Islands Chamber Commerce and Industry and 11 by the research team. The sample consisted of organisations from both the public and private sectors and a variety of enterprises and industries. Of these, 15 organisations returned mostly or partially completed surveys. (See Table 15.1)

The strategy was to select a balance of enterprises – between state-owned and private corporations, between participants and non-participants in the formal training programs and for a broad representation across industries. The sample included large, medium and small-sized enterprises, to cover a more than proportionate number of employees. The intention was to draw upon the strong local knowledge of the employment scene in Solomon Islands available to the team to maximise the insight into training patterns amongst employers.

The team was aware that in using these selection criteria it could not draw any inferences from the survey about the whole population of enterprises in Solomon. Only qualified statements about findings can be made.

Survey Administration

The survey instrument was emailed by the research team leader and was followed-up with phone calls and site visits by the team to maximise response rates. There were 15 survey returns.

Table 15.1 Survey returns from enterprises

	Sector	Type of enterprise
	Survey return mostly complete	
1	Transport and storage	Wholly foreign owned
2	Agriculture	Joint venture – mixed foreign & local owned
3	Fisheries	Wholly local -owned
4	Manufacturing	Wholly foreign-owned
5	Water Supply	Government-owned business
6	Manufacturing	Joint venture-mixed foreign & local owned
7	Transport (Shipping)	Wholly local-owned private
8	Retail Trade (Vehicle spare parts)	Wholly Solomon-owned private
9	Forestry (Timber Milling)	Joint venture- mixed foreign & local owned
10	Personal and other services	Government-owned business
11	Electricity	Government-owned business
12	Financing (Superannuation)	Wholly local-owned business
13	Financing and Insurance	Government-owned business
	Survey return partially complete	
14	Accommodation, cafés and restaurants	Wholly foreign-owned private
15	Accommodation, cafés and restaurants	Joint venture-mixed foreign & local owned

Overall, the surveys reported insufficient data about staff training and education, including the duration of training and number of people trained. A number of enterprises could not provide staff qualification information. Few enterprises reported they were able to give a breakdown of training support costs, though a number were able to estimate gross training expenditure. In addition, enterprises stated they were reticent to reveal financial data and the annual staff wages bill.

15.3 SURVEY FINDINGS

Respondent Profile

Table 15.2 summarises the key characteristics of the survey respondents. The average wages bill across the 15 respondents was S\$6.7m which was distributed to an average of 214 employees per enterprise. The gender split among organisations favoured those employing full-time workers (98.1 per cent) was 25.4 per cent female and 69.7 per cent male. Of the workforce profiled, 17.5 per cent held qualifications at certificate levels 1–5 (Certificate to Diploma) and 6.1 per cent held qualifications at level 6 or above. A majority of the workforce surveyed (76.4 per cent) have no formal qualifications.

Table 15.2 Summary statistics for enterprises surveyed (2012/13)

Item	Amount
Number of enterprises	15
Average wages bill 2012/13 ¹	9,139,183
Average number of employees	214
Number of staff who have participated in formal or non-formal training ²	1,839
Average hours training for recruits in first year ³	80
Average hours of training annually for existing workers ⁴	1,318
Gender	
% full-time	98.1
% female	25.4
Qualification level	
% with PQF levels 1–5	17.5
% with PQF levels 6+	6.1
% with no formal qualifications	76.4

Source: Enterprise survey returns

1. Only 11 enterprises provided annual wage bill for 2012

2. One enterprise respondent did not provide data for this field.

3. Five enterprises provided data for this field.

4. 10 enterprises provided data for this field.

Expenditure on Training

For the respondents surveyed, the amount expended on training as a proportion of the wages bill was 6.9 per cent. A Joint venture (mixed foreign & local owned [agriculture]) has the highest number of trained employees – 81 per cent – and spent 2.7 per cent of its annual wage on training. This Joint venture, like many other enterprises in Solomon Islands, was closed during the period of civil unrest. When it reopened it had to train the majority of its employees.

The average amount expended on provider and trainee costs as a proportion of total wages was 2.4 per cent. Four of the surveyed enterprises reported only gross training expenditure without indicating the breakdown of provider and trainee costs as percentage of wages bill. This explains the significant gap between provider/trainee costs and total expenditure as a percentage of wages bill. Table 15.3 shows the average training expenditure was S\$2,730 per full-time employee and S\$2,678 per employee, full-time or part-time.

Table 15.3 Estimated expenditure on training in enterprises surveyed (2012–13)

Measure	Indicator
Training expenditure as per cent of wages bill	*6.9%
Provider and trainee costs as per cent of wages bill	2.4%
Average training expenditure per full-time employee	S\$2,730
Average training expenditure per employee	S\$2,678

Source: Enterprise survey returns

*Based on 11 enterprises that provided figures for the annual wage bill

The mechanisms by which public and private enterprises offer training to their employees are diverse. For example,

- one respondent in the tourism and hospitality area offers training to 80 per cent of its employees mostly through in-house training;
- a government owned business has a quota for eight staff members to attend full-time training at tertiary institutions both in country and overseas in any one year;
- a transport company supported 10 automotive apprentices and two accounts/administration;
- a transport shipping company supported 9 trainees doing their sea time on their four vessels; and
- a wholly owned state enterprise provided on-the-job training to more than 10 young people from the Youth at Work Program for six months and has subsequently hired more than half of the interns as permanent employees.

15.4 LESSONS LEARNED

Although the pilot survey sample size was small it was clear that the information gained in terms of the amount and type of training undertaken by enterprises and their expenditure on training would be very important additions to the labour market survey.

The survey revealed that training (formal or non-formal) is widespread amongst the surveyed employer organisations in both state owned enterprises and privately owned enterprises and that the average proportion of the wage bill expended on training is significant. For example, a joint venture – mixed foreign & local owned (agriculture) trained 81 per cent of its employees, more than 50 per cent of whom were new employees. A hotel (wholly foreign-owned private) is a newly established enterprise and also trained 80 per cent of its employees. Two other companies trained more than 40 per cent of their employees, one company trained more than 30 per cent and two companies trained more than 20 per cent of their employees.

However, the survey was able to identify a number of issues that would need addressing in a larger, more systematic survey of this kind. The team found that:

- respondents were not able to readily provide data in relation to human resource records and financial records specifically related to training activities;
- staff highest level of qualification attainment was not always recorded especially if it was not relevant to the job role;
- a small number of respondents (privately owned enterprises) were reluctant to release information in relation to wages; and
- respondents were not familiar with the ISCO-08 system of classifying occupations.

CHAPTER 16 TRAINING COSTS AND EFFICIENCIES

16.1 UNIT COSTS OF TVET DELIVERY

This chapter presents estimates of the unit cost for the financial year 2012 in terms of recurrent expenditure per:

- enrolment
- graduate
- average annual training hours
- average annual student training hour.

The unit costs are calculated by dividing the recurrent expenditure for the 2012 year over the inputs and outputs listed above. Unit costs have also been calculated based on the total expenditure to compare fluctuation of training costs when providers have capital expenditures. In some instances, this calculation reflects significant variation in annual unit costs as a result of necessary capital expenditure in context. The calculation is expressed in the following formula:

$$\frac{\text{Total recurrent expenditure (2012)}}{\begin{array}{l} \text{Number of enrolments (2012) OR} \\ \text{Number of graduates (2012) OR} \\ \text{Average annual training hours (2012) OR} \\ \text{Average annual student training hours (2012 enrolment X 2012 training hours)} \end{array}}$$

The following set assumptions should be noted prior to reviewing the unit costs.

- On an annual basis, there is no differential built-in to annual budgets that distinguishes between the costs incurred by running low level PQF programs as distinct from higher level PQF programs. That is, in terms of teacher remuneration and materials costs there is no distinction made, at program level, for teaching a Certificate level program or a Diploma level program on an annual basis. For this reason, and the fact that SINU Schools (or Institutes) conducted programs in distinct CEDEFOP fields, unit costs are not presented by program for SINU but by School (or Institute). Further to this, certificate programs at VRTC's range from one to four years, depending on the VRTC. For this reason, given the paucity of detailed annual budgets and any costings at program level, it was only possible to make a unit cost calculation at VRTC level, rather than program level.
- Both financial information and student enrolment and graduation information are presented for the 2012 financial and calendar year. However, in the case of some VRTC's, only 2011 financial, enrolment and graduation data were available, and these data were used in the analysis.
- The unit costs have been calculated using global financial data at the provider level rather than the aggregation of detailed inputs, for example, staff hours, hourly costs of employing teachers. This was partly a pragmatic decision as a result of the paucity of credible information on staff inputs and teaching requirements at the VRTC sample level and the fact that no information on staffing was provided by SINU. This method also provides a more reliable and complete account of the total recurrent expenditures at the provider level. Furthermore, in many cases, the number

of nominal hours allocated to preparation, training and assessment are not necessarily a reliable indication of the total annual costs of employing teaching and non-teaching staff.

To provide some sense of scale across each of the providers, Table 16.1 shows the recurrent expenditure, enrolments, graduations, annual training hours and annual training hours by student for 2012. As a single institution, SINU is the largest TVET provider. A pragmatic decision was taken to analyse unit costs for three schools providing exclusively TVET focused programs – Institute of Technology (ITEC), School of Natural Resources and Applied Sciences (SNRAS), and the School of Business and Management (SBM). However, the network of VRTC's throughout Solomon Islands trains the largest number of students in TVET. Costs, enrolments, graduations and quality vary widely between VRTC's.

Table 16.1 Determinants of unit costs by provider (recurrent expenditure), 2012 (S\$)

	Total recurrent expenditure ¹	Enrolments ²	Graduates ²	Annual training hours ³	Annual student training hours ⁴
Provider	2012	2012	2012	2012	2012
SINU - ITEC ⁵	9,593,534	258	97	1,114	287,283
SINU - SNRAS	7,039,548	197	179	640	126,080
SINU - SBM	11,496,473	442	242	648	286,416
Afutara VRTC	887,570	223	87	1,200	267,600
Airahu VRTC	507,336	176	174	2,000	352,000
APSD VRTC	360,671	19	19	1,600	30,400
Batuna VRTC	2,252,592	256	35	1,100	281,600
Bethesda VRTC	422,332	13	13	250	3,250
Bishop Koete	672,867	112	96	640	71,680
Don Bosco-Henderson	1,551,597	271	53	1,200	325,200
Lauru	411,775	60	12	1,000	60,000
Ngaligaragara VRTC	351,791	104	48	1,000	104,000
Ngalikekero VRTC	453,927	165	150	1,200	198,000
San Isidro VRTC	878,330	46	7	1,100	50,600
St Dominic's VRTC	1,349,893	153	61	1,200	183,600
St Martin's VRTC	525,678	56	19	1,600	89,600
Tabaka VRTC	435,963	150	52	1,600	240,000
Business Proficiency Training Centre	167,846	54	33	900	48,600
NTTTU – Proficiency	n.p.	0	0	40	n.p
NTTTU – Certificate assessments	n.p	n.p	n.p	16	n.p
IPAM ⁶	n.p	n.p	n.p	800 [^]	n.p

Source: SINU Budget Estimates, 2013; provider survey data returns.

1. Recurrent budget expenditures for ITEC, SNRAS and SBM were calculated with a weighted costing for administration (as a percentage of each administrative unit at SINU) added to the total recurrent expenditure reported by each school. Recurrent budget expenditures for VRTCS and the private provider were dependent on what providers reported in the survey returns.

2. Data are estimates from the project surveys and annual SIEMIS data collected by MEHRD.

3. The average number of hours of preparation, delivery and assessment across all programs.

4. Refers to the average number of hours of preparation, delivery and assessment across all programs multiplied by the average number of enrolments across all programs in 2012.

5. Enrolment data for ITEC do not include the 23 students enrolled in Marine Engineering Classes 3-6, as they are short courses (no FT enrolments). This enrolment number differs from total ITEC enrolments reflected in Table 8.2.

6. IPAM did not provide disaggregated student enrolments data for the one Diploma program. The Diploma program was estimated to be 800 hours.

Results

The resulting unit cost calculations show that:

- There are marked differences in unit costs across and within providers of TVET in Solomon Islands. Based on the unit costs per student training hours – that being the cost of delivering the total training effort on an annual basis – there are three groups of providers which transcend industry and funding source, namely:
 - **SINU (High cost, large scale, high volume, high enrolment)** – Institute of Technology (ITEC), School of Natural Resources and Applied Sciences (SNRAS), and School of Business and Management (SBM);
 - Vocational and Rural Training Centres (Mid- to Low-range cost, church- and government-operated, varying levels of enrolment) – majority of VRTC in all provinces in Solomon Islands; and
 - **Specialised VRTCs (High cost, church- and government-operated, specialised, low enrolment)** – Bethesda (SSEC) – disabilities, San Isidro (Archdiocese Honiara) – disabilities, and APSD Permaculture (Malaita Provincial Government) – agriculture only.
- Overall, the costs per graduates are markedly higher than those expressed in per enrolment terms due to the large number of students who do not complete their courses. This is especially the case at SINU, and particularly with the low graduation rates from ITEC programs.
- VRTCs have varying graduation rates. It should be noted that the survey return data contained very rough estimates, and, similarly SIEMIS data was at times problematic.
- In general, the sampled specialised centres – APSD, San Isidro and Bethesda – had the lowest enrolment rates, but some of the highest per student costs. For example Bethesda has the highest per student training hour cost (S\$129.0), but an enrolment of only 13 students in 2012. This is also due to high capital expenditures from 2010–2012 and projected through 2013. Bethesda is a disabilities-focused centre and expenditures reflect the need for specialised facilities. San Isidro, also disabilities' focused, has high unit costs, but also higher enrolments.
- Some VRTCs, report high expenditure costs due to the high cost of transport, fuel, utilities and food, due to remoteness. While MEHRD gives an annual grant of S\$2,500 to remote VRTCs, this is not enough to offset any of these costs. This finding is not surprising for Solomon Islands as reported in this and a number of other studies (for example, World Bank, The Australian Aid Program).
- SINU is the largest single institution that provides TVET, but also has the highest costs per student training hour. Each School also has the largest expenditure due to staffing, overheads, buildings, student facilities, administration and management structure support.
- When unit costs calculations of TVET using recurrent expenditure are compared to total expenditure (including capital and fixed asset costs) there are significant issues that need to be considered. This means that per student unit costs have the potential to show significant variation from year to year. However, capital costs need to be considered in order to expand and improve the TVET system and infrastructure.

Table 16.2 and Figure 16.1 show the unit cost calculations of three SINU Schools that provide TVET focused certificate and diploma programs. All three programs reflect a high per student training cost. There is also a high rate of attrition, with less than 30 per cent of students completing courses and graduating from ITEC programs. SBM has a similar graduation rate of 30 per cent, while SNRAS reports a graduation rate of nearly 50 per cent. This latter finding suggests that the programs offered by SNRAS are relatively efficient compared to the other schools surveyed at SINU. SNRAS has the lowest per graduate cost

of the three schools. These graduation rates are key factors in increasing the cost to train a student in TVET at SINU. The programs in ITEC and SNRAS also have large capital expenditures, such as vehicle and equipment acquisition, that are a necessary part of the curriculum. Finally, it should be noted that ITEC offers the largest number of Certificate and Diploma programs of the three schools, and this could contribute to some overall inefficiency compared to graduation rates in other schools.

Table 16.2 Unit cost calculations SINU (TVET only), recurrent expenditure, 2012 (S\$)

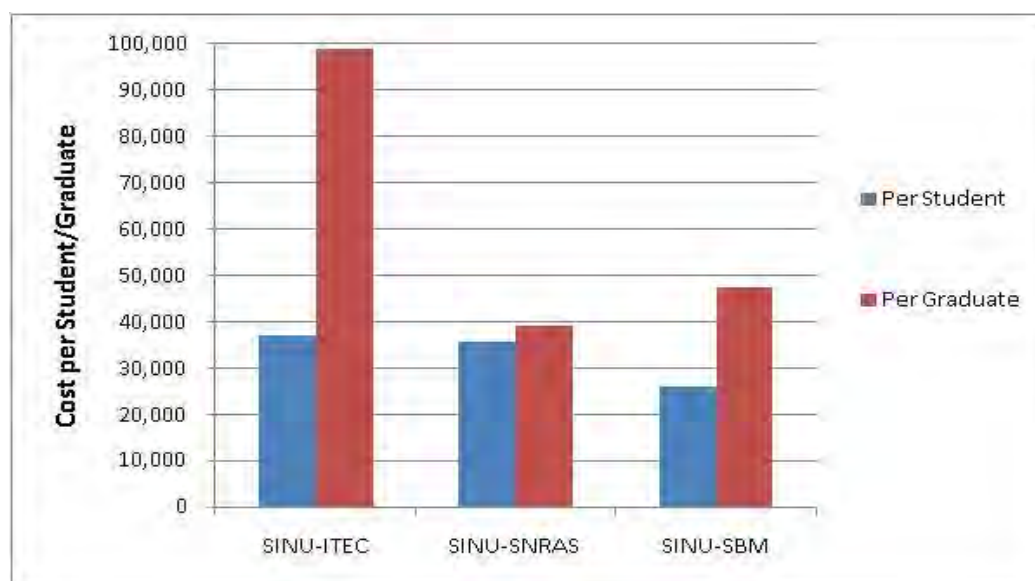
Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications	per student (annual)	per graduate (annual)	per training hour	per student training hour
SINU - ITEC*	EM&C – Certificate & Diploma	37,184	98,902	8,615.7	33.4
SINU - SNRAS	Agriculture – Certificate & Diploma	35,734	39,327	10,999.3	55.8
SINU – SBM**	SSB & Law – Certificate & Diploma	26,010	47,506	17,741.5	40.1

Source: SINU Budget Estimates, 2013, system/provider data returns

*Hours, enrolments and graduations for ITEC calculated on the average of total hours for 2012 for Certificate/Diploma in Surveying in Trade. Certificate in Marine Engineering (Classes 3-6) were not included as they are semester-long programs and/or short courses.

**Part-time students included as 0.5 of a student for Part-time Diploma in Business.

Figure 16.1 Unit cost calculations SINU, recurrent expenditure, 2012 (S\$)



Source: Table 16.2

Table 16.3 and Figure 16.2 show the unit cost calculations for VRTC and private providers sampled for this study.

The cost per student training hour varies significantly among the institutions. As described in the main points at the outset of this chapter, high costs result from low student enrolments and high capital outlays at specialist VRTC. Overall, VRTCs estimated enrolments as first-year intake only, rather than total enrolment. Some VRTCs documented enrolment and graduation as the same numbers.

Further, as outlined in previous chapters of this report, the costs of transport, food, petrol and other services in Solomon Islands are very high due to the country's reliance on fossil fuels and the remoteness of many VRTCs outside urban and peri-urban areas. Eighty per cent of the country's population resides in rural areas. Therefore, in terms of financing TVET, inputs to education differ widely across the country. Finally, the Business Proficiency Centre, a private provider conducting a one-year certificate program in secretarial studies depends entirely on student fees for its income; it does not receive any grant or salary support from SIG.

Table 16.3 Unit cost calculations VRTCs & Private Provider, recurrent expenditure, 2012 (S\$)

Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications ¹	per student (annual)	per graduate (annual)	per training hour	per student training hour
Afutara VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,980	10,202	739.6	3.3
Airahu VRTC ²	EM&C; Agriculture; SSB&Law; Svs – Certificate	2,883	2,916	253.7	1.4
APSD VRTC	Agriculture – Certificate	18,983	18,983	225.4	11.9
Batuna VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	8,799	64,360	2,047.8	8.0
Bethesda VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	32,487	32,487	1,689.3	129.9
Bishop Koete	EM&C; Agriculture; SSB&Law; Svs – Certificate	6,008	7,009	1,051.4	9.4
Don Bosco-Henderson	EM&C; Agriculture; SSB&Law; Svs – Certificate	5,725	29,275	1,293.0	4.8
Lauru ²	EM&C; Agriculture; SSB&Law; Svs – Certificate	6,863	34,315	411.8	6.9
Ngaligaragara VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,383	7,329	351.8	3.4
Ngalikekero VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	2,751	3,026	378.3	2.3
San Isidro VRTC ³	EM&C; Agriculture; SSB&Law; Svs – Certificate	19,094	125,476	798.5	17.4
St Dominic's VRTC ⁴	EM&C; Agriculture; SSB&Law; Svs – Certificate	8,823	22,129	1,124.9	7.4
St Martin's VRTC ⁵	EM&C; Agriculture; SSB&Law; Svs – Certificate	9,387	27,667	328.5	5.9
Tabaka VRTC ⁶	EM&C; Agriculture; SSB&Law; Svs – Certificate	2,906	8,384	272.5	1.8
Business Proficiency Training Centre	SSB Law – Certificate	3,108	5,086	186.5	3.5

Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications ¹	per student (annual)	per graduate (annual)	per training hour	per student training hour
NTTTU – Proficiency assessments	EM&C – Proficiency Certificate	n.p.	n.p	n.p	n.p
NTTTU – Certificate assessments	EM&C –NTTT Certificate	n.p	n.p	n.p	n.p
IPAM	Social Sciences, Business & Law – Certificate	n.p	n.p	n.p	n.p

Source: SINU Budget Estimates, 2013, system/provider data returns

1. EM&C = Engineering, manufacturing and construction; SSB&Law = Social sciences, business and law; Svs = Services

2. Enrolment & Graduation based on SIEMIS data

3. Expenditure for San Isidro based on 2011 figures (complete 2012 not available)

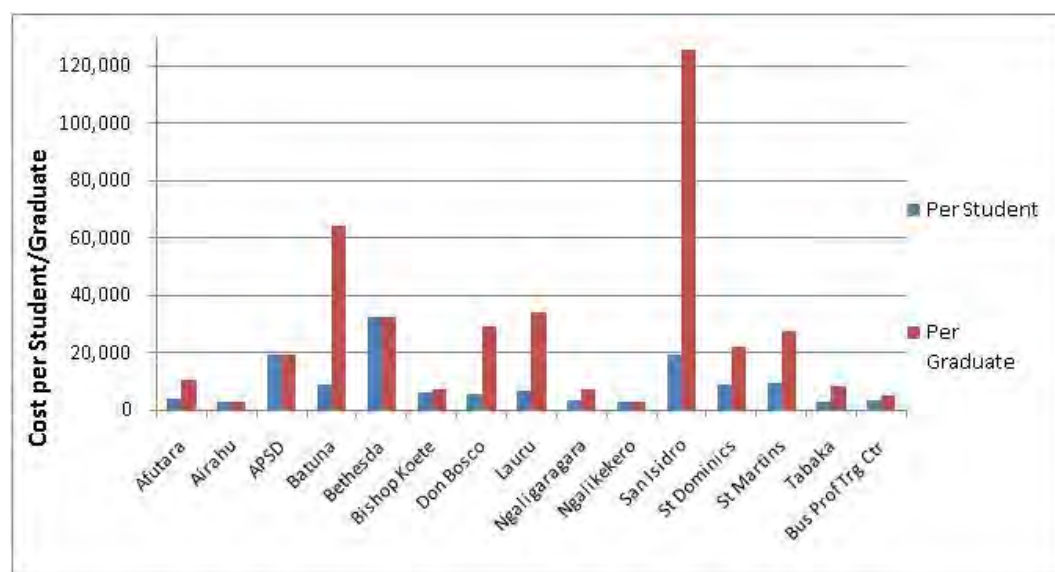
4. Expenditure for St Dominic's based on 2011 figures (complete 2012 not available)

5. Enrolment for St Martin's is only available for 2011

6. Expenditure & Enrolment/Graduation based on 2011 figures

The following figure (16.2) shows the wide range of unit costs per enrolled student and per graduate at VRTC's and the private provider sample. The evidence suggests a wide variation among VRTC's in the unit cost of training a student. Compared to SINU, the unit cost of training a student is relatively low with the exception of specialised VRTC's (APSD, Bethesda and San Isidro). The VRTC's sampled for this study demonstrate a high rate of efficiency. However, the unit cost per graduate is significantly higher with San Isidro most notable for high unit costs per graduate. Batuna VRTC demonstrated a high unit cost per graduate due to the low numbers of graduates reported by the Centre in 2012. All but two VRTC's have a higher per graduate unit cost, indicating a level of inefficiency for student completions of courses or programs.

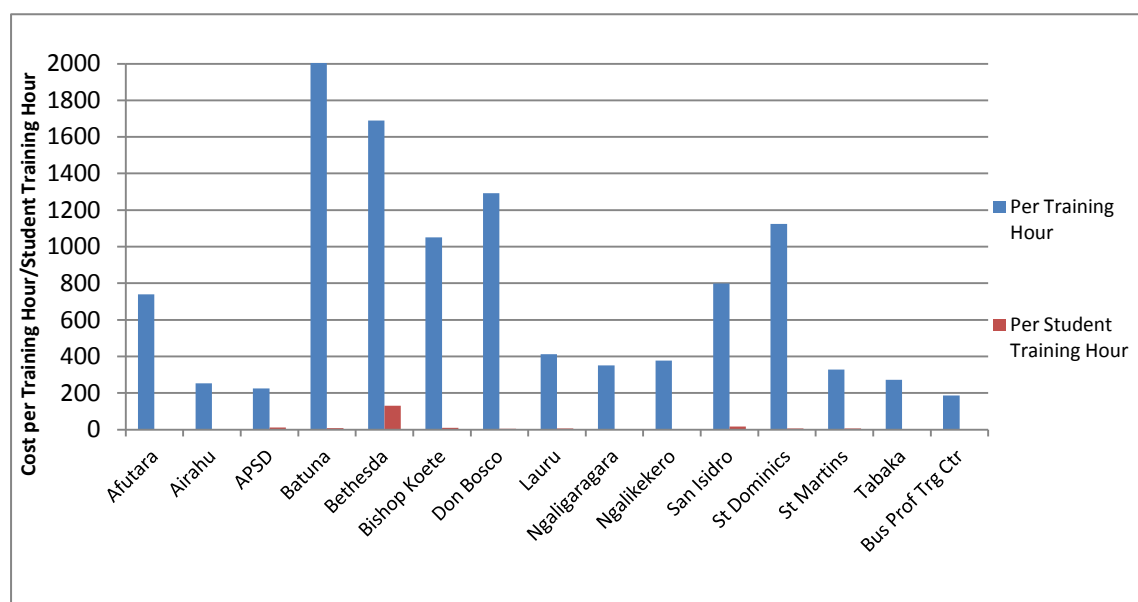
Figure 16.2 Unit cost calculations VRTC's & Private Provider, recurrent expenditure, 2012 (S\$)



Source: Table 16.3

Figure 16.3 provides a unit cost comparison by training hour and student training hour. Cost per student training hour is a key indicator of efficiency. All VRTC's, except for Bethesda and San Isidro (the two disability-focused VRTC's), demonstrate low costs per student training hour, and, therefore, suggest a high degree of efficiency. The cost of per student training hour at VRTC's is much lower than at SINU.

Figure 16.3 Unit cost calculations per training hour and student training hour, VRTC's and Private Provider, recurrent expenditure, 2012 (S\$)



Source: Table 16.3

Table 16.4 and Figure 16.4 show that SINU's ITEC and SNRAS have capital expenditure and fixed asset items that include motor vehicle costs, plant and equipment, laboratory equipment and classroom furniture. Depending on capital acquired, these costs can vary significantly from year to year. For example, ITEC awards certificates in a range of trades including, heavy and light vehicle mechanics, carpentry and joinery, plumbing and allied trades, and electrical trades. Curricula require students to engage in practical activities with machinery, vehicles or profession-specific materials that are higher cost than equipment necessary for general instruction in SBM, for example.

Similarly, capital expenses and fixed asset acquisition can widely fluctuate. In ITEC, the 2011 capital expenditure totalled S\$66,000, while in 2012 capital expenditure totalled S\$259,000, an increase in costs well over 75 per cent.¹⁹⁵ At the same time, SNRAS had a significant capital outlay of S\$274,000 in 2011 but only S\$21,000 in 2012.¹⁹⁶ The point is that non-recurrent expenditures can impact the annual unit costs of training a student in TVET. This aside, the high rate of student attrition in ITEC has a much more significant impact on the annual cost per graduate than the other two SINU schools in this analysis.

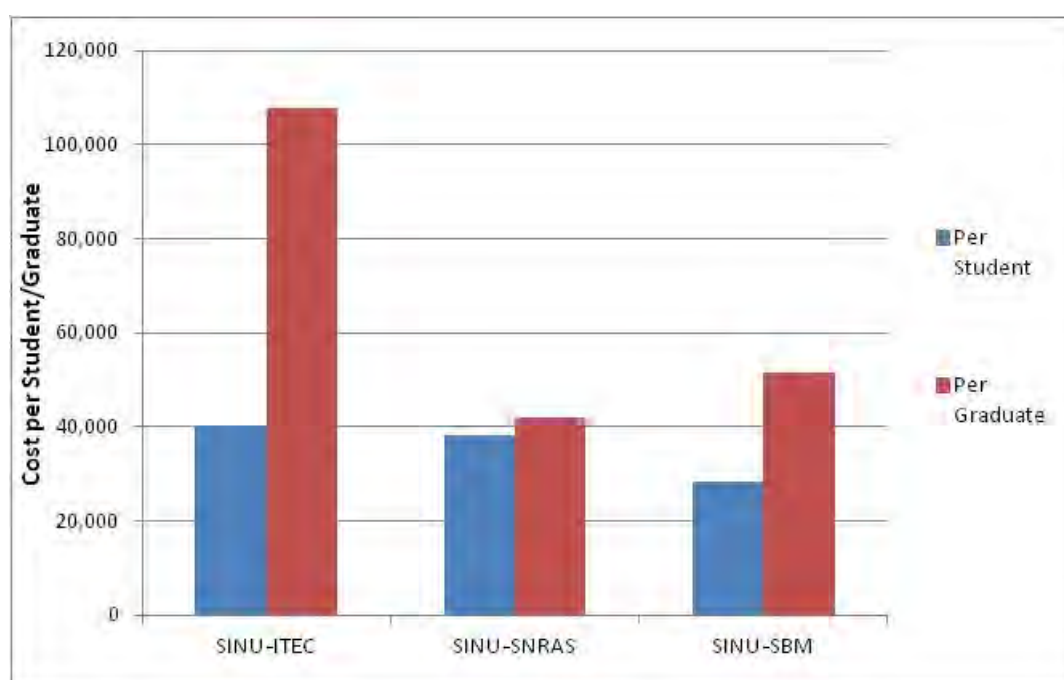
¹⁹⁵ SINU (2013) *Solomon Islands National University. 2013 Draft Budget*, p. 56.

¹⁹⁶ SINU (2013) *Solomon Islands National University. 2013 Draft Budget*, p. 50.

Table 16.4 Unit cost calculations SINU (TVET only), total expenditure (incl. capital and fixed assets), 2012 (S\$)

Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications [^]	per student (annual)	per graduate (annual)	per training hour	per student training hour
SINU - ITEC	EM&C – Certificate & Diploma	40,459	107,613	9,374.5	36.3
SINU - SNRAS	Agriculture – Certificate & Diploma	38,178	42,017	11,751.7	59.7
SINU - SBM	SSB & Law – Certificate & Diploma	28,302	51,691	19,304.4	43.7

Source: SINU Budget Estimates, 2013

[^]EM&C = Engineering, manufacturing and construction; SSB&Law = Social sciences, business and law; Svs = Services**Figure 16.4 Unit cost calculations SINU (TVET only), total expenditure (incl. capital and fixed assets), 2012 (S\$)**

Source: Table 16.4

However, it is the varying capital and development expenditures from year to year at the VRTC that reflect the largest impact on the cost to train a student in TVET. Table 16.6 and Figure 16.5 reflect the impact of investment in capital on total VRTC annual expenditures. Development expenditures include the upgrading of TVET programs through accreditation, training materials or consultant costs, or professional development programs. Development expenditures are often one-off expenses depending on the program, but are a necessary investment in educational improvement.

In Solomon Islands, a key finding is that capital and development costs significantly impact on equity, particularly for students attending rural and remote VRTCs, or those students attending a VRTC specialising in disabilities. For example, Bethesda VRTC made a significant investment in development items, including upgrading of its TVET programs and this resulted in total expenditure being well over 50 per cent more than the recurrent expenditure.

St Dominic's VRTC had significant capital and development expenditures in the years 2009–2011. As emphasised elsewhere in this report, the high costs of fossil fuels and transportation impact infrastructure in remote areas. As St Dominic's is classified as a remote VRTC, costs of acquiring materials and machinery are much higher than if it was located in an urban or peri-urban area, and this affects the costs of service delivery in education and health.¹⁹⁷ This finding suggests inherent challenges of equity of access for students and educational institutions due to geographical location and the high cost of resources in Solomon Islands.

Table 16.5 Unit cost calculations VRTCs & Private Provider, total expenditure (incl. capital and fixed assets), 2012 (\$\$)

Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications^	per student (annual)	per graduate (annual)	per training hour	per student training hour
Afutara VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,980	10,202	739.6	3.3
Airahu VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	2,883	2,916	253.7	1.4
APSD VRTC	Agriculture – Certificate	18,983	18,983	225.4	11.9
Batuna VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	8,867	64,857	2,063.6	8.1
Bethesda VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	99,075	99,075	5,151.9	396.3
Bishop Koete	EM&C; Agriculture; SSB&Law; Svs – Certificate	6,008	7,009	1,051.4	9.4
Don Bosco-Henderson	EM&C; Agriculture; SSB&Law; Svs – Certificate	7,306	37,357	1,649.9	6.1
Lauru	EM&C; Agriculture; SSB&Law; Svs – Certificate	7,380	36,898	442.8	6.9
Ngaligaragara VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,748	8,121	389.8	7.4
Ngalikekero VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,757	4,133	516.6	3.7
San Isidro VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	21,258	139,692	889.0	19.3
St Dominic's VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	11,495	28,832	1,465.6	9.6
St Martin's VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	9,387	27,667	328.5	5.9
Tabaka VRTC	EM&C; Agriculture; SSB&Law; Svs – Certificate	3,680	10,616	345.0	2.3
Business Proficiency Training Centre	SSB Law – Certificate	3,232	5,289	193.9	3.6

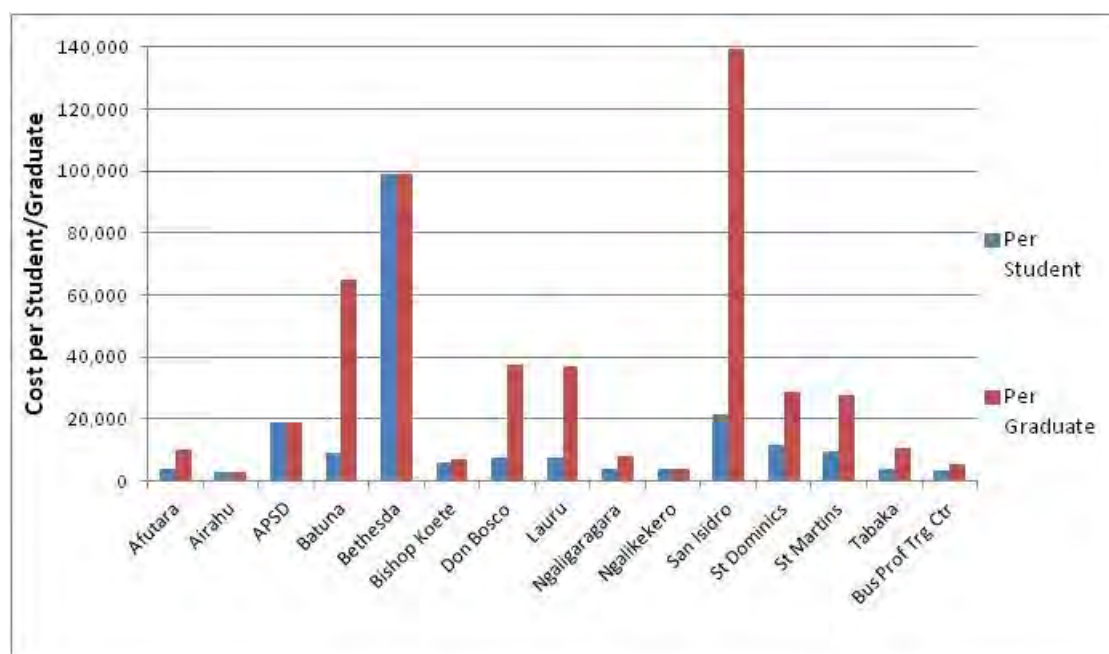
¹⁹⁷ See, for example, commentary on the economic outlook of Solomon Islands in World Bank (2013), *Solomon Islands – Country Partnership Strategy for Solomon Islands for FY2013-17*, May 15, 2013. Washington DC: World Bank.

Provider / School	CEDEFOP field and notes regarding costing differential between Certificate and Diploma qualifications [^]	per student (annual)	per graduate (annual)	per training hour	per student training hour
NTTTU – Proficiency assessments	EM&C – Proficiency Certificate	n.p.	n.p.	n.p.	n.p.
NTTTU – Certificate assessments	EM&C –Certificate	n.p.	n.p.	n.p.	n.p.
IPAM	Social Sciences, Business & Law – Certificate	n.p.	n.p.	n.p.	n.p.

Source: System/provider data returns

[^]EM&C = Engineering, manufacturing and construction; SSB&Law = Social sciences, business and law; Svs = Services

Figure 16.5 Unit cost calculations VRTC's and Private Provider, total expenditure (incl. capital and fixed assets), 2012 (\$\$)



Source: Table 16.5

16.2 DISCUSSION

The analysis of unit costs and the factors that impact on the variability of unit costs has presented a mixed picture with respect to the cost of TVET provision. This aside, variances of unit costs are significant in the financing of TVET in Solomon Islands. TVET programs at SINU for the most part have a low efficiency cost of training students as both recurrent and total expenditure. On the other hand, the majority of VRTC's surveyed have a high efficiency cost of per student training hour. Remoteness, access to resources and communication, the cost of living and the cost of transport contribute to what can be a high unit cost of providing TVET to the general population. In addition, specialist VRTC's and those who have had to make high capital outlays some years contribute to an even higher overall cost of providing vocational education and training. These findings suggest that strategies be developed that

address equity issues in terms of funding and, likewise, that enable more efficient access to resources.

High capital outlays for ITEC and SNRAS at SINU from year to year also impact on the cost of training students. As outlined in the previous paragraph and throughout this report, the high cost of resources and transport directly impacts capital costs and upgrade of infrastructure in Solomon Islands, and particularly in remote regions of the country. It was for this reason that a comparative analysis of total costs and recurrent costs was included in this chapter. While the *Updated Policy Statement and Guidelines for Grants to Schools in Solomon Islands* (MEHRD, 2012) includes guidelines for monetary provision to schools and VRTC's that are rural and remote, the recommended amount is low compared to capital inputs required by remote educational institutions.

In 2013, SIG provided all students at SINU with full-fee scholarships. This contribution to SINU students is over S\$20 million, yet graduation rates at SINU remain low, suggesting an inefficient use of funds and value for dollar in terms of training a student. Given that essentially SINU and VRTC's are the primary institutional providers of TVET in Solomon Islands, it could be worth considering strategic policies that enable nationwide equitable financial support for TVET. Equitable support would include the upgrade of facilities and program quality nationwide.

In terms of funding, development partners, other than the EU, have not made significant contributions to the TVET sector from 2009–2013. As is evident from Chapters 12 and 14, the sources of funds for the TVET sector are:

- Solomon Islands Government to MEHRD, MCIE and SINU;
- ODA via development partners;
- church organisations and NGOs, both local and external;
- students and their families via tuition, registration fees and in-kind support;
- employers in the public and private corporate sectors, and,
- purchasers of goods and services provided by TVET providers.

The above sources of funds identify the range of financial contributions to TVET. The findings of this study indicate that from 2012, SIG gives significant support to SINU, but not necessarily to VRTC's. However, The EU from 2008–2013, gave substantial infrastructure and professional development support to the TVET sector that amounted to an average of S\$25 million per year in program support. In short, funding sources are diverse, and as a result no long-term program or policy has guaranteed the equitable access to TVET.

As the analysis in this chapter demonstrates, the annual costs of producing graduates vary considerably, with TVET courses at SINU and specialised VRTC's (disabilities focused or agriculture focused) incurring high costs of training, while general programs at VRTC's have lower cost programs. This aside, quality and quality assurance strategies in TVET need also to be developed, particularly in VRTC's. In addition, there is a mismatch in labour market supply and demand in Solomon Islands, and as a result there are no clear pathways to jobs for graduates from many VRTC's.

In addition, the analysis of unit costs does not determine whether the training programs are employing best-practice strategies and are minimising drop-out rates and maximising continuation and successful completion rates. Geographical remoteness and high cost of resources and transport affect the capacity of government to ensure equitable access to educational institutions. These issues also affect the quality of TVET across the country.

At present, there is no national quality framework that recognises uniform certification across the country. Some VRTC's and SINU are upgrading their programs to a regional qualification standard, but at the same time, these institutions are primarily located in the Honiara region.

There have been a number of studies that have analysed the determinants of cost in the delivery and management of the education sector in Solomon Islands. While general figures have been published on the commitment and cost of TVET provision, it is evident from this analysis that there remain gaps in understanding how financial and human resources are most efficiently and effectively allocated within government and non-government systems. Efforts to regularly monitor and budget for the costs of TVET should be undertaken in other areas of TVET program management and administration.

PART V: ISSUES AND POLICY DIRECTIONS

CHAPTER 17 ISSUES AND POLICY DIRECTIONS

The following issues have been identified through the analyses and consultations with TVET providers and stakeholders.

17.1 ISSUES

1. *Under-developed financing policy direction for TVET*

TVET in Solomon Islands has been marginalised at the policy level and operational level. While the 2005 TVET policy *Education for Living* recommended that the distinction of non-formal and formal education be abolished in the structure of the education system, it is evident that policy for financing the TVET system is mixed in terms of development. At this stage financing for the TVET system lacks cohesion.

MEHRD's *Policy Statement and Guidelines for Tertiary Education in Solomon Islands* (2010) details a range of initiatives for the tertiary system. However, TVET and the financing of TVET are only mentioned in relation to SICHE (now SINU), and the development of TVET at SICHE and USP. The 2009 policy discusses financing only as related to course development and scholarship availability at universities and colleges of higher education. The network of VRTC's is not mentioned in the policy. This goes some way in explaining a tradition of MEHRD not giving equal funding priority to TVET in VRTC's.

MEHRD financing since 2012 has been prioritized for the development of SINU (a self-accrediting university), which has required significant SIG resources for its development. For VRTC's, MEHRD financing includes the provision of grants and staff wages for registered trainers in the VRTC's. Annual SIG budgets and informal interviews with staff in MEHRD and MCIE suggest an underdeveloped role in supporting TVET on a government-wide basis. While MCIE focuses on training and testing of TVET graduates, MEHRD focuses on funding SINU and staff in the VRTC and TVET systems. These financing priorities could be coordinated.

This aside, MEHRD gives annual grants to schools as outlined in the *Updated Policy Statements and Guidelines for Grants to Schools* (MEHRD, 2012). But the system of providing school grants is complicated and dependent on whether a VRTC submits its annual SIEMIS survey and retirement (expenditure) reports. This study found that on average only 55 per cent of VRTC's submitted SIEMIS surveys in the years 2010–2012. Simply, those VRTC's and schools that do not submit SIEMIS surveys and retirement (expenditure) reports do not receive the biannual funding guaranteed in the policy.

There are 10 Education Authorities managing 40 VRTC's.¹⁹⁸ Although there is policy documentation in place that describes the role of EAs at operational level, there is a lack of clarity of their role and how they are to quality assure their VRTC's. Each EA has a different organisational management approach to their VRTC's and in all instances the EAs have limited capacity, both in terms of financial and human resources, to provide a quality assurance role to VRTC's. Consideration could be given to reviewing the number of Education Authorities and the role of key EAs could be further developed. However, any further strengthening of the role of EAs should be considered in the light of increased capacity development of staff as well as financial assistance.

¹⁹⁸ Includes Vanga Teachers College but excludes Red Cross Society handicap centre

2. Lack of cohesion in funding for TVET

While the 2005 Education for Living Policy suggested that TVET should be considered as a formal part of the education system, financing and the *Policy Statement and Guidelines for Tertiary Education in Solomon Islands* of 2010 suggest different trends. Indeed, VRTC are guaranteed financial support in the forms of biannual grants in the *Updated Policy Statements and Guidelines for Grants to Schools* (MEHRD, 2012). MEHRD also pays the salaries of instructors and TVET division staff. However, school grants are minimal and funding has been prioritized for the development of SINU.

While, SINU offers a number of TVET courses, the bulk of funding has been earmarked for establishment of the university and scholarships for students attending the university. This current pattern indicates a level of inequity in terms of financing TVET program – the vast network of VRTCs are left out in terms of funding for infrastructure, curriculum development, and program development.

The apprenticeship scheme in Solomon Islands lacks linkages with TVET provision. There is an Apprenticeship Board, but it has not been funded in the 2013 budget estimates.

There is no link between MCIE and MEHRD in relation to a vision and policy direction for vocational education and training in Solomon Islands, including the role of financing mechanisms in achieving this vision. Consideration needs to be given to apprentices and NTTT assessments being included within the scope of vocational education and training policy and data management.

3. Variable costs of TVET offerings

Chapter 16 presented an analysis of unit costs and factors that impact the variability of the costs of training a student in TVET. Costs of training students at SINU, particularly in the programs offered through ITEC and SNRAS, were very high in 2012 compared to training a student at a VRTC.

At the same time, the high cost of resources and transport directly impacts the ability of VRTCs to support and develop their programs. These costs limit the ability of VRTCs to develop quality programs. The 2005 Education for Living policy suggests that VRTCs be partially self-funding by creating systems of income generation, maintaining their infrastructure, and growing their own food. The policy suggests the aforementioned approach not only teaches students self-reliance but also gives them income-earning skills.¹⁹⁹ However, this study has found the high costs of resources in rural areas and issues such as theft of produce or income-generating resources have adverse effects on VRTCs' abilities to be self-funding institutions. This state of affairs affects program quality.

Both SINU and VRTCs have limited TVET program offerings in terms of fields of study. The majority of programs are drawn from mechanical and construction trades and are male oriented. SINU provides a slightly wider scope of program with business and journalism, and VRTCs offer life skills programs (a mix of sewing and cookery).

Although the enrolment data for VRTCs is incomplete, they are the major provider of TVET in terms of student numbers and reach remote regions of the country. A number of principals at the VRTCs visited throughout the fieldwork indicated that demand exceeds available student places.

¹⁹⁹ MEHRD (2005). *Education for Living. Policy on Technical and Vocational Education and Training*, p. 50

SINU draws its student cohort from school completers and the provision is in the higher end of certificate levels as well as the diploma level. VRTC's on the other hand tend to draw their students from early school leavers. For VRTC's there is a clear lack of provision in the certificate level programs, as virtually all programs are at the lowest level of certificates or at pre-certificate levels. There are no established pathways from VRTC's to higher order programs in either SINU or regional providers.

4. Little incentive to change financing of the TVET model

Training in the TVET sector is clearly supply driven rather than oriented to addressing the development needs of the labour market or Solomon Islands society. The only programs that are explicitly industry driven are those at the Institute of Maritime Studies (SINU) servicing the needs of mariners and aligning programs to International Maritime Organisation requirements. The current means of financing TVET provides no incentive for this situation to change.

There is a lack of engagement of private providers in the formal TVET system, with only one private provider with a one-year program developed to meet the demands of local enterprises. This limited scope of private provision has resulted in a misalignment of supply and demand for skills development. The Enterprise surveys conducted for this study suggested that many organisations develop their own in-house training programs. It seems that there is scant coordination between employers and TVET providers regarding alignment with labour market demands.

External donors and funding partners have financed programs and projects in the TVET system. The recently completed EU program from 2008–2013 was one of the larger development partner programs. However, policy coordination for TVET at the system and national level indicates a lack of clarity for donors to support the system. With SIG funding priority focused on the development of SINU, there is little incentive to develop TVET programs through VRTC's nationwide.

5. Funding issues inhibiting the future role of VRTC's

VRTC's could be a significant player in industry-led TVET provision in Solomon Islands; however, as a group they face significant issues that prohibit them in providing accredited, well developed programs. These issues include relatively low levels of support funding to VRTC's from MEHRD outside support of instructor salaries, SIG focus on developing SINU, and inconsistent donor commitment to in-country TVET financing. Gannicott (2012) found that donor emphasis on funding tertiary scholarships for students has adversely impacted SIG's focus on tertiary support to the exclusion of TVET programs. This inequitable funding treatment inhibits VRTC development and support.

VRTC's are expected by EAs and Government to be sustainable, and this can have both negative and positive outcomes for training provision. The need to be financially independent or to not need recurrent funding can undermine the key purpose of the centres which is the provision of training. The pressure to be sustainable results in VRTC's using students for income generating activities. These income generating activities are to offset daily expenses such as food or fuel and are not necessarily for generating excess monies to undertake capital works or to purchase training resources or equipment. The government, EAs and VRTC's could give consideration as to how to balance these income generating activities with education and training. However, there were excellent examples of students running model farms as a small business enterprise that has both an educational outcome and a money generating activity.

The use of the MEHRD grant money is largely used for 'food and fuel' and not for professional development of trainers, training materials and resources or equipment. Nearly all VRTC are boarding facilities and therefore providing daily requirements to students draws significantly on any income generating activities. For VRTCs, fuel is critical for transport (for example, boats) and also for electric generators. At VRTCs generators are only used intermittently to conserve fuel and keep costs low, which impacts on the provision of training that require electricity, for example, computers, and electrical tools.

At most VRTCs there was very little evidence of documented training strategies, standardised assessment tools, professional development of trainers, or sufficient access to training materials and equipment. VRTCs are not implementing or able to implement quality assurance strategies because of the current funding regime.

Many VRTC principals are required to submit extensive data via SIEMIS without the operational capacity to do so, for example, no record management system, limited access to electricity,²⁰⁰ no photocopiers,²⁰¹ limited use of paper based records,²⁰² and individual laptops used for school operations.²⁰³ In addition, maintenance of financial accounts and the inability of the research team to collect robust financial data indicated that many VRTC staff/principals lacked basic bookkeeping skills or financial software to enable provision of financial records or enable financial management and planning.²⁰⁴ For the few VRTCs that could provide financial data, there was no common set of chart of accounts to enable comparison between VRTCs, or indeed between financial years within a VRTC.

Finally, for many VRTC principals there is a no clear management role, for example, teaching salaries paid direct from MEHRD to staff, lack of control to manage trainer absenteeism. This is coupled with limited educational leadership skills and lack of formal teaching qualifications. Capacity development of principals and the role they play in TVET needs to be strengthened.

It needs to be acknowledged that principals and staff at VRTCs are doing the best they can under very difficult circumstances. It also needs to be acknowledged that the association, SIAVRTC, has provided an avenue for funding from various sources, for example, grassroots funding to VRTCs for capital works and capacity building or funding from the EU to conduct annual VRTC principals' conferences. In this way, SIAVRTC provides a potential model of a peak body coordinating financial support for VRTCs.

6. Limited quality assurance of TVET and impact on funding

The national qualifications framework and associated quality assurance mechanisms are not yet implemented. The roles and links between TVET Division (MEHRD), EAs and the Ministry of Commerce, Industry and Employment are not clearly defined or linked under commonly understood frameworks. There are numerous examples of this lack of cohesion:

- For example, VRTC staff salaries are paid by MEHRD, which suggests that teacher performance should be assessed by the Inspectorate. However, one MEHRD staff member is responsible for inspection of all registered VRTCs and for teacher

²⁰⁰ Generator fuel costs

²⁰¹ Only 3 photocopiers were sighted at the 13 VRTCs visited. If photocopying is required, staff travel to EA offices to undertake the copying.

²⁰² Paper costs

²⁰³ This results in VRTC data being lost when relevant staff member leave.

²⁰⁴ One VRTC representative stated that they all they knew was how much they had in the bank.

performance assessments. Consideration could be given to alternate strategies for more consistent performance review to be developed and implemented. Such strategies could include providing funds, processes, and professional development to either EAs or principals to perform this role.

- Lack of linkage with apprenticeship scheme and assessment activity undertaken by NTTT Unit without a common view that this activity is related to TVET
- There is limited clarity around the quality assurance of proficiency assessments (apprenticeships), NTTT assessments of VRTC students and NTTT support/training and assessment of workers in trade related industry.

There is no overarching strategy for professional development of trainers in terms of whether trainers have the expertise to develop in students the specific skills and knowledge needed by the labour market and to meet students' learning needs. Anecdotes from VRTC principals suggest that in some instances, 'students know as much as the instructors'.

The focus of teacher training is on SINU programs (for example, ALTP which is not competency based) or Vanga Teachers College. There are limited places at Vanga Teachers College and this centre is facing similar issues to other VRTCs in terms of resources, equipment, accredited or well documented programs, limited funding and limited capacity to manage financial and student data.

Some EAs are considering establishing their own teacher training centres, which would increase the access to teacher training places; however, such additional centres would stretch already existing limited training resources and advanced educators to run these programs. Regardless, there is significant room for improvement of teacher training, including competency based training and assessment; however, any program to enhance trainers skills and knowledge needs to be aligned to an overarching plan for TVET.

At this stage there is limited accountability for providers in the TVET sector. For SINU, funding is via SIG and, as a university, it is self-accrediting and self-managing. For VRTCs there is no accredited curriculum and there are limited equipment and facilities to undertake the programs provided. The minimum standards for VRTCs do not provide a strong basis for quality assurance of provision and these standards do not acknowledge the role of private providers in the TVET sector.

7. Dependence on scholarships/sponsorships

Although there is a significant amount of monies devoted to scholarships or sponsorships in Solomon Islands, very little donor or MEHRD monies are related to TVET.

Constituency scholarships on the other hand were virtually all TVET programs at SINU, but there appears to be no academic controls in the selection of students or alignment to industry or social needs of Solomon Islands. The ILO (2009) found that over three quarters of the population of Solomon Islands was engaged in the agricultural sector, primarily on a subsistence basis. Further, the ILO found that there was a strong disparity between access to quality skills training necessary for employment of and attributes for the workforce. Only 80 companies employ 15 or more staff.²⁰⁵

In conducting a labour market analysis in 2012, the EU found that key TVET stakeholders, including MEHRD, SIAVRTC, VRTC principals, and other Ministries needed training in

²⁰⁵ ILO (2009). *Decent Work Country Programme: Solomon Islands (2009-2012)*.

determining the nature and demand for skills and measuring the supply of skills training and development and gaps analysis. What is clear from findings from both the ILO and EU studies is there is a lack of clarity in understanding and coordinating industry needs by SIG and various TVET providers. This study also found that there is little dialogue between employers and TVET providers. This situation inevitably impacts decision-making around relevant scholarships that align with labour market needs.

The 2013 extension of SIG sponsorship to all SINU students not currently on a scholarship has meant that this allocation is based on existing student numbers that are supply driven and not demand driven; it also raises an equity issue for students not enrolled at SINU. The focus on funding scholarships for all students at SINU takes resources from other TVET providers, notably VRTC. Those students not attending SINU do not have equal access to funding provided by SIG.

8. *A lack of data to inform policy and practice*

Although there has been significant research undertaken in Solomon Islands there were very little published data related to TVET.

The lack of completeness of TVET data fall into three categories:

1. Lack of base data: The SIEMIS data that is to be collected from VRTCs lacked integrity as in many instances the data returns were not fully completed by VRTCs and not entered by the Planning Coordination and Research Unit (MEHRD) into a central database for analysis. SINU has not completed a tertiary SIEMIS form. In addition, a review of VRTC SIEMIS data submissions and completed survey data forms indicated that both VRTCs and EAs had difficulty completing surveys due to a range of factors, including, finances were not in a state/format to be able to be provided, limited survey literacy, limited program planning and organisation. There was no centralised information regarding VRTC programs or provision of private providers.
2. Lack of data related to monitoring of outcomes: Although there has been some research around unit costs, for example, Gannicott (2012), there has been very little analysis of dropout rates, and completion rates. There appears to be no incentive to improve internal efficiencies or to improve outcomes of training, as funding does not depend on it. For example, while funding for VRTCs is provided through the *Updated Policy Statements and Guidelines for Grants to Schools* (MEHRD, 2012), receiving the biannual grant is dependent on an institution submitting an annual SIEMIS survey. However, with just over half the VRTCs submitting a SIEMIS survey, the process does not appear effective in terms of reforming internal inefficiencies. The aforementioned point is an example of how policy and funding incentives do not seem to be changing practice for the better.
3. Lack of data related to tracer studies: There were no known studies or reviews of student employment outcomes or student and employer satisfaction of program provision.

This lack of robust TVET data undermines any ability to inform TVET policy.

17.2 POLICY DIRECTIONS

Solomon Islands is at a cross roads in terms of the development of its TVET sector and preparations are underway to finalise a national qualifications framework and also link this framework to strong quality assurance. However, there is little government provision of TVET in Solomon Islands; the system is strongly reliant on mission providers supported financially through government paid instructor salaries and grants. What is in place is one recognised provider, for example, SINU, and 40 odd VRTC's that are aligned to 10 EAs. This situation has led to narrow program offerings and variability of program quality assurance.

The policy priority in SIG of focusing funding on the recent development of SINU has had the effect of de-emphasising funding for other TVET providers. The overwhelming priority of supporting scholarships both in-country and overseas by SINU and external development partners has also had the effect of making funding for TVET inequitable across the country. With over 80 per cent of the population still living in rural areas of Solomon Islands, the equity issue of funding TVET needs more serious consideration. The cost of funding student scholarships (a high cost alternative) versus funding the institutional development of TVET across the country (a lower cost alternative), should be given serious consideration by all stakeholders.

Limited government resources could focus on development of quality and quality assurance systems across the country, giving all potential students equitable access to TVET programs. More dialogue between industry, SIG and TVET providers would bring greater understanding about labour market needs. A peak body like SIAVRTC has presented a model of funding dialogue between VRTC's and external funding partners for infrastructure development and capacity building. While there has been significant research published on misalignment of skills supply and demand in Solomon Islands, a thorough labour market analysis would go some way in addressing questions about labour market and skills gaps. Funding for TVET programs could then be better aligned to labour market needs.

The *Education Strategic Plan 2007–2015* (MEHRD 2007) recommended financing TVET as part of a 'level playing field', as discussed in Chapter 10. To date, this part of the Plan has not been implemented. Creating a level playing field paves the way for more equitable funding across the TVET sub-sector.

The aim for the TVET sector should be to provide quality recognised programs that provide for pathways for individuals and meet the needs of the industry. However, the scope of TVET provision at SINU is limited and the VRTC's duplicate programs across the islands, albeit their 'reach' or 'footprint' provides opportunities to remote and disadvantaged areas.

Any discussion in relation to the future directions for TVET would benefit from an approach that:

- promotes variety of provision, quality of provision and pathways opportunities, including strong integration of apprenticeship scheme;
- includes strong governance arrangements that are systematically implemented;
- uses a funding model that promotes demand-driven provision;
- has a strategic view of the role of VRTC's and private providers in TVET provision; and
- includes a strong focus on capacity building, especially in competency based training and assessment.

The main source of funding for TVET is through SIG and donor funding, plus training provider income-generating activities. However, the funding sources and flows are complex. In addition there is very little cohesion or capacity within the TVET sector to respond to the needs of industry.

To better inform TVET policy and future directions, consideration could be given to:

- improving participation data and financial data to assist policy makers and providers to make better informed and strategic decisions; and
- improving cost effectiveness and outcomes data to inform funding models.

To provide targeted TVET programs, consideration could be given to:

- allocating priority funding on a competitive basis to providers who wish to expand beyond traditional offerings into new fields linked to emerging industries and labour market needs;
- addressing the factors associated with low graduation rates in a number of institutions and programs;
- undertaking regular labour market surveys to inform training imperatives, and linking funding to these imperatives; and
- increasing the number of TVET scholarships that are linked to labour market needs.

To avoid duplication of programs and enhance economies of scale, consideration could be to:

- building the capacity of VRTC's to deliver recognised certificate level programs that provide pathways to other providers who have been targeted to deliver higher level certificates and diplomas e.g. to SINU and to advanced VRTC's; and
- strategically positioning teacher training as a key to quality provision of TVET, and ensuring that the provision of these programs is not spread too thinly.

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ANNEX 1 RESEARCH SCOPE AND OBJECTIVES

This annex details the scope of the research and the questions to be addressed, as set out in the *Research Brief* (AusAID, 2011).

Research scope

For the purpose of this research, TVET is defined as follows:

Post-secondary education and training programs designed to develop vocational skills. Degree and higher-level programs, and subjects delivered as part of general education by secondary schools, are not included in this definition.

The research will encompass the following formal and non-formal learning. Informal (non-structured) learning is excluded:

- TVET at upper secondary school level (at and above Year 4) that is provided in specialist vocational secondary schools but not the provision of practical subjects within general education;
- Post-secondary non-tertiary TVET provided for school leavers in specialist vocational colleges/centres;
- Post-secondary tertiary TVET up to Bachelor level programs;
- Structured training for both the formal waged economy and informal labour market;
- Structured training for pre-employment and for existing workers;
- Structured training provided on- and off-the-job, including apprenticeships;
- Enterprise-based, community-based and institution-based TVET;
- Structured training funded from public, private, community or external sources; and
- Structured training provided under the auspices of the Ministries of Education, Labour, Youth Development, Maritime, Fisheries and Tourism and Hospitality.

Research objectives

The following research objectives represent the minimum to be covered.

Sources of funding (revenues)

- What are the current public and private sources of capital and recurrent funding for TVET? A broad view is required and could include trainees, employers, the state, community (local, religious, ethnic and other communities), and international agencies (donors and NGOs). Funding for the Australia Pacific Technical College (APTC) should be included in calculations.
- What is the relative contribution from each source in terms of the overall funding of TVET?
- What is the level of reliance on donor funding?
- What is the level of reliance on foreign private funding, and are there strategies in place to limit risks if there is a danger of funding being removed at short notice as investment decisions change?
- What non-financial inputs are provided for TVET, from what sources, and what is their estimated value?

Expenditure

- What is the overall level of public and private expenditure on TVET?
- What is the total government expenditure on TVET as a proportion of total government expenditure and what is the relative contribution of national and provincial governments?
- What is TVET's share of the education sector budget?
- To what extent is there a gap between budget allocation to TVET and expenditure?
- Where is expenditure directed, and through what allocative mechanisms?
- What proportion of expenditure on TVET could be defined as quality related expenditures (e.g., teaching and learning materials and assessment, teacher/trainer professional development?)

Cost of TVET Services

- What is the most useful unit of analysis for assessing the costs of TVET services?
- What are the TVET services provided for the recurrent funds expended, and can they be quantified?
- What are the comparative costs of TVET between different types of providers (e.g. government and non-government, small and large, education institutions, and employer based training), levels of training, fields of training, course duration, mode of delivery, and geographic location?
- What proportions of total costs are costs of wages and salaries, materials/consumables, and infrastructure?
- What is the cost of capital?
- What areas offer the greatest potential for improved cost efficiency?

Financing Mechanisms

- What funding mechanisms are currently being used in Pacific Island countries to finance or co-finance TVET? Such mechanisms could include the following: input-oriented or output-oriented financing, voucher systems, individual training fees and subsistence allowances (student loans, fellowships, scholarships or grants), traditional apprenticeship schemes or other co-financing arrangements such as work placements; employer training incentives (training cost reimbursement schemes, income tax rebate incentives, payroll-levy exemption), matching grants, self-financing of training institutions through fee-for-service and other revenue generating activities.
- How efficient and effective are these different mechanisms?
- To what extent are they responsive to demand from industry, communities and individuals?
- To what extent are they being used to promote inclusion of groups at risk of labour market and social exclusion?
- How successful are these mechanisms in providing the country with a predictable and sustainable source of financing for skills development?
- What policy measures are in place to improve diversification and sustainability in funding mechanisms?
- Is the existing funding model sustainable if access to TVET is to be expanded?
- What changes would ensure more financially sustainable and demand-based national TVET systems?

ANNEX 2 CLASSIFICATION AND CODING SYSTEMS USED

International classification and coding systems were used in this study in the data collection templates for the following variables:

- Fields of training
- Occupations
- Industries

Fields of training

0. General Programs
 - 010 Basic programs
 - 080 Literacy and numeracy
 - 090 Personal development
1. Education
 - 141 Teaching and training
 - 142 Education science
2. Humanities and the arts
 - 211 Fine arts
 - 212 Music and performing arts
 - 213 Audio-visual techniques and media production
 - 214 Design
 - 215 Craft skills
 - 221 Religion and theology
 - 222 Foreign languages and cultures
 - 223 Mother tongue
 - 224 History, philosophy and related subjects
3. Social sciences, business and law
 - 310 Social and behavioural science
 - 321 Journalism and reporting
 - 322 Library, information, archive
 - 341 Wholesale and retail sales
 - 342 Marketing and advertising
 - 343 Finance, banking, insurance
 - 344 Accounting and taxation
 - 345 Management and administration
 - 346 Secretarial and office work
 - 347 Working life
 - 380 Law
4. Science
 - 420 Life science
 - 440 Physical science
 - 460 Mathematics and statistics
 - 481 Computer science
 - 482 Computer use

Engineering, manufacturing and construction

- 521 Mechanics and metal work
- 522 Electricity and energy
- 523 Electronics and automation
- 524 Chemical and process
- 525 Motor vehicles, ships and aircraft
- 541 Food processing
- 542 Textiles, clothes, footwear, leather
- 543 Materials (wood, paper, plastic, glass)
- 544 Mining and extraction
- 581 Architecture and town planning
- 582 Building and civil engineering

5. Agriculture

- 621 Crop and livestock production and fishery
- 622 Horticulture
- 623 Forestry
- 624 Fisheries
- 640 Veterinary

6. Health and welfare

- 721 Medicine
- 722 Medical services
- 723 Nursing
- 724 Dental studies
- 761 Child care and youth services
- 762 Social work and counselling

7. Services

- 811 Hotel, restaurant and catering
- 812 Travel, tourism and leisure
- 813 Sports
- 814 Domestic services
- 815 Hair and beauty services
- 840 Transport services
- 850 Environmental protection
- 861 Protection of property and persons
- 862 Occupational health and safety
- 863 Military

8. Not known

Source: European Centre for the Development of Vocational Training (CEDEFOP) *Fields of Training Manual*, Eurostat, 1999,

Occupations

1. Managers

- 11 Chief executives, senior officials and legislators
- 12 Administrative and commercial managers
- 13 Production and specialized services managers
- 14 Hospitality, retail and other services managers

2. Professionals

- 21 Science and engineering professionals
- 22 Health professionals
- 23 Teaching professionals
- 24 Business and administration professionals
- 25 Information and communications technology professionals
- 26 Legal, social and cultural professionals

3. Technicians and associate professionals

- 31 Science and engineering associate professionals
- 32 Health associate professionals
- 33 Business and administration associate professionals
- 34 Legal, social, cultural and related associate professionals
- 35 Information and communications technicians

4. Clerical support workers

- 41 General and keyboard clerks
- 42 Customer services clerks
- 43 Numerical and material recording clerks
- 44 Other clerical support workers

5. Service and sales workers

- 51 Personal service workers
- 52 Sales workers
- 53 Personal care workers
- 54 Protective services workers

6. Skilled agricultural, forestry and fishery workers

- 61 Market-oriented skilled agricultural workers
- 62 Market-oriented skilled forestry, fishing and hunting workers
- 63 Subsistence farmers, fishers, hunters and gatherers

7. Craft and related trades workers

- 71 Building and related trades workers, excluding electricians
- 72 Metal, machinery and related trades workers
- 73 Handicraft and printing workers
- 74 Electrical and electronic trades workers
- 75 Food processing, wood working, garment and other craft and related trades workers

8. Plant and machine operators, and assemblers

- 81 Stationary plant and machine operators
- 82 Assemblers
- 83 Drivers and mobile plant operators

9. Elementary occupations

- 91 Cleaners and helpers
- 92 Agricultural, forestry and fishery labourers
- 93 Labourers in mining, construction, manufacturing and transport
- 94 Food preparation assistants
- 95 Street and related sales and service workers
- 96 Refuse workers and other elementary workers

10. Armed forces occupations

- 01 Commissioned armed forces officers
- 02 Non-commissioned armed forces officers
- 03 Armed forces occupations, other ranks

Source: ILO International Standard Classification of Occupations, 2008 (ISCO-08)

Industries

- Agriculture, Forestry and Fishing
- Mining
- Manufacturing
- Electricity, Gas and Water Supply
- Construction
- Wholesale Trade
- Retail Trade
- Accommodation, Cafes and Restaurants
- Transport and Storage
- Communication Services
- Finance and Insurance
- Property and Business Services
- Government Administration and Defence
- Education
- Health and Community Services
- Cultural and Recreational Services
- Personal and Other Services

Source: ABS, Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993

ANNEX 3 ROLE AND MEMBERSHIP OF THE NATIONAL REFERENCE GROUP

Role of the National Reference Group (NRG)

The role of the NRG was to assist, advise and support the activities of the country study:

- advise on country-specific TVET financing issues;
- advise on implementation of the research program in the country;
- encourage and facilitate stakeholder engagement in the program;
- provide feedback on such data collection instruments and interview schedules that the country research team are employing;
- provide feedback on the draft country study report;
- participate in the final country-specific dissemination workshop;
- participate in the research program's regional forum (some members); and
- assist with dissemination of the program's findings and reports.

Membership of the NRG

Organisation	Name
MEHRD, Under Secretary	Mr Franco Rodie
TVET Division, MEHRD	Mr John Wate
Ministry of Finance and Treasury	Mr Mathew Pitavato
National Statistics Office	Mr Douglas Kimi
Solomon Islands Association of Rural Training Centres	Mr Billie Mae
Chamber of Commerce and Industry	Ms Nancy Kwalea
Non-government Education Authorities involved with TVET	Mr Joash Maneipuri (SSEC)
Solomon Islands National University	Mr Solomon Pita
Ministry of Planning and Aid Coordination	Mr Daniel Rove
Ministry of Commerce, Industry and Employment	Mr Josiah Manehia

NRG meetings

The NRG met formally twice during the fieldwork – 23 May 2013 and 1 July 2013.

ANNEX 4 PERSONS CONSULTED DURING THE FIELDWORK

Name	Organisation	Role
Franco Rodie Noelyn Biliki	MEHRD Planning Coordination and Research Unit, MEHRD	Under Secretary Director,
Constance Nasi James Niutaloa Andrew Tahisihaka Selu Maezama David Lowther	Inspectorate Division, MEHRD Inspectorate Division, MEHRD MEHRD NTU, MEHRD TVET Division, MEHRD	Director Inspector (TVET) Financial Controller Director Program advisor(EU program)
John Wate Benard Rapasia	TVET Division, MEHRD TVET Division, MEHRD	Director TVET Chief Education Officer (TVET)
Richard Hellyer Rolland Sikua Clement Tito	MEHRD Teaching Service Unit, MEHRD National Trade Training and Testing Unit, Ministry of Commerce, Industry and Employment	Education Sector Advisor Director Chief Labour Officer
David Kaumae	Ministry of Commerce, Industry and Employment	Deputy Commissioner of Labour
David Iro Fulaga Daniel Rove	Apprenticeship Board Ministry of Planning & Aid Coordination	Chair Director Social Sector, Planning & Aid Coordination
Matthew Pitavato	Ministry of Finance and Treasury	Chief Economic Officer (FEDU)
Douglas Kimie	Department of Statistics, Ministry of Finance.	Government Statistician
Norman Hiropuhi	Budget Unit, Ministry of Finance and Treasury	Director
Dr Patricia Rodie	SINU	Pro Vice Chancellor (Academic)
Peter Asaph	SINU	Manager, Academic Services
Walter Maesugea Robertson Natei	SINU SINU	Manager, Finance Manager, Human Resources
William Matapaza	SINU	Head of School, Business & Management
Solomon Pita	SINU	Head of School, Technology & Maritime Studies
Aaron UsaKama	SINU	Head of School, Natural Resources & Applied Science
Capt. Starling Daefa	SINU	Institute of Maritime Studies
Janine Zimi	SINU	Head of School, Education & Humanities
David Irofo'oa	SINU	Coordinator, ALTP

Name	Organisation	Role
John Usuramo	USP	Director
Hugo Kop	UPNG	Director
Wes Mark	UPNG	Acting Director
Bede O'Brien	APTC	In-country Operations Manager
Billy Mae	SI Association of Vocational & Rural Training Centres	Coordinator
Joash Maneipuri	SSEC, Education Authority	Education Director,
Alick Kofana	SSEC, Education Authority	TVET Officer
George Kokili	ACOM, Education Authority	TVET Officer
Joseph Pitakia	Seventh Day Adventist, Education Authority	Education Director
Fraser Alekevu	Seventh Day Adventist Education Authority	Finance Officer
Veronica Toben	United Church, Education Authority	Education Director
John Eto	United Church, Education Authority	Finance Officer
Donation Houkura	Honiara City Council, Education Authority	Education Director
Wryne Bennett	Diocese of Gizo, Education Authority	Education Director
Sam Baega	Malaita Province, Education Authority	TVET Officer
Merbilly Pitadunga	APHEDA	Project Coordinator
Ben Nginabule	Solomon Islands Small Business Enterprise Centre (SISBEC)	General Manager
Robyn Galo	Business Proficiency Training Centre	Director
Enoch Naomane	E.N Technologies Ltd	Director
Rose Wale	Institute of Public Administration & Management (IPAM)	Director
Nancy Kwalea	Chamber of Commerce & Industry (SICCI)	Senior Executive Officer
Enaly Fifiri	RAMSI Solomon Islands Infrastructure Partnership	Construction Capacity Advisor
Jacob Zikuli	AusAID	Senior Program Manager, Scholarships
Ruth Kwalemanu	NZAID	Team Administrator (Development)
Debbie Sade	NZAID	Development Programme Coordinator
Ms. Yoshiko Maruyama	Embassy of Japan	Administrative staff
Mr. Teppei Munakata	Embassy of Japan	Grassroots Project Coordinator
Ms. Naoko Laka	JICA	Project Formulation Advisor
John Wesley Alasina	Airahu RTC	Principal
Reuben T Moli	APSD Perma Culture Centre	Principal
John Pikacha	Batuna RTC	Acting Principal
Cherry Galokepoto	Batuna RTC	Principal (on leave)
Gideon Row	Bethesda Disability Training and Support Centre	Principal
John Wesley	Bishop Koete RTC	Principal

Name	Organisation	Role
Fr Ambrose Pereira	Don Bosco Technical Institute - Henderson	Director
Fr Dominic Kachira	Salesians, Education Authority Don Bosco Technical Institute - Henderson	Finance Manager
Camari Bainivalu	Don Bosco Technical Institute - Henderson	Principal
Fr Fernando Fajardo	Don BoscoRTC - Tetere	Principal
Fr Joseph Than	Don BoscoRTC - Tetere	Director
Sr Concilia Amsia	DIVIT	Principal
Sr Theresa Waisango	DIVIT	Deputy Principal
Michael Maesugea	Ngaligaragara RTC	Principal
Rev. Wilson Agiri	Tabuka RTC	Principal
Brother George Vande Zant	San Isidro	Principal
Elias Weago	San Isidro	Deputy Principal
Philemon Ruia	St Dominics RTC	Principal
Paul Daro	Vanga Teachers College	Principal
Dr Graham Longbottom	Helena Goldie Hospital	Superintendent
Peggy Kendall	Atoifi Hospital	CEO

ANNEX 5 DATA COLLECTION TEMPLATES

1. SINU Finance template
2. SINU Programs template
3. Enterprise training expenditure survey

Note: The SINU templates illustrate the type of data collected from other TVET providers and EAs.



Research into the Financing of TVET in the Pacific
 Australian Aid – Managed by ACER and Austraining on behalf of AusAID

Return number:

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**DATA COLLECTION SHEET
 FOR PROVIDERS OF TVET IN SOLOMON ISLANDS –
PUBLIC PROVIDER – SINU: FINANCE**

ADDRESS

Location

Telephone number.....

Fax number.....

Email address.....

NAME OF CONTACT.....

ROLE/TITLE.....

COUNTRY STUDY SOLOMON ISLANDS – SOLOMON ISLANDS NATIONAL UNIVERSITY (SINU)

Section 1: Revenue

Section 2: Expenditure

Section 1A: Income (Recurrent)

Section 1A: Income (Recurrent)

Source of funds (local currency)	Financial year				2013 projected
	2009 actual	2010 actual	2011 actual	2012 actual	
Annual Ministry of Finance& Treasury (MoFT) appropriations					
earmarked for TVET operations					
all other MoFT appropriations					
Total MoFT annual appropriations					
Direct funding (ODA) from international donors					
earmarked for TVET operations					
all other direct donor assistance					
Total direct ODA funding					
Income from student enrolment fees					
from TVET program students					
from other non-TVET students					
Total student fees					
Income from the sale of services or products ²⁰⁶					
from TVET operations					
from other non-TVET activities					
Total revenue from sales					
Other income sources (recurrent only) ²⁰⁷					
related to TVET programs					
all other sources					
Total other sources					
Total annual income (recurrent)- all sources					

²⁰⁶ Include here income from selling goods and services produced by the institution.

²⁰⁷ This may include any cash support from industry (other than payment of course fees for their workers), and support in-kind if a money value can be assigned to it.

Section 1B: Income (Capital)

Section 1B: Income (Capital)

Source of funds (local currency)	Financial year				2013 projected
	2009 actual	2010 actual	2011 actual	2012 actual	
Annual Ministry of Finance& Treasury (MoFT) appropriations					
earmarked for TVET operations					
all other MoFT appropriations					
Total MoFT annual appropriations					
Direct funding (ODA) from international donors					
earmarked for TVET operations					
all other direct donor assistance					
Total direct ODA funding					
Other income sources (capital only) ²⁰⁸					
related to TVET programs					
all other sources					
Total other sources					
Total annual income (capital) - all sources					

Questions

1. Please list donors and annual amounts for 2009, 2010, 2011 and 2012 (S\$).

Donor name	Description of project/program	Financial year				
		2009	2010	2011	2012	2013 (projected)

²⁰⁸ This may include any cash support from industry (other than payment of course fees for their workers), and support in-kind if a money value can be assigned to it.

2. *Specify the Other Fees in addition to the Enrolment fee.*

Other fees	Annual/ Once off	Retained by provider (Yes/No)
Admission fee		
Boarding fee		
Materials fee		
Uniform fee		
PTA fees		
Caution fee		
Assessment fee		

3. *What is included in Sales of Goods and Services, e.g. classroom hire, consultancy services, sale of vegetables.*4. *What is included in Other Income?*

Section 2: Expenditure

Expenditure category (local currency)	Financial year				2013 projected
	2009 actual	2010 actual	2011 actual	2012 actual	
Routine recurrent/operational expenditure					
<i>Wages, salaries and other staff emoluments²⁰⁹</i>					
salaries and other emoluments of teaching/training staff directly involved in TVET programs					
salaries and other emoluments of non-TVET program teaching staff					
wages, salaries and other emoluments of non-teaching staff (including admin, general and management staff at the faculty and central admin level)					
<i>Total wages, salaries, etc</i>					
<i>Other non-labour operating costs (consumables, utilities, maintenance, etc)</i>					
directly associated with provision of TVET programs					
incurred in non-TVET teaching programs and in non-teaching/training functions at School and central admin level					
<i>Other</i>					
<i>Quality assurance costs (e.g. MEHRD requirements or inspection costs, twinning or franchise arrangement fees, moderation of assessment fees, consultant fees or other)</i>					
<i>Total non-labour operating costs</i>					
Total routine recurrent expenditure					
Development budget (including staff development)					
Development or upgrading of TVET programs (e.g. accreditation, training and assessment materials, consultants etc)					
Staff/professional development programs					

²⁰⁹ (e.g. salaries, wages, leave, benefits etc)

other development items					
Total development budget					
Capital budget(expenditure on civil works, equipment, machinery, etc)					
directly related to TVET operations					
other capital expenditure					
Total capital budget(e.g. equipment, machinery, buildings etc)					
Total annual budget allocation – all categories					

Expenditure category (local currency)	Financial year				
	2009 actual	2010 actual	2011 actual	2012 actual	2013 projected
Routine recurrent/operational expenditure					
<i>Wages, salaries and other staff emoluments²¹⁰</i>					
salaries and other emoluments of teaching/training staff directly involved in TVET programs					
salaries and other emoluments of non-TVET program teaching staff					
wages, salaries and other emoluments of non-teaching staff (including admin, general and management staff at the faculty and central admin level)					
<i>Total wages, salaries, etc</i>					
<i>Other non-labour operating costs (consumables, utilities, maintenance, etc)</i>					
directly associated with provision of TVET programs					
incurred in non-TVET teaching programs and in non-teaching/training functions at School and central admin level					
<i>Other</i>					
<i>Quality assurance costs (e.g. MEHRD requirements or inspection</i>					

²¹⁰ (e.g. salaries, wages, leave, benefits etc)

<i>costs, twinning or franchise arrangement fees, moderation of assessment fees, consultant fees or other)</i>					
Total non-labour operating costs					
Total routine recurrent expenditure					
Development budget (including staff development)					
Development or upgrading of TVET programs (e.g. accreditation, training and assessment materials, consultants etc)					
staff/professional development programs					
other development items					
Total development budget					
Capital budget(expenditure on civil works, equipment, machinery, etc)					
directly related to TVET operations					
other capital expenditure					
Total capital budget(e.g. equipment, machinery, buildings etc)					
Total annual budget allocation – all categories					



Research into the Financing of TVET in the Pacific
 Australian Aid – Managed by ACER and Austraining on behalf of AusAID

Return number:

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**DATA COLLECTION SHEET
 FOR PROVIDERS OF TVET IN SOLOMON ISLANDS –
PUBLIC PROVIDER – SINU: PROGRAMS**

TVET PROVIDER NAME.....

SCHOOL:.....

INSTITUTE (if applicable):

ADDRESS

Location

Telephone number.....

Fax number.....

Email address.....

NAME OF CONTACT.....

ROLE/TITLE.....

COUNTRY STUDY SOLOMON ISLANDS – SOLOMON ISLANDS NATIONAL UNIVERSITY (SINU)

Section 1: Fees/Commercial activity

Section 2: Staffing

Section 3: TVET Programs

Section 4: Capacity

Section 1: Fees/Commercial activity

1. Do you apply any fees in addition to the Enrolment fee.

Other fees	Annual/ Once off	Retained by provider (Yes/No)
Admission fee		
Boarding fee		
Materials fee		
Uniform fee		
PTA fees		
Caution fee		
Assessment fee		

2. Do you have other avenues to gain income, e.g. classroom hire, consultancy services, short courses, sale of vegetables.

3. Are you permitted to keep commercial income for School/Institute purposes?

Section 2: Staffing

Staff category	Full-time equivalent staffing numbers				
	2009	2010	2011	2012	2013
<i>Teaching Staff</i>					
<i>Non-Teaching Staff</i>					
TOTAL STAFF					

Teaching/training staff directly involved in TVET programs	
Average annual salary of teacher/ trainer	
Average number of teaching weeks in a year	
Average student contact hours (delivery) during teaching week, per staff member	
Preparation time - average number of teaching staff hours per TVET program, additional to program delivery time (per staff member)	
Assessment time - average number of teaching staff hours per TVET program, additional to program delivery time (per staff member)	
Workplace training – average number of teaching staff hours dedicated to supporting/training/assessing student in workplace (per staff member).	
Average number of coordination/management hours per TVET program	

	Staff member (initials/role)	SINU salary level	M/F	Time fraction - Fulltime/ part time	Qualifications (teaching)	Qualifications (occupation, trade, other)	Experience
1							
2							
3							
4							
5							
7							

Section 3A: TVET Programs

	Program (e.g. Certificate in Woodwork)	Proposed SIQF Level	Total Program fee (S\$)	Duration ²¹¹	Teaching weeks per year	Student Contact Hours (Max.)	hours (or years) in workplace training	No. of teaching staff (f/t equiv)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Note: Include all programs

²¹¹ E.g. 2 years fulltime, 2 years part time, 1 year in RTC + 1 year on the job, 1 year in RTC + 900 hours on the job.

Questions:*Entry requirements*

1. *Include information about entry requirements for each program*

Apprenticeship program

1. *Does your program include apprentices? How is the program designed in terms of employer and apprentice work requirements?*

Workplace training

1. *Explain how workplace training is included in program, e.g. when and often (second year for two months).*

Training and assessment material

2. *Do you develop your own training and assessment materials?*

Quality assurance

4. *Are any programs accredited with another authority or internally accredited? What are the accreditation arrangements? How are programs reviewed? Indicate any costs associated with these activities.*

1. *Are assessments moderated? How is this done? Indicate any costs associated with these activities.*
2. *Are programs reviewed or informed by industry groups? How is this done? Indicate any costs associated with these activities.*
3. *Any other quality assurance activities? Indicate any costs associated with these activities.*

Twinning or franchise arrangements:

4. *Are there additional costs (excluding QA costs) or charges attached to twinning or franchise arrangements, e.g. fee per student? Specify which programs, and annual costs.*

Pathways

5. *Are any programs linked to other qualifications, such as qualifications in Australia? What are the arrangements?*

Section 4: Capacity

	TVET Program	Current average staff student ratio, e.g. 1:15		Max enrolment possible each year
		Theory class	Practical class (if relevant)	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Note: Include all Programs.



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ENTERPRISE TRAINING EXPENDITURE SURVEY

The information you provide us will be treated with the strictest confidentiality, and will not be identifiable in any of the results of the survey.

ENTERPRISE NAME.....

ADDRESS

Location

Telephone number.....

Fax number.....

Email address.....

NAME OF CONTACT.....

ROLE/TITLE.....

SECTION A: ENTERPRISE TYPE**1 What type of enterprise is this?***please
tick ✓*

Government-owned business enterprise	
Co-operative	
Wholly local-owned private enterprise	
Wholly foreign-owned enterprise	
Joint venture company with mixed local and foreign ownership	
Wholly local NGO	
International NGO	
Religious organisation	
Other	

2 What is the main industry in which the enterprise operates?*please
tick ✓*

A	Agriculture, forestry and fishing	
B	Mining	
C	Manufacturing	
D	Electricity, gas and water supply	
E	Construction	
F	Wholesale trade	
G	Retail trade	
H	Accommodation, cafes and restaurants	
I	Transport and storage	
J	Communication services	
K	Finance and insurance	
L	Property and business services	
M	Government administration	
N	Education	
O	Health and community services	
P	Cultural and recreational services	
Q	Personal and other services	

SECTION B: ENTERPRISE SIZE**3 What was the annual wages²¹² bill for last three financial years?**

Item	Unit	2010	2011	2012
Annual wages bill	Local currency			

4 What was the number of people employed as at November 30 2012?

		Number of employees as at November 30 2012
Full-time employees (More than 35 hours per week on average)	Females	
	Males	
	Full-time Sub-total	
Part-time employees (Less than 35 hours per week on average)	Females	
	Males	
	Part-time Sub-total	
Total employees	Females	
	Males	
	Total Number of Employees	

²¹² All expenditures on wages, salaries and other employee entitlements

SECTION C: ENTERPRISE WORKFORCE**5 What was the occupation profile of the enterprise at November 30 2012?**

ISCO-08 code	Occupation	Number of employees as at November 30 2012
1	Managers²¹³	
2	Professionals²¹⁴	
3	Technicians and associate professionals²¹⁵	
4	Clerical support workers²¹⁶	
5	Service and sales workers²¹⁷	
6	Skilled agricultural, forestry and fishery workers²¹⁸	
7	Craft and related trades workers	
71	Building and related trades workers, excluding electricians	
72	Metal, machinery and related trades workers	
73	Handicraft and printing workers	
74	Electrical and electronic trades workers	
75	Food processing, wood working, garment and other craft	
8	Plant and machine operators, and assemblers²¹⁹	
9	Elementary occupations²²⁰	
Total Number of Employees		

Check 'Total Number of Employees' in Table 5 matches 'Total Number of Employees' in Table 4.

²¹³ Chief executives, senior officials and legislators, Administrative and commercial managers, Production and specialized services managers, Hospitality, retail and other services managers

²¹⁴ Science and engineering professionals, Health professionals, Teaching professionals, Business and administration professionals, Information and communications technology professionals, Legal, social and cultural professionals

²¹⁵ Science and engineering associate professionals, Health associate professionals, Business and administration associate professionals, Legal, social, cultural and related associate professionals, Information and communications technicians

²¹⁶ General and keyboard clerks, Customer services clerks, Numerical and material recording clerks, Other clerical support workers

²¹⁷ Personal service workers, Sales workers, Personal care workers, Protective services workers

²¹⁸ Market-oriented skilled agricultural workers, Market-oriented skilled forestry, fishing and hunting workers, Subsistence farmers, fishers, hunters and gatherers

²¹⁹ Stationary plant and machine operators, Assemblers, Drivers and mobile plant operators

²²⁰ Cleaners and helpers, Agricultural, forestry and fishery labourers, Labourers in mining, construction, manufacturing and transport, Food preparation assistants, Street and related sales and service workers, Refuse workers and other elementary workers

SECTION D: ENTERPRISE INVOLVEMENT WITH TRAINING

6a Is your enterprise involved with workplace training linked to a training provider/school (e.g. the apprenticeship program at SINU)?

(please tick)

√

Yes

☐

No

☐

If you answered 'Yes' to 6a go to 6b.

If you answered 'No' to 6a go to 7.

6b If yes, then how many employees are in each of the following trades?

	Number of employees
Automotive mechanics	
Panel beating and spray-painting	
Carpentry and joinery	
Electrical	
Fitting and machinery	
Plumbing	
Refrigeration and Air-Conditioning	
Welding	
Other (please specify)	
Total	

7 How many of your employees participated in training in the 2012 Financial Year?

	All Employees		New employees recruited in last 12 months (excluding apprentices)	
	A	B	C	D
<u>Highest</u> level of education and training	Total number of employees	Number who participated in training in last 12 months	Number of <i>new</i> employees recruited in last 12 months	New employees who have participated in training ²²¹
Did not complete primary school				
Completed primary school				
Completed secondary school				
Vocational/technical certificate				
Advanced vocational/technical certificate				
Diploma				
Bachelor's degree				
Post-graduate diploma/certificate				
Post-graduate degree				
Total				

Check Total Number of Employees in Table 7(Column A) matches

²²¹ E.g. Staff development, accompanying the introduction of new systems, equipment, etc

What is the estimated average duration of training per employee in hours in the last 12 months?

Note: To calculate hours, estimate average number of days per staff member in each category in the last 12 months then multiply by 8 (working hours per day).

	Hours of training in last 12 months	
	For employees recruited in last 12 months	For all other employees (not recruited in last 12 months)
<i>In-house structured training</i>²²²		
Structured training using external training providers		
Government provider (e.g. SINU)		
RTC provider		
Regional training provider (e.g. APTC)		
Regional university (e.g. USP)		
Private training provider		
Industry or professional association		
Equipment and/or product manufacturer/supplier		
Overseas training provider		
Other (please specify)		
Unstructured training ²²³		
Total hours on average per employee		

²²² For example, internal workshops, lectures, etc; computer assisted training programs; other enterprise conducted training courses, etc

²²³ Includes on-the-job training as the need arises - reading manuals, journals or training notes, training through group discussion, computer-assisted unstructured training, etc

SECTION E: ENTERPRISE EXPENDITURE ON TRAINING**9 What was the estimated gross amount spent on training by this enterprise in the 2012 Financial Year?**

	<i>Local currency</i>
Provider costs	
Salaries, wages and other emoluments for designated training staff, managers and instructors	
Costs of equipping and operating dedicated training facilities, including training materials, utility charges, etc	
Apprenticeship training fees	
Government training levy	
Industry association training fees, levies, etc	
Fees to external training providers	
Other, including in-kind (please specify)	
Sub-total Provider Costs	
Trainee support costs	
Employees' wages and salaries while attending training	
Employees' external structured training fees (e.g. fees to SINU)	
Employees' training materials (e.g. tool kits)	
Employees' travel or accommodation costs during training.	
Other (please specify)	
Sub-total Trainee Support Costs	
Estimated gross training expenditure in the 2012 Financial Year	

10 What funding sources were available in the 2012 Financial Year to enable the enterprise to reduce the net cost of training?

	<i>Local currency</i>
Trainee fees	
Lower trainee wages (i.e. wages bill was reduced due to training wages being below normal wages)	
Government subsidies or incentive payments	
Other (please specify)	
Estimated Total Funding Available	

THANK YOU

.....

OFFICE USE ONLY

Date of interview.....

.....

Questionnaire Completed.....Yes/No

ANNEX 6 VOCATIONAL AND RURAL TRAINING CENTRES

	Name of Institution	Education Authority	Year established	Provincial Distribution	Program focus	Gender	MEHRD Registered	SIAVRTC Registered	Classified by MEHRD	Classified by SIAVRTC
1.	Afutara	Seventh Day Adventist Church (SDA)	1964	Malaita	Practical Skills	M/F	Y	Y	Private	Vocational
2.	Airahu	Anglican Church of Melanesia (ACOM)	1997	Malaita	Practical Skills	M/F	Y	Y	Private	Rural
3.	Adakoa	Malaita Prov. Govt	2012	Malaita	Practical Skills	M/F	Y	Y	Public	Rural
4.	Ararat	South Seas Evangelical Church (SSEC)	1995	Malaita	Practical Skills	M/F	y	Y	Private	Rural
5.	APSD Permaculture	Malaita Prov. Govt	2006	Malaita	Agri (Organic Farming)	M/F	Y	Y	Public	Vocational
6.	Batuna	Seventh Day Adventist Church (SDA)	1970	Western	Practical Skills	M/F	Y	Y	Private	Rural
7.	Bethesda (SDC Centre)	South Seas Evangelical Church (SSEC)	2010	Guadalcanal	Practical Skills	M/F (disability)	Y	Y	Private	Vocational
8.	Bishop Koete	Anglican Church of Melanesia (ACOM)	2010	Central	Practical Skills	M/F	Y	Y	Private	Rural
9.	DIVIT	Archdiocese of Honiara	1972	Guadalcanal	Home Eco. Life Skills	F	Y	Y	Private	Technical
10.	Don Bosco Technical Institute - Henderson	Salesians Society	1999	Guadalcanal	Technical	M/F	Y	Y	Private	Rural
11.	Don Bosco Agriculture Training Centre - Tetere	Salesians Society	1999	Guadalcanal	Agricultural	M/F	Y	Y	Private	Rural
12.	Don Bosco - Nila	Diocese of Gizo	2012	Western	Home Eco. Life Skills	M/F	Y	Y	Private	Technical
13.	Garanga.	Anglican Church of Melanesia (ACOM)	2001	Ysabel	Practical Skills	M/F	Y	Y	Private	Rural
14.	GSF	Honiara City Council	2012	Honiara City Council	Practical Skills	M/F	Y	Y	Public	TVET

	Name of Institution	Education Authority	Year established	Provincial Distribution	Program focus	Gender	MEHRD Registered	SIAVRTC Registered	Classified by MEHRD	Classified by SIAVRTC
15.	Handicap Centre (Red Cross)*	Red Cross Society	1977	Honiara City Council	Practical Skills	M/F (disability)	Y	N	Private	Urban
16.	Kaotave	South Seas Evangelical Church (SSEC)	1978	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Vocational
17.	Kholaero	Anglican Church of Melanesia (ACOM)	2003	Ysabel	Practical Skills	M/F	Y	Y	Private	Rural
18.	Lauru	United Church (UC)	1981	Choiseul	Practical Skills	M/F	Y	Y	Private	Rural
19.	Luesalo	Anglican Church of Melanesia (ACOM)	1970	Temotu	Practical Skills	F	Y	Y	Private	Rural
20.	Nawote	South Seas Evangelical Church (SSEC)	1996	Makira	Practical Skills	M/F	Y	Y	Private	Rural
21.	Ngaligaragara	South Seas Evangelical Church (SSEC)	1991	Malaita	Practical Skills	M/F	Y	Y	Private	Rural
22.	Ngalikekero	Malaita Prov. Govt	2007	Malaita	Practical Skills	M/F	Y	Y	Public	Rural
23.	Pamua	Anglican Church of Melanesia (ACOM)	1991	Makira	Practical Skills	M/F	Y	Y	Private	Rural
24.	San Isidro	Archdiocese of Honiara	2008	Guadalcanal	Practical Skills	M/F (disability - deaf)	Y	Y	Private	Rural
25.	Seghe	United Church (UC)	1973	Western	Practical Skills	M/F	Y	Y	Private	Rural
26.	St. Annes	Diocese of Gizo	1977	Western	Practical Skills	F	Y	Y	Private	Rural
27.	St. Alberts	Central Prov. Govt	2005	Central	Practical Skills	M/F	Y	Y	Public	Rural
28.	St. Dominics	Diocese of Gizo	1971	Western	Practical Skills	M	Y	Y	Private	Rural
29.	St. Martins	Archdiocese of Honiara	1977	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Rural
30.	St. Marks	South Seas Evangelical Church (SSEC)	1993	Malaita	Practical Skills	M/F	Y	Y	Private	Rural
31.	St. Peters Gizo	Diocese of Gizo	2012	Western	Practical Skills	M/F	Y	Y	Private	Technical
32.	Stuyvenburg	Archdiocese of Honiara	1993	Makira	Practical Skills	M/F	Y	Y	Private	Rural
33.	Suva	South Seas Evangelical Church (SSEC)	1977	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Rural

	Name of Institution	Education Authority	Year established	Provincial Distribution	Program focus	Gender	MEHRD Registered	SIAVRTC Registered	Classified by MEHRD	Classified by SIAVRTC
34.	Tabaka	United Church (UC)	1992	Western	Practical Skills	M/F	Y	Y	Private	Rural
35.	Tari	South Seas Evangelical Church (SSEC)	1999	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Rural
36.	Taylor	South Seas Evangelical Church (SSEC)	1980	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Rural
37.	Tebaieha	South Seas Evangelical Church (SSEC)	1996	Rennell/Bellona	Practical Skills	M/F	Y	Y	Private	Rural
38.	Toroa	South Seas Evangelical Church (SSEC)	2005	Makira	Practical Skills	M/F	N	Y	Private	Rural
39.	Tuvaruhu	Honiara City Council	2012	Honiara City Council	Practical Skills	M/F	Y	N	Public	TVET
40.	Vanga Teachers College	Diocese of Gizo	2002	Western	Teacher Training	M/F	Y	Y	Private	Vocational / Rural
41.	Vatu	Archdiocese of Honiara	2002	Guadalcanal	Practical Skills	M/F	Y	Y	Private	Rural

*Special Development Centre that educates children mainly in 'orientation' and 'mobility' and to pathway to other RTCs or disability RTCs.

Note: Manivovoin Makira Province and recognised by the SIAVRTC has been closed for four years due to land dispute and is not included.

ANNEX 7 SUMMARY OF SINU TVET PROGRAMS

School	Program	Estimated PQF	Program Fees (S\$)^	Duration (total)*	Work placement	Hours per program**
School of Technology & Maritime Studies						
Institute of Technology	Certificate in Industrial Drafting	2-3	12,600	1.5 years	Nil	2,025
	Diploma of Surveying	5	19,200	2	10 weeks in last semester	2,145
	Certificate in Trade (Carpentry & Joinery)	3	16,800	4	2 years (4068 hours)	2,196
	Certificate in Trade (Light Motor Vehicle Mechanic)	3	22,400	4	2 years (4068 hours)	2,402
	Certificate in Trade (Heavy Vehicle & Plant Mechanic)	3	22,400	4	2 years (4068 hours)	2,402
	<u>Certificate in Trade (Electrical)</u>	3	22,400	4	2 years (4068 hours)	2,364
	<u>Certificate in Trade (Plumbing & Allied Trade)</u>	3	16,800	4	2 years (4068 hours)	2,052
	Certificate in Marine Engineering Class VI	3	5,600	1 semester	Nil	525
	Marine Engineering Class V		5,600	1 semester	Nil	535
	Marine Engineering Class IV		5,600	1 semester	Nil	590
	Marine Engineering Class III		5,600	1 semester	Nil	625
Institute of Maritime Studies	Basic Safety Course (pre service)		1,800	4 weeks	Nil	150
	Basic maritime & fisheries studies (pre service)		3,000	15 weeks	Nil	562.5
	Master class 6 (in service)		2,400	6 weeks	Nil	225
	Master class 5 (in service)		4,800	18 weeks	Nil	675
	Master class 4 (in service)		4,800	18 weeks	Nil	675
School of Natural Resources & Applied Sciences						
	Certificate in Tropical Agriculture	2	12,600	2	n.p.	1,536

School	Program	Estimated PQF	Program Fees (\$\$)^	Duration (total)*	Work placement	Hours per program**
	Diploma of Applied Science (Agriculture)	5	19,200	2	n.p.	1,536
	Diploma of Agriculture Business	5	19,200	2	9 weeks – in semester breaks	1,536
	Certificate in Plantation Forestry	2	8,400	1	9 weeks – in semester breaks	768
	Certificate in Environmental Studies	2	11,200	2	n.p.	1,536
	Certificate in ParaVet studies	2	8,400	1	n.p.	768
School of Business and Management						
	Certificate in Secretarial Studies	2	10,500	1.5	Nil	1,080
	Certificate of Business Studies	2	10,500	1.5	Nil	1,080
	Diploma of Business (Administration)	5	16,000	2	Nil	1,440
	Diploma of Business (Finance)	5	16,000	2	Nil	1,440
	Diploma of Banking	5	16,000	2	Nil	1,440
School of Education and Humanities						
	Certificate in Education Adult Learners (Commonly known as ALTP)	3	7,000	1	Not specified but need about 6 months in work to be able to provide evidence for assessment	200 hours
	Diploma of Teaching – Secondary (Technology)	4	19,200	2	12 weeks	2,400
	Diploma of Teaching – Secondary (Home Economics)	4	19,200	2	12 weeks	2,400
	Diploma of Teaching – Secondary (Agriculture)	4	19,200	2	12 weeks	2,400

ANNEX 8 SUMMARY OF VRTC_s, PRIVATE PROVIDERS AND MDAs TVET PROGRAMS

Provider	Program	Estimated PQF	Program Fees	Duration (total)	Work placement	Hours per program**
VRTCs						
Afutara	Certificate in Carpentry and Joinery	Pre-1	\$2,500	3 years	1 year	2400
	Certificate in Mechanic	Pre-1	\$2,500	3 years	1 year	2400
	Certificate in Agriculture and Forestry	Pre-1	\$2,500	2 years	0.5 year	1800
	Certificate in Life Skills	Pre-1	\$2,500	2 years	0.5 year	1800
Airahu	Certificate in Carpentry/Building	Pre-1	\$1,200	2 years	1 year	2000
	Certificate in Mechanics	Pre-1	\$1,200	2 years	1 year	2000
	Certificate in Life skills	Pre-1	\$1,200	2 years	1 year	2000
	Certificate in Agriculture	Pre-1	\$1,200	2 years	1 year	2000
APSD	Certificate in Organic Farming	1	\$1,000	1 year	Nil	1600
Batuna	Certificate in Agriculture	Pre-1	\$6,700	3 years	1 year = ½ year in 2 nd and 3 rd year	2,200
	Certificate in Mechanics (Light & Heavy)	Pre-1	\$6,700	3 years	1 year = ½ year in 2 nd and 3 rd year	2,200
	Certificate in Electrical	Pre-1	\$6,700	3 years	1 year = ½ year in 2 nd and 3 rd year	2,200
	Certificate in Business Computing	Pre-1	\$6,700	3 years	1 year = ½ year in 2 nd and 3 rd year	2,200
	Certificate in Home skills	Pre-1	\$6,700	3 years	1 year = ½ year in	2,200

Provider	Program	Estimated PQF	Program Fees	Duration (total)	Work placement	Hours per program**
VRTCs						
	Certificate in Building/Plumbing	Pre–1	\$6,700	3 years	2 nd and 3 rd year 1 year = ½ year in 2 nd and 3 rd year	2,200
Bethesda	Certificate (Carpentry, Life Skills, Agriculture, Typing or Arts & Crafts)	Pre–1	\$500	10 weeks	Nil	250
Bishop Koete	Certificate in Carpentry	Pre–1	\$3000	3 years	1 year	1280
	Certificate in Mechanic	Pre–1	\$3000	3 years	1 year	1280
	Certificate in Electrical	Pre–1	\$3000	3 years	1 year	1280
	Certificate in Agriculture	Pre–1	\$3000	3 years	1 year	1280
	Certificate in Life Skills	Pre–1	\$3000	3 years	1 year	1280
DIVIT	Certificate of completion (Agriculture or Lifeskills)	Pre–1	\$2,000	2 years	0.5 year	2,400
Don Bosco - Henderson	Certificate in Industrial Electrical Technology	1–2	\$4000	3 years	1 year	2,400
	Certificate in Automotive Technology	1–2	\$4000	3 years	1 year	2,400
	Certificate in Carpentry Technology	1–2	\$4000	3 years	1 year	2,400
	Certificate in Life skills	1–2	\$4000	3 years	1 year	2,400
Don Bosco - Teterere	Certificate in Agriculture	1–2	\$2,000	2	0.5 year	1,650
Lauru	Certificate in Carpentry	Pre–1	\$1,200	2 years	0.5 year	1500
	Certificate in Mechanic	Pre–1	\$1,200	2 years	0.5 year	1500

Provider	Program	Estimated PQF	Program Fees	Duration (total)	Work placement	Hours per program**
VRTCs						
Ngaligaragara	Certificate in Home Economics	Pre-1	\$1,200	2 years	0.5 year	1500
	Certificate in Carpentry/Woodwork	Pre-1	\$1,740	2 years	Nil	2,000
	Certificate in Agriculture	Pre-1	\$1,740	2 years	Nil	2,000
	Certificate in Lifeskills	Pre-1	\$1,740	2 years	Nil	2,000
Ngalikekero	Certificate in Building/Carpentry	Pre-1	\$2,000	2 years	1 year	1,200
	Certificate in Plumbing	Pre-1	\$2,000	2 years	1 year	1,200
	Certificate in Mechanic	Pre-1	\$2,000	2 years	1 year	1,200
	Certificate in Electrical	Pre-1	\$2,000	2 years	1 year	1,200
	Certificate in Lifeskills/Home Economics	Pre-1	\$2,000	2 years	0.5 year	1,500
SanIsidro	Certificate of completion	Pre-1	\$2,800	4 years	Nil	4,400
St Dominics	Certificate of Rural Community Development	Pre-1	\$2,000	2 years	Nil^	2,400
St Martins	Certificate in Rural Training	Pre-1	\$1,000	2 years	0.5 year	2,400
Tabaka	Certificate in Carpentry & Building	Pre-1	\$3000	2 years	1 year	2240
	Certificate in Mechanic	Pre-1	\$3000	2 years	1 year	2240
	Certificate in Lifeskills	Pre-1	\$3000	2 years	1 year	2240
	Certificate in Agriculture	Pre-1	\$3000	2 years	1 year	2240
	Certificate in Business Studies	Pre-1	\$3000	2 years	1 year	2240

Provider	Program	Estimated PQF	Program Fees	Duration (total)	Work placement	Hours per program**
VRTCs						
MDAs						
NTTT Unit	Proficiency assessments^^	3	\$30	5 days	Nil	25
		Pre-1	\$20	2 days	Nil	
	NTTT certificate assessments – VRTC students – basic, intermediate and final levels+		\$25			10
			\$30			
		Pre-1	\$20	2 days	Nil	
	NTTT certificate training support and assessments – employees – basic, intermediate and final levels+		\$25			10
			\$30			
IPAM	Diploma in Human Resource Management++	5	-	2 years	Nil	1,600
Private provider						
Business Proficiency Training Centre	Certificate in Secretarial Studies	1	\$3,500	1 year	Nil	900

The project *Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific* was managed by the Australian Council for Educational Research (ACER) and Scope Global on behalf of the Australian Government. The project was undertaken between 2012 and 2014 under contract to the Australian Government, initially through AusAID and then the Department of Foreign Affairs and Trade (DFAT).

The study was conducted in seven Pacific countries: Fiji; Kiribati; Papua New Guinea; Samoa; Solomon Islands; Tonga; and Vanuatu. The aims of the research were to produce, in conjunction with host country governments and TVET stakeholders, comprehensive analyses of the systems for financing TVET and discussions of policies through which the financing of TVET could be made more efficient and effective. This volume is one of the seven country reports produced by the study.

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