

National Parliament of Solomon Islands

Education and Human Resources Training Committee

Committee Report

Inquiry into Teacher Absenteeism in Solomon Islands Schools

NP - Paper No. 23/2013
Presented on 31st March 2014
National Parliament Office

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Chair's Foreword



I am pleased to present the report of the Education and Human Resources Training Committee on the *Inquiry* into Teacher Absenteeism in Solomon Islands.

In 2011 the Office of the Auditor General compiled a Performance Audit Report on Teacher Absenteesim in Solomon Islands Primary Schools. It was tabled in Parliament as *National Parliament Paper No.19 of 2011*.

In February 2012 Parliament resolves that the Perfromance Audit Report on Teacher Absenteesim in primary schools be referred to the Education and Human Training Commitee.

The Committee is mandated to gather relevant information on the issues surrounding the extent, causes and impact of 'teacher absentessim' beyond the Terms of Reference of the Auditor General's Report and to be inclusive of the entire education system of the County including Secondary and Vocational schools. The Committee is then to report back to Parliament with Recommendation to the Government and relevant stakeholders.

The Committee sees to two motions of extending the reporting date. This is because the Committee sees the importance and the impact that this issue has on our society as a whole. It would therefore deem irresponsible if the Committee do not involve the wider community in its Inquiry on the issue.

The Committee thus commences its Inquiry on the 2^{nd} of May 2012 and concludes with a session with the Education Act Review Taskforce on the 14^{th} November 2013. This Inquiry was conducted for a period of one and half year and has a significant cost on the Government's Budget for its completion. On that note, I thank the UNDP for the financial support and assistance towards the successful completion of this Inquiry.

I also thank the witnesses who have participated in this Inquiry. These include students, teachers, head teacher, principal, parents, school board members and education authorities.

I also wish to express my appreciation and thank individuals, organisations, regional organisations, Solomon Islands students associations overseas, Solomon Islands Education experts and academiers, Government Ministries and other stakeholders who have made submission(s) to the Committee for this Inquiry.

I acknowledge the Committee Secretariats for their tireless effort in ensuring that the logistic and secretarial works for the Inquiry are in place.

Finally I thank my fellow Committee members for their commitment and participation in this Inquiry.



Hon Peter Shanel Agovaka MP Chairman

Terms of Reference

- 1. That the Committee inquire into and report on the National Parliament Paper No.19 of 2011, Performance and Audit Report on *Teacher Absenteeism in Solomon Islands Primary Schools*.
- 2. That in undertaking this inquiry the Committee may inquire into any matters relating to:
 - (a) the extent of teacher absenteeism in Solomon Islands
 - (b) the impact of teacher absenteeism on Solomon Islands education system
 - (c) the causes of teacher absenteeism in Solomon Islands schools
- 3. That the Committee to report to Parliament no later than 19th of December 2012.

Notwithstanding anything contrary in the Standing Orders for the purpose of this inquiry:

- 4. Members may at any time be discharged from the Committee by the Speaker and other members appointed or added.
- 5. The Committee shall have power
 - (a) to adjourn from time to time
 - (b) to adjourn from place to place
 - (c) to send for and examine persons, papers, records and things
 - (d) to make visits of inspection,
 - (e) to request the attendance of and examine members of the House.
- 6. The Committee shall take all evidence in public unless the Committee decides otherwise.
- 7. The Committee may authorize the recording of its public hearings and require an official record to be prepared by Hansard.
- 8. Any persons of bodies may make written or recorded submissions to the Committee with respect to the Inquiry and the Committee has power to authorize publication, before presentation to the House, of submissions received and evidence taken.
- 9. The Committee may engage persons with expert knowledge to assist the Committee on this Inquiry.

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Executive Summary

The Performance Audit Report by the Auditor General on Teacher Absenteeism in Solomon Islands Primary Schools highlights the need to conduct an extensive inquiry and review the Education System in Solomon Islands.

As such, the EHRTC conducted a national Inquiry into the extent, causes and impact of Teacher Absenteeism- not only in Primary Schools, but also in Secondary Schools and Vocational Training Centres in all the nine provinces including Honiara City. Evidences were collected from students, parents, teachers, education authorities, MEHRD, and other relevant stakeholders through written and oral submissions.

The Committee noted that most of its findings were similar to the OAG findings for primary schools. Outlined below are some of the key findings of the Committee by chapters.

Key Committee findings by chapters

Chapter 2 Background into the Inquiry

- The regulatory framework within the MEHRD is out of date, especially the Act and its subsidiary legislation. They have never been reviewed since their enactment 35 years ago.
- The functions and responsibilities of bodies within the framework are either vague or ambiguous. In certain areas, there is no clear demarcation of functions and powers accorded to these bodies thereby distinguishing them from their implementation or oversight roles.

Chapter 3 Extent of the problem

- There are inadequate systems to monitor, report and enforce teacher absenteeism in schools
- There are poor record keeping amongst schools, EAs and the MEHRD.
- There are no effective disciplinary measures in place to penalize Teachers who are absent from their classes on a regular basis.

Chapter 4 Causes of Teacher Absenteeism

Some causes of teacher absenteeism in schools include:

- poor conditions of service, including partial or lack of allowances given to teachers on entitlements for duties taken, lack of proper housing and school infrastructure and resources
- bureaucracy and the many steps involved in the process of decision making and approval or rejection of submissions causing low morale and confusion amongst teachers
- the education system's organizational and administrative arrangements is unnecessarily complex and slow to process teacher conditions of service matters. These often result in delay or insufficient leave passages, delay in appointment and confirmation processes and lack of regular inspections and appraisals
- decline in teachers' commitment due to poor administrative leadership in schools

- remoteness of schools, accompanied by inaccessibility to basic services such as banking, health and medical services
- unreliable and inefficient transport services and accessibility to essential services
- negative aspect of wantok system which demoralise teachers
- cultural and religious obligations teachers participate in

Chapter 5 Impacts of Teacher Absenteeism

Some of the impacts of teacher absenteeism include:

- students poor academic performances that often results in low pass rates and high dropouts from schools
- low literary skills and literacy rates amongst students
- students loss of quality class time and learning hours
- extra classes that puts a lot of pressure on students to cram subjects in a very short time
- cheating during examinations
- development of lack of interest on subject, bad attitudes and increase in disciplinary issues by students
- loss of value for education by students
- teacher teamwork disrupted when teachers that continue to be absent are not disciplined
- decrease in teacher productivity due to extra workload put on substitute teachers
- lack of support and corporation by parents and community due to lack of teacher commitment
- under-utilisation of government funding and donor investments in the Country

After having considered the issues of teacher absenteeism and examining all the evidences gathered during the Inquiry, the Committee concludes that teacher absenteeism is a result of the dwindling teaching profession's morale. It is apparent that the increasing frustrations teachers have developed overtime in reaction to the poor conditions of service and administrative malfunctions.

The Committee calls for urgent reformation of the education system if the country is to be in par with the rest of the world.

Based on its findings, the Committee made several recommendations to the Government and other relevant stakeholders.

Summary of Recommendations

Recommendation 1 (page 16)

- a. The Committee recommends that the Ministry of Education and Human Resources Development must produce tangible and practicable solutions to address national education issues highlighted in the Office of the Auditor General's Audit Report as well as the Committee's findings (this Report).
- b. The Committee recommends that the Ministry of Education and Human Resources Development must allow the Education Act Review Taskforce sufficient timeframe to address relevant issues pertaining to the National Education Framework.
- c. The Committee recommends that the Education Act Review Taskforce considers the viability of establishing a separate Ministry for Teachers as part of its task.

d. The Committee recommends that the Ministry of Education and Human Resources Development must fully equip the Education Act Review Committee with the necessary resources, including human resources, to effectively and fully discharge its mandate.

Recommendation 2 (page 36)

- a. The Committee recommends that there should be a clear line of responsibility between the Ministry of Education and Human Resources Development, and Education Authorities on:
 - Which allowances should be paid by the Ministry of Education and Human Resources Development
 - Which allowances should be paid by the Education Authorities
 - Which allowances are to be shared by the two parties concerned
- b. The Committee recommends that teachers should be paid in full the allowances that are due to them under the Teaching Service Handbook, and provide appropriate incentives where necessary.

Recommendation 3 (page 36)

The Committee recommends that the Infrastructure Division of the Ministry of Education and Human Resources Development in collaboration with Education Authorities ensure that schools provide adequate housing for teachers.

Recommendation 4 (page 36)

The Committee recommends that the Government through the Ministry of Education and Human Resources Development, Education Authorities, and Provincial Government ensure that schools are provided with sufficient teaching resources, including communication facilities to schools throughout the country.

Recommendation 5 (page 36)

- a. The Committee recommends that the Government through the Ministry of Education and Human Resources Development review the roles and functions of its current established bodies (Teaching Service Board, National Education Board or Teaching Service Commission) to clearly demarcate and distinguish their roles and functions and their relationship with each other.
- b. The Committee recommends that the Government through the Ministry of Education and Human Resources Development ensure that an application to establish an Education Authority or to increase the number of schools under an existing Education Authority must be given a thorough consideration. This is to ensure that the Education Authority has the ability to meet basic facilities such as fully equipped classrooms, furnished staff housing and accommodation. Being able to sustain the provision of communication facilities and financial capacity to meet necessary allowances and entitlements for its teachers prior to the establishment of an Education Authority or a school.

Recommendation 6 (page 46)

- a. The Committee commends the Ministry of Education and Human Resources Development for undertaking the Education Sector Structure Review (ESSR) Pilot Projects and recommends that each project is reviewed for its effectiveness at the end of the project cycle.
- b. The Committee further recommends that subject to the reviews in Recommendation 6 (a), if the Education Sector Structure Review pilot projects proved effective, the Ministry of Education and Human Resources Development is to extend the pilot project to all other Education Authorities.

Recommendation 7 (page 47)

The Committee recommends that the Government considers the viability of including Teachers to be under the Public Service Commission, pending the outcomes of the Education Sector Structure Review (ESSR) Pilot Projects in Recommendation 6 (a) and of the Education Act Review Taskforce in Recommendation 1.

Recommendation 8 (page 54)

The Committee recommends that the Ministry of Education and Human Resources Development prioritises and emphasises professional ethics trainings both in the preservice and in-service training schemes, and ensure funding exists to deliver these training schemes.

Recommendation 9 (page 62)

The Committee recommends that the Ministry of Education and Human Resources Development explores the opportunity provided by mobile-banking services as an avenue to reduce the time needed for teachers to travel long distances to commercial centres.

Recommendation 10 (page 62)

The Committee recommends that the Ministry of Education and Human Resources Development initiates and facilitates dialogue with Ministry of Infrastructure Development, Ministry of Provincial Government and Institutional Strengthening and Ministry of Development Planning and Aid Coordination, Provincial Governments, and local communities to improve transport and communication infrastructure requirements of schools.

Recommendation 11 (page 68)

a. The Committee recommends that School Management should not be lenient in allowing Teachers to take leaves during the School calendar to attend events not related to the school.

b. The Committee also recommends that strong disciplinary measures must be put in place to tackle issues of Wantok System.

Recommendation 12 (page 86)

The Committee recommends that the Solomon Islands Government to either conduct or engage an independent organisation with the necessary experience to conduct a performance audit of the education sector's administrative systems and procedures. This is inclusive of under taking the Arrangement between Solomon Islands Government and the New Zealand Government.

The nature of performance audit should include:

- a. Auditing the administration structure of the Education Authorities; focusing on the monitoring, reporting, and disciplinary processes and procedures;
- b. Teachers' absenteeism's impact on student's academic performance, literacy level and on the future prospects of students in the country;
- c. Teacher's absenteeism's impact on teaching profession, teacher's productivity, quality of education and the standard of education provided to the students in the country;
- d. Teacher's absenteeism's impact on the socio-economic impacts, including the general literacy level in the Communities and
- e. Teacher's absenteeism's impact on the standard of education and the quality of education accessible, achievable and maintained in the country's education system.

Terms and Acronyms

ANZ Australia New Zealand Banking Cooperation

ACOM Anglican Church of Melanesian

BSP Bank South Pacific

CBC Commercial Business Centre
CDD Curriculum Development Division

EA Education Authority
ECE Early Childhood Education

EHRTC Education Human Resource Training Committee

FSII Forum Solomon Islands International

FTA Fixed Term Appointment HCC Honiara City Council HOD Head(s) of Department

IASD Inspectorate and Advisory Services Division MID Ministry of Infrastructure and Development

MP Member of Parliament

MPA Member of the Provincial Assembly

NEB National Education Board

NESU National Examination and Selection Unit

NTU National Training Unit
OBM Outboard Motor

OAG Office of the Auditor General

OPMC Office of the Prime Minister & Cabinet **PCRU** Planning Coordination Research Unit PEA Provincial Education Authority Provincial Education Officer PEO POR Personal Occurrence Report PSC Public Service Commission PTA Parents Teachers' Association **SDA** Seventh - Day Adventist

SIEMIS Solomon Islands Education Management Information System

SIBC Solomon Islands Broadcasting Cooperation
SICHE Solomon Islands College of Higher Education
SICWA Solomon Islands Creative Writers Associations
SINTA Solomon Islands National Teachers Association

SINU Solomon Islands National University
SSEC South Sea Evangelical Church

TIT Teacher In Training

TTA Teacher's Travelling Allowance

TTDD Teacher Training and Development Division

TSB Teaching Service Board

TSC Teaching Service Commission
TSD Teaching Service Division
TSHB Teaching Service Handbook
TSO Teaching Service Office

TVET Technical Vocational Education Training
UNDP United Nations Development Program
UPNG University of Papua New Guinea
USP The University of the South Pacific

Chapter 1: Introduction

This Chapter provides an introduction to the Inquiry including information on the Education and Human Resources Training Committee (EHRTC), the scope and conduct of the Inquiry.

The Education and Human Resources Training Committee

1.1 The Education and Human Resources Training Committee was established in 2011 by an amendment to the Standing Order *National Parliament of Solomon Islands* amendment 2011. Standing order 71(C) read:

There shall be a Standing Select Committee designated the Education and Human Resources Training Committee whose functions shall be to examine and make observations and recommendations on matters relating to education and human resources development as it may consider appropriate or as referred to it by Parliament or the Government.

Appointment of Members

1.2 The Speaker nominates Chairman and Members of a Committee according to The *Standing Orders of the National Parliament of Solomon Islands*.¹ They become members upon their formal acceptance of their nominations. The current Chairman and Members of the Education and Human Resources Training Committee (EHRTC) were nominated and appointed by the Speaker after the establishment of the Committee in 2011. Refer to page ii for current members of the Committee.

Inquiry into Teacher Absenteeism

- 1.3 Inquiry into 'teacher absenteeism' initiated from the resolution made by the House on the 20th of January 2012 following a motion by the Member of Parliament for Aoke/ Langalanga Hon. Matthew C. Wale. The motion was based on the Auditor Generals' *Performance Audit Report* on *Teacher Absenteeism in Solomon Islands Primary Schools* (NP- Paper No.19 of 2011). A brief background to the Auditor General's Report can be found in Chapter 2.
- **1.4** The terms of reference (TOR) for this Inquiry were referred to the Committee by a resolution of the House on the 20th of January 2012.

Expanded Scope of the Inquiry

1.5 The initial scope of the Inquiry was to inquire into the extent of 'teacher absenteeism' in Solomon Islands Primary Schools.

The Standing Orders of the National Parliament of Solomon Islands. Paper 41 of 1978. Standing Orders 68(4). p41

- 1.6 However, the Committee considered that the issue of 'teacher absenteeism' is a national issue that require nationwide consultations. Thus the Committee made a resolution to expand the scope of the Inquiry to also cover teacher absenteeism in Secondary and Vocational Training Schools in Solomon Islands.
- **1.7** The above scope are captured in the terms of reference of this Inquiry on page vi.

Conduct of the Inquiry

1.8 The inquiry process includes seeking written submissions, conducting site visits, and holding public hearings and forums.

Call for Submissions

1.9 The Committee advertised and made public call for submissions through the Parliament's website, *The Solomon Star*, social media (*Forum Solomon Islands International* – FSII) and through Committee hearings conducted. The Committee also wrote to key stakeholders such as the education authorities inviting them to make a submission to the Inquiry.

Hearings, Forums and Meetings

- **1.10** Public hearings were conducted throughout the provinces of Solomon Islands the Committee visited. The list of places that the hearings were conducted is listed in the evidence section below.
- **1.11** Public forums were also open to teachers and provincial education authorities at the end of each hearing at the respective venues in the nine provinces the Committee visited.
- **1.12** There was also an information session meeting conducted with the Education Act Review Task Force to update the Committee on the review of the Act².
- **1.13** The public hearings, forums and meeting gave the Committee opportunities to explore issues raised concerning 'teacher absenteeism' and examine options available to address it.

² Education Act 1978



Witnesses appearing before the Committee at Gizo, Western Province



Committee hearing in Tigoa, Rennel/Bellona Province

Site Visits

1.14 The Committee also undertook site visits to schools in the vicinity of the hearings. These site-visits greatly assisted the Committee's understanding of the conditions of schools in the provinces.



Committee visit to Waimapuru Senior High School, Makira Province

Transcripts

1.15 Transcripts of the evidences during the hearings and meetings are available at the National Parliament Hansard Department upon request.

Evidence

Number of Submission

- **1.16** The Committee received a total of thirteen (13) written submissions from individuals, schools, Education Authorities and other stakeholders.
- **1.17** A list of submissions can be found in Appendix 1.

Number of Hearing locations and Witnesses

- **1.18** There are total of twenty one (21) hearings conducted for the "teacher absenteeism" Inquiry that covered all the nine (9) provinces of Solomon Islands. Two hearings are conducted in each province with the additional three (3) for the Honiara City Council (HCC) schools and Education Authorities (EAs).
- **1.19** The Committee received evidences from 638 witnesses representing students, teachers, head teachers and principals, parents, school board chair persons, Education Authorities of both private and government; the Ministry of Education and Human Resources Development, Ministry of Public Service and the Ministry of Finance and Treasury.
- **1.20** Below are the provinces, places, number of hearings that are conducted by the Committee and number of witnesses that appear before the Committee:

Provinces	Dates	Places	Number of	Number
			Hearings	of
			Conducted	Witnesses
Temotu	2 nd & 3 rd May, 2012	Lata	2	56
Makira	7 th & 8 th May, 2012	Kirakira	2	60
Malaita	10 th & 11 th October, 2012	Auki	2	81
Choiseul	13 th & 14 th May, 2013	Taro	2	77
Western	15 th & 17 th May, 2013	Gizo & Munda	2	75
Isabel	4 th & 5 th July, 2013	Buala	2	27
Central Islands	21st & 22nd August, 2013	Tulagi	2	49
Rennel/Bellona	28th & 29th August, 2013	Tigoa	2	39
Honiara	14 th , 15 th & 16 th October,	National	3	78
	2013	Parliament		
		Office, Honiara		
Guadalcanal	17 th & 18 October, 2013	National	2	96
		Parliament		
		Office, Honiara		

1.21 Detailed list of witnesses can be found in Appendix 2.

Timeline of Referral

Date	Referrals
23 rd November 2011	The Speaker of Parliament tabled the Performance Audit Report: Teacher Absenteeism in Solomon Islands Primary Schools
13th January 2012	The Member of Parliament for Aoke/Langalanga moved a motion (Motion No.7) that Parliament resolves itself into a Committee of the Whole House to consider National Parliament Paper No. 19 of 2011, The Performance Audit Report on Teacher Absenteeism in Solomon Islands Primary schools. The motion was then withdrawn under debate.
20 th January 2012	The Member of Parliament for Aoke/Langalanga again moved a motion (Motion No.17) that Parliament refers National Parliament Paper No.19 of 2011 Performance Audit Report: Teacher Absenteeism in Solomon Islands Primary Schools to the Education and Human Resource Training Committee to inquire into the extent of Teacher Absenteeism in Solomon Islands and its impact. The Committee to report to Parliament by 19 th December 2012. This motion received the support of the House.
9 th November 2012	The Chairman of the Education and Human Resource Training Committee moved the motion (Motion No. 5) that Parliament resolves to extend the reporting date from 19th December 2012 to June 19th 2013.
12 th April 2013	The Chairman of the Education and Human Resource Training Committee moved a motion in Parliament (Motion No 11) that the

reporting date be further extended to 15th December 2013.

13th December 2013

The Chairman of the Education and Human Resource Training Committee moved the motion (Motion No. 20) that Parliament resolves to extend the reporting date from 15th December 2013 to the first sitting day of the House in 2014 or any day before that sitting date.

- **1.22** In his statement supporting the motion on 9 November 2012 to extend the reporting date for the inquiry, the Chairman claimed that:
 - The Committee³ resolves that the Inquiry is of paramount importance to the entire populace of Solomon Islands and public hearings must be held in the provinces and as wide as possible.
 - The Committee also believes that it is vitally important that communities, schools, education authorities and relevant stakeholders be given the opportunity to participate in the Inquiry so that the Parliament and Government may obtain a holistic view on this important issue.
 - The Committee was able only to cover three provinces⁴ in the past months and has yet another six provinces and Honiara to conduct its inquiry. With the immense logical requirements in organising the provincial hearings, it is only deemed possible if the Committee be given the extension to its dateline.
 - Late commencement of the Inquiry 3 months late
 - Lack of financial support government's commitment to the Festival of the pacific arts
- **1.23** During his statement supporting the second extension on 12th April 2013 the Chairman stated that the Committee was not able to produce a report by date previously extended to due to the following:
 - Members of the Committee have other commitments, including constituency matters to attend to
 - Finance Budget and Financial Constraints
- **1.24** In his statement supporting the third extention on the 13th December 2013, the Chairman stated that the Committee was not able to produce a report by the date previously extended due to the following:
 - The Public Accounts Committee hearing and the tight schedule for the debate into the 2014 Appropriation Bill has fully stretched the resources available to the Education Committee.
 - There is not enough time for Members of the Committee to thoroughly scrutinize the draft Report due to their involvement in the Public Accounts Committee and their preparations for debate of the 2014 Appropriation Bill

³ Hon Peter Shanel Agovaka, Hansard Transcripts, 9 November 2012

⁴ Hon Peter Shanel Agovaka, *Hansard Transcripts*, 9 November 2012

Report structure

- **1.25** This report consists of six chapters. Brief overview of each chapter is outlined below.
- **1.26** Chapter 2 provides background to the education system in Solomon Islands. It explains the structure and administration of the education system as well as summarising the key points in the Auditor General's report.
- **1.27** Chapter 3 defines 'teacher absenteeism' and outlines the evidence received during the inquiry regarding the extent of teacher absenteeism in Solomon Islands.
- **1.28** Chapter 4 examines the causes of teacher absenteeism, and includes the Committee's recommendations to address those causes.
- **1.29** Chapter 5 looks at both short and long term impacts of teacher absenteeism, on students, the teachers, communities, the education system and the Country.
- **1.30** Chapter 6 provides concluding remarks of the report.

Chapter 2: Background into the Inquiry

This Chapter provides the background to the Inquiry. It is divided into two parts. Firstly, it revisited the Auditor-General's Report and summarises the Report and its findings. As mentioned in the previous Chapter, the Auditor-General's Report provides the basis for this Inquiry.

Secondly, this Chapter provides a brief description of the legal framework of the education system in Solomon Islands, with a view to understand and appreciate the mechanisms established within the framework and their relationship with each other.

The Auditor-General's Report

Summary of the Auditor-General's Report

- 2.1 The Office of the Auditor General (OAG) tabled in the National Parliament of Solomon Islands a performance audit report (the Report) on Teacher Absenteeism in Solomon Islands' Primary Schools.⁵ The Report reviewed the administrative arrangements within the Ministry of Education and Human Resources Development (MEHRD) that relates to teacher absenteeism.
- **2.2** The objectives of the Audit were to:
 - a. review the extent and causes of teacher absenteeism in Solomon Islands Primary Schools:
 - b. examine the administrative effectiveness of the national education system in managing teacher absenteeism and in modifying the education; and
 - c. identify possible solutions to alleviate teacher absenteeism.
- 2.3 The audit review was carried out in the MEHRD and a selection of nine (9) provincial and Church-run Education Authorities. These Education Authorities are the Guadalcanal Province, Honiara City Council (HCC), Malaita Province, Central Province, Makira Province, Isabel Province, Seventh-Day Adventist (SDA) Church, South Seas Evangelical Church (SSEC) and the Church of Melanesia (CoM).
- **2.4** The findings indicated that teacher absenteeism is a significant issue that needs to be addressed. The report highlighted that factors causing teacher absenteeism in primary schools include:
 - unnecessary complexity and inefficiency of organisational and administrative structure of Solomon Islands education system,
 - inadequate systems to monitor, report and enforce teacher attendance at primary schools,
 - environmental factors in the education system such as teachers' dissatisfaction with their condition of service,
 - poor transport, banking and communications infrastructures.

⁵ Performance Audit Report, OAG. 2011. *Teacher Absenteeism in Solomon Islands Primary Schools*, National Parliament Paper No. 19 (2011).

2.5 Several implications were estimated as a result of the audit. It is estimated that *the opportunity cost of lost teacher wages due to absenteeism* is more than SBD \$2million.⁶ The extent of the long term impact on students, the education system, communities, and the country's economy as a whole is still unknown. However, anecdotal evidences tend to suggest that teachers' lack of commitment to attend classes could have serious adverse impacts on the quality of education, human resources, and the national economy in general.

Summary of Recommendations

- 2.6 There Report suggested several recommendations specifically to the MEHRD. These are summarised below:⁷
 - organisational structure of MEHRD needs to be simplified
 - possibility of Education Authorities (EAs) be reviewed along with streamlining of Education System by centralising responsibilities for all education matters in a single ministry
 - MEHRD and EAs should place increase emphasis on streamlining administrative processes for resolving teachers conditions of service matters
 - require broad sample and proper collective data on extent of teacher absenteeism in all provinces
 - policy on proper attendance record is enforced
 - adequate resourcing of offices and personnel for regular school inspections
 - review policy on Teaching Service Handbook (TSH), including records of teacher class hours, benefits, entitlements, conditions and proper retirement of funds used by teachers
 - ensure teachers are assisted in training to foster professional culture
 - discussion with Banking sectors for banking services to schools in rural areas
 - dialogue with Ministry of Infrastructure Development (MID) to improve transport and communication infrastructure requirements in schools

Government response to the Auditor-General's Report

2.7 The Government, through the MEHRD, responded to all of the recommendations in the AoG's Report. This was published simultaneously in the AoG's Report.⁸

National Education System

2.8 The education system has a two-tier structure: a policy and administrative structure, and a human resources development and training structure. The former is the bureaucratic arm which deals mainly with policy decisions and organisational and administrative processes of the education system. The latter is training-based which focuses on schools, teachers, and training of human resources in general. The administration structure establishes, supports

⁶ Performance Audit Report, OAG. 2011. *Teacher Absenteeism in Solomon Islands Primary Schools*, National Parliament Paper No. 19 (2011), p. 2

Performance Audit Report, OAG. 2011. Teacher Absenteeism in Solomon Islands Primary Schools, National Parliament Paper No. 19 (2011), pp.3 – 5

⁸ Appendix 6

⁹ Performance Audit Report, OAG. 2011. Teacher Absenteeism in Solomon Islands Primary Schools, National Parliament Paper No. 19 (2011)

and develops the school structure. The school-based structure classifies the educational institutions into kindergartens, primary and secondary schools and vocational training centres.

Legislative Framework

- **2.9** Solomon Islands' national education system is governed by the following legislative and regulatory instruments:¹⁰
 - Constitution 1978
 - The Education Act [Cap.69]
 - Grants Code LN44/1979
 - School Fees Regulation LN 10/1989; LN 100/1989
 - Examinations and Selection Rules LN9/1992
 - The Solomon Islands Teaching Service Handbook (TSH), January 2007

Constitution 1978

Teaching Service Commission (TSC)

- **2.10** The Teaching Service Commission (the Commission) is established under the national Constitution¹¹ by virtue of the *Constitution (Amendment) Act 1982.*¹² The TSC is vested with the power to appoint, remove, and discipline teachers. It may delegate any of its powers to any member of the Commission or any public officer, including provincial government officers.
- 2.11 The Commission comprises of a Chairman and not less than two nor more than three other members appointed by the Governor General for a period of not less than three nor more than six years. The Chairman of the Commission is also the Chairman of the Public Service Commission (PSC). Members of the Commission must not be a Member of Parliament or a member of a Provincial Assembly or a public officer or if that person has any political interest. A member of the Commission is not eligible for appointment to any public office.
- 2.12 The Commission's main function is to consult with relevant EAs in the processes of appointing teachers to schools, appraising or promotion of teachers, and demotion or removal of teachers.

Education Act [Cap.69]

2.13 The *Education Act*¹³ ('the Act') provides for the structure of the education system in Solomon Islands. It establishes three fundamental institutions and accords them functions and powers to administer the Act and implement relevant polices. These are the National Education Board (NEB), the Teaching Service Board (TSB), and Education Authorities (EA).

Performance Audit Report, OAG. 2011. *Teacher Absenteeism in Solomon Islands Primary Schools*, National Parliament Paper No. 19 (2011), p.1

¹¹ Sections 116A and 116B

http://www.paclii.org/sb/legis/num_act/ca1982268/ (Accessed 21st May 2013)

¹³ [Cap 69]. http://www.paclii.org/sb/legis/consol act/ea104/(Accessed 22nd May 2013)

- **2.14** The Act also provides for the establishment and operation of schools, registration of teachers, the curricula to be used, examination of students, and how schools are to be financed. A subsidiary legislation¹⁴ is annexed to the Act which spells out in detail the provision of government grants as financial assistance to EAs and the manner in which the grants are to be accounted for.
- **2.15** The Act is accompanied by a Regulation and a set of Rules. These are the School Fees Regulations¹⁵ and the Examinations and Selection Rules described below.

National Education Board

- **2.16** The NEB is established under Part 2 of the Act. Its main functions are to make recommendations to the Minister and provide advice to the Minister on matters relating to education policy, financing the education services, and other matters concerning the operation and development of the education system in the country.
- **2.17** The NEB expected to meet at least twice annually. It consists of a Chairman and at least fourteen other members whose appointment or the termination thereof, is at the Minister's discretion. The members, including the Chairman, are appointed for an initial three-year period. All members are eligible for reappointment at the end of their appointment period.
- **2.18** The Permanent Secretary appoints the Secretary to the Board, who must be an officer of the Ministry.

Teaching Service Board

- **2.19** The Teaching Service Board (TSB) is appointed by the Minister. It comprises of a Chairman, and not less than two or more than four members representing teachers in all types of school or institution. The Secretary to the Board must be an authorised officer but must not be a member of the Board.¹⁷
- 2.20 The TSB is responsible for exercising general oversight over the terms of service and welfare of teachers. It is also responsible for advising the Minister on matters relating to teachers' salaries and conditions of service. It confirms all appointments made to schools and the relevant salary scale entry points. In addition, it considers and acts upon recommendations made by EAs or their appointed Boards or Committees on matters relating to the discipline of teachers. The TSB also considers appeals made by EAs or school boards or Committees on teachers against recommendations.¹⁸

Education Authorities

2.21 Part III of the Act provides for the establishment of EAs and their functions. ¹⁹ The Act 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...²⁰

¹⁴ Grants Code Relating to Rates and Conditions of Government Financial Assistance to Education Authorities, LN 44/1979, 1st June 1979.

¹⁵ LN 10/1989; LN 100/1989

¹⁶ Section 4, above n5.

Section 35, above n5.

Section 36, above n5.

¹⁹ Sections 9 – 12, above n5.

- 2.22 A person, organisation or a Provincial Assembly (PA) who intends to establish and operate a school must first apply to the Minister to register as an Education Authority in order to establish and/or operate a school. Having considered the application, the Minister may or may not give his or her approval. If an EA fails to perform its functions, the Minister may withdraw his or her approval, and the EA delisted from the list of approved EAs. Any approval or withdrawal of approval by the Minister may be published in the Gazette.
- 2.23 An EA approved by the Minister is responsible for the operation and maintenance of the school(s) registered under that EA. An EA is obliged to comply with the requirements of the Act, and any other requirements by the Minister or Ministry made in accordance with the provisions of the Act.
- **2.24** EAs are responsible for notifying the TSC:
 - through the TSO, on all matters relating to the discipline of teachers;
 - through the IASD and TSD, on all matters relating to the appraisal and promotion of teachers; and
 - through the TSD, on all matters relating to the demotion of teachers.
- 2.25 Additional functions of an EA are provided for in Appendix G of the TSH.²¹

Grants Code

Purpose

2.26 The Act provides for the Minister to publish an administrative code known as the Grants Code (the Code).²² The Code stipulates the rates and conditions of government financial assistance to approved EAs. The Code also provides for the proper use and control of such grants.²³ An EA is obliged to comply with the requirements of the Code and may be liable to refund all or part of a grant if those conditions are not complied with.

Eligibility

2.27 An EA is eligible to receive government grants if schools registered under that EA follows an approved timetable and confirm to the dates of school terms and holidays as prescribed by the Permanent Secretary. Government grants are paid in respect of pupils within the permitted enrolment figure in approved classes as determined by the Minister from time to time after consultation with the NEB.

Accountability

2.28 An EA is responsible to ensure that adequate measures are taken to safeguard public funds and to ensure that proper records of accounts are kept and to render annual statements of accounts to the MERHD for examination within six months of the end of each year.

Types of grants

2.29 The Code provides for several grants which largely form the recurrent budget of a school, especially primary schools. These are the boarding, equipment, maintenance, pupils' travel,

²⁰ Section 2, above n5.

²¹ Appendix 4

²² Section 38, above n9

²³ Above n10

ancillary, and overseas (including Church Secondary Schools) staff travel and baggage grants. The Minister, in consultation with the NED, determines the rates at which the grants are to be paid.

Boarding grant

2.30 A Boarding Grant is paid annually for the purchase and transport of food, costs of food production, costs of cooking, fuel, transport, bedding, hygiene and health supplies.

Equipment grant

2.31 An Equipment Grant is paid annually for the purchase and transport of textbooks, stationery and other school equipment.

Maintenance grant

2.32 Maintenance Grants are also paid annually for the cost of maintaining and repairing school buildings and equipment.

Pupils' travel grant

2.33 A Pupil's Travel Grant is paid annually to assist with the costs of transporting students between school and home for approved vacation periods.

Ancillary service grant

2.34 Ancillary service grants are for the provision of clerical support necessary for the efficient administration of a boarding school or for the assistance with farm work or for teaching cultural craft.

Travel and baggage grants

2.35 A travel and baggage grant is paid to Church-run secondary schools in respect of overseas staff at their arrival and departure, provided that an expatriate staff completes a two year period of service.

School Fees Regulation

- **2.36** The School Fees Regulation (the Regulation) sets out the range of tuition and/or boarding fees schools and EAs may impose upon a student or upon any person responsible for the payment of fees of that student. The fees are payable annually.
- **2.37** The Minister, in consultation with the NEB, determines the rate of school fees payable by students and fee payers.²⁴

Examinations and Selection Rules

- **2.38** The Examination and Section Rules (the Rules) provides for the *content and conduct of examinations and selection tests, and the eligibility of candidates for such examinations and tests.*²⁵ The examinations refer to the Solomon Islands Secondary Entrance Examination, the National Form Three Assessment Examination, and the Solomon Islands School Certificate.
- **2.39** The Rules also provides for selection criteria into Forms 1, 4 and 6.

Section 40(1), above n9

²⁵ Section 45(2(d), above n9

Administration Structure

2.40 The administration structure consists mainly of the Ministry of Education and Human Resources Development (MERHD) and its departments and divisions.

Ministry of Education and Human Resources Development

- **2.41** The Act specifically provided for the establishment of a Ministry responsible for education and training consisting of ... a Minister, a Permanent Secretary, and such subordinate officers... as appointed from time to time. ²⁶
- 2.42 The MEHRD is made up of three main sectors, each with an Under-Secretary to head. These are the admin, professional, and technical sections. The Administration section comprises of the offices of the PCRU, Secretariat, Finance & Accounts, TSD (admin), HRD, and the National Education Section. The Professional section comprises of the TSD, ECE, Primary School, Secondary School, IASD, Library, and TTDD. The Technical section comprises of the TVET, NTU, NESU, CDD, and SINU.
- **2.43** The MEHRD oversees, leads and develops educational services in the Solomon Islands. It is responsible for setting education policy strategies and curriculum, writing national examinations, coordinating teacher training, paying salaries, and issuing and auditing operational grants to schools and education authorities.
- 2.44 Through directions from the government, MEHRD's primary functions include planning and implementations of government education policy, administration and coordination of education activities and involve in regulatory functions such as teacher registrations/deregistration, inspection and discipline of teachers and withdrawal of approval from Education Authority.

School Boards or Committees

- 2.45 A School Board or Committee operate at the school level. School Board's primary function is to work cooperatively with school management and the wider community to ensure appropriate and proper planning, budgeting, monitoring, reporting and communication system, and other operational matters, are in place for effective management and operation of the school.
- 2.46 A detailed list of the roles and functions of school boards or committees are provided in Appendix H of the TSH.²⁷
- 2.47 Members of a school board may consist of community members, parents and/or teachers, appointed or elected by a school board on a yearly basis during a school board's annual general meetings.

Section 3, above n5

²⁷ Appendix 5

Solomon Islands Teaching Service Handbook

- 2.48 The Solomon Islands Teaching Service Handbook ('the Handbook') is a set of administrative and management regulations. Its main objective is to provide for the terms and conditions of service for teachers.²⁸ It seeks to foster a better understanding of the sector, the work, rights and obligations of teachers by clarifying the relationships, roles and responsibilities of teachers, schools, the Ministry, EAs, communities, parents, school children and other stakeholders.
- **2.49** The Handbook is also a guideline for teachers and school administrators on the registration process of teachers, the employment regime, inspection/appraisal/promotion/demotion regime, professional standards for teachers, a Code of Professional Conduct, misconduct/complaints/ discipline procedures, and salary processes and payments.

Review of the Education Act

- **2.50** On 12 June 2013, a review taskforce was created within the MEHRD to initiate consultation discussions with a view to review the Act.²⁹ The taskforce's mandate is to review the management of the education system established under the Act.
- **2.51** A report of its findings is expected to be published on 12 December 2013.³⁰ It is also expected that a White Paper will be submitted to the Cabinet on March 2014, and a draft Bill a couple of months later.

Committee Comments

- **2.52** The Committee's comments and recommendations in this section are based on the evidences collected and the Committee's findings on those evidences. Detailed aspects of the Committee's findings and recommendations in this section can be found throughout the whole report.
- **2.53** The Committee noted that its findings and therefore the ensuing recommendations are similar to the audit report findings by the OAG. However, certain aspects are covered more in detail and are inclusive of the entire education system in the country.
- 2.54 The Committee noted that the regulatory framework is out of date, especially the Act and its subsidiary legislation. They have never been reviewed since their enactment 35 years ago. The Committee is aware that a taskforce created within the Ministry has initiated consultations with the primary objective to review and modernise the current Act. The Committee is aware that the taskforce was created towards the end of the Inquiry with six months to produce a report of its findings. However, the Committee also acknowledge concern by the taskforce that adequate time is required to properly review the current Education Act.

²⁸ Section 373, above n5.

²⁹ Education Act Review Taskforce, Handsard Transcript, 14 November 2013, pp.1-25

Education Act Review Taskforce, Handsard Transcript, 14 November 2013, pp.1-25

- 2.55 The Committee also noted that the functions and responsibilities of bodies within the framework are either vague or ambiguous. In certain areas, there is no clear demarcation of functions and powers accorded to these bodies thereby distinguishing them from their implementation or oversight roles. For instance, there is a duplication of responsibilities accorded to the TSB and the TSC in the appointment process of teachers.
- **2.56** Whilst the Committee noted that the TSHB is a comprehensive and detailed guideline for the teaching profession, the Committee is inclined to perceive certain provisions in the TSHB be elevated to statutory status, if it assigns rights or obligations.
- 2.57 The Committee also noted that some Inquiry participants supported the idea to establish a separate Ministry for Teachers. Proponents contend that the existing administrative mechanisms within the MEHRD are no longer capable of delivering effective and efficient Teaching services amidst the Ministry's overall role to administer and manage the wider education services in the country. Proponents further contend that if a separate Ministry (Ministry of Public Service) can be extablished to oversee the affairs of the Public Service and more than three thousand (3, 000) Public Servants, why can't a separate Ministry be established to oversee, administer and manage the affairs of more than nine thousand (9, 000) Teachers. By establishing a separate Ministry for Teachers, a considerable burden would be lifted from the current MEHRD setup by concentrating more on other educational issues, leaving the teaching services portfolio to a Ministry dedicated for Teachers and the Teaching Service. By doing so, proponents argue that there is a high probability that teaching issues and teachers' affairs would be dealt with efficiently and therefore delivering effective teaching services to the country.

Recommendation 1

- a. The Committee recommends that the Ministry of Education and Human Resources Development must produce tangible and practicable solutions to address national education issues highlighted in the Office of the Auditor General's Audit Report as well as the Committee's findings (this Report).
- b. The Committee recommends that the Ministry of Education and Human Resources Development must allow the Education Act Review Taskforce sufficient timeframe to address relevant issues pertaining to the National Education Framework.
- c. The Committee recommends that the Education Act Review Taskforce considers the viability of establishing a separate Ministry for Teachers as part of its task.
- d. The Committee recommends that the Ministry of Education and Human Resources Development must fully equip the Education Act Review Committee with the necessary resources, including human resources, to effectively and fully discharge its mandate.

Chapter 3: Extent of the Problem

This Chapter examines the extent of teacher absenteeism in Solomon Islands. The Committee heard a lot of anecdotal evidence about the extent of teacher absenteeism throughout the. However, there is very little data available to quantify the problem. This is largely due to a lack of monitoring and reporting by school principals and Education Authorities, which is considered in detail in Chapter 4: Causes of Absenteeism. This Chapter firstly defines teacher absenteeism, and then outlines available evidence on the extent of absenteeism.

What is teacher absenteeism?

3.1 'Teacher absenteeism' is when a teacher does not report to work or does not remain at work. Most commonly, 'teacher absenteeism' refers to when a teacher does not attend school for a whole day or more. However, the phrase also applies when teachers arrive late or leave early, leaving classes unattended. A further aspect of 'teacher absenteeism' is where a teacher is physically present at the school but does not attend the classroom to teach the class.³¹ Mr Joseph Pitakia, the Education Director of SDA Education Authority outlined the two different forms of teacher absenteeism;

I see teacher absenteeism in two forms. The first is when teachers are not physically present in the classroom; they are not there. Students do not see them, they are absent. That is one form of absenteeism. The other form is where the teachers are physically present but they are not carrying out their responsibilities. To me, those two are both serious because to put it simply, a teacher can be there but when he or she is not delivering what he or she is tasked to do, paid to do and committed to do, then that is basically being absent from teaching the children which are the future of this Country.³²

3.2 Another way that stakeholders differentiated between different types of absenteeism was on the basis of whether the absenteeism is 'authorised' or 'unauthorised';

Absenteeism can be authorized or unauthorized. Authorized absenteeism includes absences arising from illness e.g. a sick leave, compassionate leave, study leave, unpaid leave, leave to attend special events and maternity leave for female teachers and provisions is also made for male teachers for up to 10 days as prescribed in the Teaching Service Handbook, December 2011 etc.... Unauthorized absenteeism includes behaviour such as long break periods during the 30 minutes break, teachers going late to classes or doing domestic tasks. The common element of both forms of absenteeism is that it is unplanned.³³

3.3 The difference between authorised and unauthorised absenteeism is reflected in the *Teaching Service Handbook* (TSH), which refers to a teacher being 'absent from duty without authorisation' in the section entitled "Absence from duty";

³¹ Submission No. 1, Moffat Wasuka, Selwyn College Council, p.16

Mr Joseph Pitakia, Education Secretary - SDA Education Authority, Evidence, 25 October 2013, p.8

³³ Submission No. 2, Ellison Mane, Chief Education Officer - Isabel Province, p.1

Where a teacher is absent from duty without authorisation in a fortnight period, his/her Principal/Head Teacher or in the case of a Principal/Head Teacher, the Chairperson of the School Committee/Board shall report the absence to the Education Authority on an Absence Report Form, which shall include the teachers' own explanation for the absence...³⁴

Extent of absenteeism

3.4 Despite a lack of data, there is agreement among stakeholders who participated in the Inquiry that teacher absenteeism is high in Solomon Islands. There were some evidences that absenteeism is less of an issue in some private schools and church-run schools compared to state or government run schools.³⁵ In their submission to the Inquiry, the SICWA Education Team reiterated this point. A number of reasons for the apparent difference were given. These are considered in more detail in Chapter 4: Causes of Absenteeism.

We believe that teacher absenteeism is almost nonexistent in boarding secondary schools administered by Church Education Authorities. This is partly because of the provision of teacher housing on campus and other support provided for teachers. This may be in the form of salary bonuses at the end of the academic year, cheaper food supply purchased from school farms or other forms of support. In this context teacher absence is legitimate and based on valid reasons and is well managed by the school administration in terms of relief teaching arrangements. Such absence is seen as some form of leave. Also, this is because of instilled church philosophies and teaching relating to honesty, commitment and integrity in teachers work and attitude.³⁶

3.5 However, other private schools reported that absenteeism is a problem in their school.³⁷ There was also evidence presented to the Inquiry that absenteeism is high among Principals and Head Teachers.

...the absenteeism of the head teacher would get two weeks because of the schedule of the ship is fortnightly. And also with regards to the grants—and I am talking about the primary sector—the head teacher have to retire the school grants and this must be done in Buala before 15 June or 15 December each year. Therefore, it leads to teacher absenteeism in terms of school administrators.³⁸

3.6 A Head Teacher from a school in Makira Province further stressed that;

³⁴ Solomon Islands Teaching Service Handbook, Ministry of Education and Human Resources Development, December 2011, section 12.4

Private Education Authorities (Witnesses from Woodford International School, Chung Wah, Zion School), Evidences, 15 October 2013, pp.1191-1207

³⁶ Submissiom No.4, Education Team - Solomon Islands Community in Waikato (SICWA), p.5

Mr. Cypriano Nuake, Education Secretary - Catholic Archdiocese, Evidence, 16 October 2013, p.1255

Mr. Silas Era, Evidence, 5 July 2013, p.809

...the admin work of the school ... as head teacher..., we have to go out to Honiara to do these things, some of which may take weeks to complete before we come back. When we go out to do these things, the admin of the school, we have to delay and that causes some delay in the school because we cannot return back on time to our work.³⁹

3.7 The Inquiry was informed that the teacher absenteeism is much more obvious in the rural areas where the school management is weak. In his submission, Mr. Moffat Wasuka indicated that;

...the lengthy teacher absenteeism is more common in rural schools where school management is weak, and where teachers on trips to provincial education offices or Honiara often take weeks. Primary schools are the worst affected. 40

3.8 During the hearing in Honiara, Mr Cypriano Nuake, Education Secretary - Catholic Archdiocese, gave the Committee a recent example of absenteeism in one Catholic high school;

I would like to give just a snap shot on one of our recent visit to one of our High School that is in Honiara, we have looked at a one week attendance sheet and out of 24 teachers we have seen an average of 20 teachers attending classes and 4 teachers are just absent while two of them were approved and the other two not.⁴¹

3.9 Another example of absenteeism was provided in the submission from Mr Moffat Wasuka, Selwyn College Council;

Is teachers' absenteeism really serious? Let us consider the case of a teacher called Mr X. Mr X leaves the school about 10 o'clock in the morning and arrives back at school about 6 or 7 pm. He is too tired to mark students' work nor is he able to prepare lessons for the next day. In reality Mr X loses two periods of contact time plus preparation and review time. Effectiveness of Mr X on the following day is questionable because he has not prepared his Lessons for the day. This undesirable practice is repeated in the following pay week, and the next and the next. A simple calculation will tell us how much time Mr X has lost in one semester. 2 periods x 10 pay days = 20 periods. In one year Mr X could lose up to 40 periods. That is besides the other times he is absent from classes which the students are complaining about.⁴²

3.10 The next section outlines available evidence on both forms of teacher absenteeism – full and multiple day absenteeism and lateness.

³⁹ Mr. Robin Taro, Evidence, 7 May 2012, p.168

⁴⁰ Submission No. 1, Moffat Wasuka, Selwyn College Council, p.5

⁴¹ Mr. Cypriano Nuake, Education Secretary - Catholic Archdiocese, Evidence, 16 October 2013, p.1255

⁴² Submission No. 1, Moffat Wasuka, Selwyn College Council, p.7

Full and multiple day absenteeism

3.11 The Archdiocese of Honiara Education Authority submission contained a weekly snap shot of teacher attendance in a secondary school. The snapshot captures both approved and unapproved absences as well as lateness. Attendance became worse towards the end of the week, when only 58 per cent of teachers were present. When lateness is also accounted for, of the 14 teachers who were present on Friday only 10 were recorded as being on time, meaning that only 41 per cent of teachers were present and on time.

	Late (after	Non	Approved	Unapproved	On time	Present
	8am)	sign	absent	absent		
Monday	4/22	1/22	2/24	2/22	19/22	23/24
Tuesday	7/22	3/22	2/24	0	13/22	20/24
Wednesday	5/22	2/22	2/24	1/22	18/22	21/24
Thursday	6/23	2/23	1/22	1/23	11/23	19/24
Friday	1/23	3/23	3/23	2/23	10/23	14/24

Source: Submission No.11, Mr. Cypriano Nuake - Education Secretary, Archdiocese of Honiara Education, p.2

- **3.12** In October 2009, the Ministry of Education and Human Resources Development (MEHRD) commissioned the Teacher Attendance Project⁴³. The project studies two schools Koloale CHS, managed by Honiara City Council and Betivatu CHS, managed by the South Sea Evangelical Church (SSEC). The main findings from the project include;
 - An average, 14% and 21% of teachers failed to report attendance over an 8 week period
 - Koloale CHS absenteeism ranged from 18% to a low of 8%
 - Betivatu CHS absenteeism ranged from 18% to 26%
 - Just because teachers didn't sign in doesn't mean they weren't there. Just because they did sign in doesn't mean they attended class.

Lateness

3.13 Section 7.2 of the Teaching Service Handbook states that "the official daily working hours for teachers shall be from 8.00am to 4.30pm." The Handbook continues that a school may vary those hours "because of factors related to distance and transport, may consult its EA to vary the working hours." The Handbook also sets out the hours of instruction in each sector of a school;

a) Early Childhood Education
b) PE: Year 1 to Year 2
c) PE: Year 3 to Year 6
d) SE: Year 7 to Year 13
4 hours per day.
5 ½ hours per day.
5 ½ hours per day.

3.14 The level of absenteeism is far higher when taking lateness into account. For example, the Archdiocese of Honiara submission stated "In our other school, over a two week period 5

Solomon Islands Teaching Service Handbook (TSHB), Ministry of Education and Human Resources Development, December 2011, section 7.2

⁴³ Teacher Attendance Project Report, MEHRD, 2009, p.3

out of 22 staff arrive on time." ⁴⁵ The Teacher Attendance Project Report also included data on lateness:

- Koloale CHS average arrival time was 8:27am. Official school starting time is 8am
- Betivatu CHS average arrival time was 8:13am. Official school starting time is 8:30am
- Departure time about 1 in 3 teachers consistently do not sign out. The report stated "it might be assumed that teachers not signing out are leaving earlier". 46
- **3.15** Pasifiki Services Ltd conducted a survey⁴⁷ at Panatina Community High School for one week in September 2008. Rather than rely on teacher sign in, the survey asked students to record teacher attendance each day. The survey covered 12 secondary classes for 7 periods a day, a total of 420 periods over the week. Teachers who were more than 10 minutes late, or left more than 10 minutes early were recorded as being 'absent'.
- **3.16** Average attendance across the week was 47%, meaning that over half the periods during the week, there was no teacher present. Only one class reported having a teacher present each period for one day. Form 1 experienced the highest attendance, while Form 6 experienced the lowest attendance with one class having a teacher for only 20% of periods during the week.⁴⁸

Reported teacher absence by day

Class	Monday	Tuesday	Wednesday	Thursday	Friday	Presence%
1B	4	5	2	5	4	57%
1G	4	5	3	4	1	49%
2B	2	6	3	3	3	49%
2G	3	5	5	3	1	49%
3B	4	3	5	3	3	51%
3G	3	3	5	4	3	51%
4B	5	4	5	1	1	46%
4G	4	5	3	3	3	51%
5B	6	6	1	2	3	51%
5G	6	7	1	2	1	49%
6 arts	2	1	2	1	1	20%
6 science	3	1	4	2	3	37%
Presence%	46%	51%	39%	33%	27%	47%

3.17 The Committee also heard evidence of teachers who were at the school but did not attend class. An example of this was from the Head Girl of St Nicholas School;

I also observed that some teachers are just being lazy to attend their classes. I do observe now and again that teachers would just roam around the school

Submission No.11, Mr. Cypriano Nuake - Education Secretary, Archdiocese of Honiara Education, p.2

⁴⁶ Teacher Attendance Project Report, MEHRD, 2009, p.3

⁴⁷ Teacher Attendance Survey Results, Pasifiki Services Ltd., September 2008, pp.1 - 3

⁴⁸ Teacher Attendance Survey Results, Pasifiki Services Ltd., September 2008, pp.1 - 3

premises or sit down in the staff room and do what they want to do during class times.⁴⁹

OAG Report

3.18 The OAG Report highlights that teacher absenteeism was a significant issue in Solomon Island's primary schools. Although there were no clear indications of the extent of teacher absenteeism, the Report mentioned that the opportunity cost of lost teacher wages due to absenteeism exceeds \$1.2m p.a.⁵⁰

Government response

3.19 There was no specific response from the MEHRD in relation to the extent of teacher absenteeism. However, the MEHRD acknowledge the existence of the problem of teacher absenteeism in the Education System.

Committee Comments

- 3.20 The Committee's Inquiry was hampered by lack of up-to-date data on the extent of absenteeism in Solomon Islands schools. The lack of data stems from poor reporting and monitoring systems in the schools, education authorities and the Ministry, despite the Teaching Service Handbook (TSHB) clearly stating the record keeping requirements in relation to teacher absences. Poor record keeping is in turn a cause of absenteeism since teachers believe they will not be disciplined or punished for being absent or late. This is addressed in Chapter 4 of this report where the Committee makes recommendations (Recommendation 8) in relation to monitoring, recording and acting upon absences.
- 3.21 Despite the lack of data, it is clear to the Committee that absenteeism is widespread and extensive across Solomon Islands. From the evidence heard during the Committee's provincial visits and hearings, it does appear that absenteeism is significantly greater in rural provincial areas or in primary or secondary schools, although there is some evidence that younger classes enjoy greater teacher attendance than some senior years. When lateness is take n into account, the amount of time teachers are absent from their classroom is greatly a concern. From one study provided to the Committee, there is evidence that absenteeism is as high as 80% for some classes. This is completely unacceptable and has an enormous impact on the learning capacity and outcomes for our students. The impact of teacher absenteeism is discussed in Chapter 5 of this report.

⁴⁹ Ms Elizabeth Tasra, Head Girl - St Nicholas School, Evidence, 16 October 2013, p.23

OAG, Performance Audit Report: Teacher Absenteeism in Solomon Islands Primary Schools, 23 September 2011, pp.2 - 3

Chapter 4: Causes of Teacher Absenteeism

This Chapter describes and explains the main causes of Teacher Absenteeism. Causes of Teacher Absenteeism can be broadly grouped into two categories - Internal and External Factors.

The internal factors are the issues which emanates from within the education system itself and are within the reach of relevant authorities and the individual teacher as a person. These are teacher's conditions of services, administration complexities and teachers' professionalism.

Conversely, the External factors are the issues that are external to the education system and the teaching profession, and are often beyond the jurisdiction of the education authorities. These are access to basic services, geography and remoteness, basic infrastructure and teachers' relationship with their working environment and the wider community as a whole.

Internal Factors

4.1 The Internal factors concerns three major issues: Teacher's Conditions of Services, Administration Complexities and Teacher's Professionalism.

Teacher's Conditions of Service

4.2 Teachers described poor conditions of service as one of the main contributing factors to teacher absenteeism. Condition of service in this case refers to teachers' salary level and structure, entitlements, accommodation, school infrastructure, resources, and communication that enable teachers to perform their duties well. Each of these issues is discussed below.

Low Salary

- **4.3** Teachers described before the Committee that the salaries they receive each fortnight is not enough to sustain themselves and their families. As such, teachers become vulnerable and develop a tendency to neglect their duty in order to search for alternative sources of income or other means to support themselves and their families.⁵¹
- 4.4 Mr Ben Lirpangu, a teacher from Temotu Province, in his evidence described the cause of absenteeism as poor housing for teachers and low salary that could not meet high demand or high cost of living today.⁵²
- **4.5** Another teacher from Temotu Province, Mr Ezekiel Walters, expressed the experience on the level of teachers' salaries against the rising cost of living this way.

Teachers' low salary is a great problem and I will give you one instance. TITs are paid on the level of 2.1 on the salary of \$500. The cost of 20kg rice in Lata is \$360. If you deduct that amount you will be left with \$140. Just imagine if

⁵¹ Jacob Sogavare, Evidence, 13 May 2013, p.437

⁵² Ben Lirpangu, Evidence, 2 May 2012, p.19

the teacher travels from a distant school, just the cost of fuel, do you think it will satisfy him? 53

4.6 Ms Ethel Sulu, a Central Islands Province TVET Centre instructor, in her evidence ascribed low salary and poor working conditions as root causes of absenteeism.

I would term this as the root cause and that is very low salary package and poor working conditions. ...we have been trying our best to make ends meet and at the same time struggling to educate the children of others. And by this, it all falls down to conflict of interests and because we are that low, our interests, commitments to education and teaching have been diverted.⁵⁴

4.7 On the contrary, the Education Development Partners Coordination Group (EDPCG) held the view that there is no direct relationship between teachers' level of salary and the rate of Teacher Absenteeism. In their written submission to the Committee, the EDPCG contented;

Increasing teachers' salaries is unlikely to reduce teacher absenteeism in Solomon Islands because teacher salaries already compare reasonably with public sector and private sector wages, and are much higher than the minimum wage. International evidence consistently shows that increasing salaries beyond 'living wages' has a fiscal impact with negligible improvements in performance or attendance.⁵⁵

4.8 Evidences provided by these teachers suggest that as a result of low salary that is insufficient to meet the rising cost of living, teachers skipped classes and resort to other means of earning money. The Committee is aware that section 12.1.11 of the TSHB stipulated that teachers are not allowed to engage in other business activities while in the teaching profession.

A teacher is guilty of misconduct and is subject to disciplinary action if s/he: 12.1.11 engages in private business and other unofficial activities to the detriment of his or her professional obligations.⁵⁶

- 4.9 The practice of absence from class and engage in other business activities contravenes the relevant section of the TSHB quoted above. Those who breached the above quoted section are guilty of misconduct and should have been disciplined. However the disciplinary system is also weak. When no disciplinary action is taken against those who misconduct, the rest of other teachers began to think that it is fine to engage in other private businesses. This effect ripples across the school and soon teachers' attentions are divided between classes and engage in private business.
- **4.10** On the other hand, when the salary is not enough to sustain teachers and their families until the next pay day, it then become a humanitarian issue of survival. Teachers have to resort to gardening, or finding means of providing for their families. The Committee is aware of the high cost of goods transported from Honiara to Provincial Headquarters and rural areas

⁵³ Ezekiel Walters, Evidence, 2 May 2012, p.38

⁵⁴ Ethel Sulu, Evidence, 22 August 2013, p.954

⁵⁵ Submission No.3, Education Development Partners Coordination Group, p.3

⁵⁶ Solomon Islands Teaching Service Handbook (TSHB), Ministry of Education and Human Resources Development, December 2011, Section 12.1, p.38

- which are sold with high mark up prices. This has magnified the problem of high cost of living for rural and provincial teachers.
- **4.11** Evidence gathered pointed to low salary and attitude problems as contributing causes. For instance, there were cases where teachers were reportedly absent from class while consuming alcohol with other teachers during week days and no disciplinary action taken agaist such conduct. This is further discussed in the section on *Attitude and Alcohol* under *Teacher professionalism*.
- **4.12** In other cases, teachers travel several kilometres to collect their pay. This pay can only be enough to get one bag of rice that cost more than \$300 in the rural areas very far from Honiara. The amounts left from the salary will then just enough to meet the cost of fuel and transport to get back to their respective schools⁵⁷. As a result teachers will be left with no money to sustain them and their families for the rest of the other days till the next pay day, therefore had to resort to other means of earning by sacrificing their profession.

Disparity between the Commissions

- **4.13** The second issue relating to low salary is the Teaching Service Commission's salary structure, as compared to that of the Public Service Commission. A number of witnesses asserted disparity exist between the TSC and PSC's salary structure and that Public servants are paid higher than teachers.
- **4.14** Alistair Dore, a teacher from Choiseul Province claimed that the public servants are paid higher than teachers and that the Public Service Commission terms and condition of service is better in comparison to the Teaching Service Commission's.⁵⁸
- **4.15** Rawcliff Kabu a teacher from Isabel Province made reference to the TSHB which refers to teachers' scheme of service and a unified salary structure. He further claimed that the Public Servants have more allowances compared to TSC's teachers. "I think the Teaching Service Handbook stated that there must be a Unified Salary Structure with the Public Service, but that is not the reality. The Public Service has a lot of allowances compared to us. The minimum wage has to be improved".59
- **4.16** The OAG *Performance Audit Report* also pointed out that teachers have alleged that the Unified Salary Structure introduced in 2006 by a Cabinet Paper did not address the issue of low salary.⁶⁰
- **4.17** The line of arguments presented to the Committee by teachers alleged that there is in existence a Unified Salary Structure introduced in 2006. On the other hand there is also a general consensus amongst teachers that there is still no absolute unification of a salary structure in place as yet for the Teaching Service Commission that is equivalent to the Public Service Commission. These views are contradictory.
- **4.18** The Committee received submission from the Office of the Prime Minister and Cabinet (OPMC) regarding the existence of the 2006 salary structure which confirmed that the salary level of both teachers and public servants were the same in 2006. It was confirmed by the

⁵⁷ Mr Robert Wanedala, Evidence, 11 October 2012, p.380

⁵⁸ Alistair Dore, Evidence, 13 May 2013, p.458

⁵⁹ Rawcliff Kabu, Evidence, 4 July 2013, p.786

OAG, Performance Audit Report: *Teacher Absenteeism in Solomon Islands Primary Schools*, 23 September 2011, p.34

OPMC that "the benefits accorded to both groups vary from each other by virtue of general orders, teaching service handbooks and other regulations. Therefore, not all benefits accorded to Public Servants applied to teachers in 2006"⁶¹. The Committee also received the MEHRD submission containing the TSC salary structure⁶² and made comparison with the PSC's⁶³.

- 4.19 The Committee is of the view that the two pay structures are comparable in terms of salaries received. However, the teachers are more disadvantaged on two grounds, compared to public servants in terms of working conditions and entitlements. There is no clear demarcation on the line of responsibilities of the MEHRD and the EAs. The TSHB indicated that it is the responsibility of the government to meet teachers' salaries. However, section 13.2.2 states that "an Education Authority which employs teachers in excess of its entitlement as laid down in the teacher establishment by the Ministry of Education shall be responsible for the payment of their salaries".
- 4.20 The TSHB is clearer on salary and what entitlements teachers are entitled to. However, it is silent on who is responsible for meeting these entitlements. For example there have been numerous references made to a MOU signed between Solomon Islands National Teachers Association (SINTA) and government for cost sharing on teachers annual leave passages. But EAs disagreed citing that the MOU was signed between SINTA as a Union and the government with no inputs from the EAs. The Committee was not able to get a copy of the MOU.
- 4.21 The second front of disadvantage is the geographical scatteredness of teachers amongst the islands within the country. Most public servants are in Honiara where offices of line ministries are located. If there is a delay in response to a submission, public servants can easily pick up the phone and follow up or physically track down the submission. Comparatively, teachers are spread across the country. Bureaucracy in the system of moving one submission (for instance for a charge allowance) from the principal, to the EA, to the Provincial Educational Authority, to the MEHRD and then to the MoFT and back via the same route takes a huge amount of time. By the time it reached the second person on its way to MoFT, it has lost its urgency. If the EA or the Provincial CEO has travelling allowance to bring the documents to Honiara, then the submissions will be dealt with in a reasonable time. If, however, there is a lack of money then the submission will be in the EA or the Provincial CEO's office until the officer travels to Honiara.
- 4.22 Related to the claims of disparity between the PSC and TSC salary structure and entitlement is the suggestion for merging of the PSC and TSC into one commission with one unified structure. The MEHRD in their evidence admitted that it has no plans for amalgamation of the commissions. The MEHRD team is of the view that strengthening EAs and devolution of some MEHRD powers to EAs would address the issue. This power devolution includes giving EAs the authority to approve and raise salary authority and directly submit to the MoFT for processing of the payments. According to the MEHRD a pilot test carried in 2013 with four EAs turned out very successful and significantly cut down the amount of time taken to process payments to two or three weeks at the most⁶⁴.

⁶¹ Submission No.15, OPMC.

⁶² Submission No.13, MEHRD.

⁶³ Submission No.14, PSC.

⁶⁴ Mr Tim Ngele, US Professional MEHRD, Evidence, 18 October 2013

Bureaucracy in the Education System

- 4.23 The bureaucracy and the many steps involved in the process of decision making and approval or rejection of submissions has been highlighted as one factor causing low morale and confusion amongst teachers. Low morale comes in when a teacher waits for too long (years in some cases) for appointment confirmation or to receive his/her entitlement such as relief allowance. Confusion amongst teachers stemmed out from ambiguity on reporting lines and who is the real employer of teachers.
- **4.24** In presenting his evidence before the Committee on this issue, Mr Philip Sifiona cited a case of a university graduate who walked off from teaching, while pointing to excessive bureaucracy that has become barrier to moving the work in the education system. Mr Sifiona also compares how public servants are serving in ministries, while teachers are serving EAs who report to the MEHRD.

It is a fact that the 3,000 employees of the Public Service do have a Ministry of their own and are basically content with their conditions of services. In adjacent to the 9,000 teachers; they are not employees of a Ministry, but various Education Authorities across the country. There is bureaucracy in question.⁶⁵

- 4.25 The same sentiments have been expressed by Mr John Rawcliff Kabu. He maintained that Teachers are confronted with the ambiguity of who is their employer, more so left to an employer (EA) who cannot sustain such responsibility. Given such pitiful scenario imputes qualified teachers to move on to 'greener pastures'.66 As such teachers have left teaching to search for a job that has an attractive terms and condition of service, thus leaving a vacant position in a school. It takes time to advertise and recruit a new staff as a replacement.
- **4.26** The MEHRD in their evidence acknowledged that delays in the processing of salaries, entitlements and other submissions are caused by lack of manpower to deal with paperwork at the MEHRD. Furthermore, all submissions must be checked to ensure they meet the Aurion requirements and a vacant position exist before a new appointed is made to fill the vacancy.

When it reaches our desk we will check against the establishments and postings given to us by the EA. If a teacher's name does not appear on the current establishment for this year we will have to tell the EA that this teacher is not in your posting. Secondly, if all positions at the school are filled up ... there is no budgetary provision for this teacher, so you need to make changes. The process of getting a person on to the payroll is not that easy. It does not mean that when we receive the files then they are automatically processed. We will have to do checks against the establishments to ensure that the person is placed against an establish post⁶⁷

4.27 The MEHRD is confident the pilot project of devolution of powers from MEHRD to EAs as discussed in 4.21 will cut down some of the lengthy bureaucratic process.

⁶⁵ Philip Sifiona, Evidence, 10 October 2012, p.305

⁶⁶ John Rawcliff Kabu, Evidence, 4 July 2013, p.773

⁶⁷ Mr Rolland Sikua, Director TSD - MEHRD, Evidence 18 October 2013, p.1387

4.28 The Committee is of the view that there is a need for the MEHRD and EAs to be more coordinated and be clear on the roles, functions and powers of each and to educate teachers about these roles and to clear the air of confusion.

Entitlements

4.29 Teachers are entitled to several allowances in the execution of their responsibilities. These entitlements are stipulated in the Teaching Service Handbook (TSHB) as part of teachers' terms and conditions of service. These allowances include travel allowance, housing allowance, boarding duty allowance, charge allowance, extracurricular allowance, remote area allowance, relief allowance, travel allowance, long and dedicated service benefit, and annual leave allowance.

Entitlements and Incentive

4.30 Teachers have alleged that they have not been endowed with any of such entitlements and that most times, the duration of processing these allowances were usually delayed. As outlined in a statement given by a school chairperson in Malaita Province;

Teachers entitlements were not paid for example, extra curricula activities on sports, maintenance, housing allowance, transport allowances, et cetera ; which with all these to me as a chairman I agreed with them (teachers).⁶⁸

4.31 Teachers' lamented that they rarely receive incentives to motivate them and bring about professional satisfaction, as expressed by another teacher;

One thing is that public servants are given incentives and entitlements whereas teachers are not given any incentives and entitlement. But I think this is the secret that will motivate teachers to perform properly, to be creative, to be punctual and to perform to high standard. That is the only secret I would like to put across.⁶⁹

Charge Allowances

- **4.32** The Teaching Service Handbook clearly states that teachers are entitled to a charge allowance when taking up other responsibilities that are over and above their normally-assigned responsibilities. For example, being assigned a responsibility whose substantive holder is absent or on an approved leave, the teacher who takes up the responsibility is entitled to a charge allowance.
- **4.33** However, teachers on acting positions claimed that holding on to an acting responsibility is quite a frustration when they are not being paid accordingly or confirmed to a particular post for a very long time. Mr Iamelo from Temotu Province stated;

...teachers become frustrated because they acting upon those levels for so many years like for example one, two or three years but not receiving the right salary or promotion.⁷⁰

4.34 Ezekiel Walters from Temotu province expressed;

⁶⁸ Paul Auharo, Evidence, 11 October 2012, p.320

⁶⁹ Davis Pitavoga, Evidence, 14 May 2013, p.508

Wilson Iamelo, Evidence, 3 May 2012, p.85

...it is false promises. I will refer to it here as mockery posting; that the teachers where posted to schools on posts at acting levels that they are held against those post for almost ten years without paying them. The salary was not facilitated by the authority and an example I will give is, myself. I was on probation for the last seven years until now...the POR form has been signed and everything has been submitted to the authority. I do not know where it is now. I this person talking did not attend class for six months. I am doing it because I am frustrated.⁷¹

4.35 Sharing the same sentiments, Mr Mark Vodu from Isabel Province appealed to the MEHRD to hasten the processing charge allowances as it caused frustrations;

The other one is charge allowances. I would like to raise that the education authority or ministry of education - to be fast enough to pay up the charge allowances for the teachers because this also causing frustration.⁷²

Relief Allowances

- **4.36** Relief Allowances are allocated to teachers who take on the roles and responsibilities of a colleague who is away on an authorized leave. The Teaching Service Handbook also supports for teachers to receive a charge allowance for their role as relief teachers.
- **4.37** However, on the contrary, it was highlighted during the Inquiry that one of the causal factors to teacher absenteeism amongst female teachers' in particular was on maternity leave. As one teacher stated;

Another cause ... is on maternity leave, the problem is that there are no relief teachers to replace the one going on maternity leave. Because of this, some of the effects are curriculum not covered and the right of the children to learning is affected.⁷³

Travel Allowance

4.38 As stated in the Teaching Service Handbook, Teachers' are entitled to receive a travel allowance to meet all their travel costs on the course of their first appointment or transfer to a new school. The Travel Allowance is also inclusive of teacher's family and children under the age of 18 years old. However, despite this allowance being established, teachers shared their frustrations in the delay of processing their travel allowances. Some had resorted to meeting their own travel costs, facing the pressure of borrowing funds from others. In the process they became absent from their classes, as one teacher from Malaita Province stated;

I started on week four at school why is that? Because there was no travel allowance, I have to care about my work as a teacher and so I have to do some kind of fundraising somewhere or credit which today I am still to repay it. Who will get \$8,000 from his own pocket from your salary and paid it off.⁷⁴

⁷¹ Ezekiel Walters, Evidence, 2 May 2012, p.37

⁷² Mark Vodu, Evidence, 5 July 2013, p.844

⁷³ Carter Rove, Evidence, 13 May 2013, p.479

⁷⁴ John Hoasi, Evidence, 11 October 2012, p.358

4.39 Therefore teachers have maintained that one of the major reasons for their absence from class is due to frustrations over overdue charge allowance are not being paid to compensate for extra duties performed.

Accommodation

4.40 Another issue common throughout the Inquiry is teacher's accommodation. Issues of accommodation vary from school to school. Some schools provide accommodation for their staff, whilst other schools do not have enough houses, or do not provide houses at all for their teaching staff. Factors contributing to the issue on accommodation include housing allowance, rental scheme, conditions of the house provided, and water and sanitation.

Housing Allowances

4.41 Teachers are entitled to receive housing allowance, if there is no house provided for them. However, some teachers testified that they have not been given any housing allowances and live in distances far from the school compound. A teacher and SINTA representative from Rennel/Bellona Province states;

You can see that a lot of teachers complaining about their...housing allowances. In year 2001, the teachers housing allowances were ceased and it is still in effect till today and that also contribute to the teachers absenteeism.⁷⁵

4.42 Teachers expressed that their dissatisfaction over not receiving benefits on their housing allowance contributed to them becoming absent from classes. Due to this some have resorted to living on the outskirts of the school compound. A Honiara SINTA Branch Chairman expressed;

Another part of it, which is a very serious concern, is that 80% of Honiara teachers are not housed and I sympathise with my teachers. There are no rentals given by education authorities and no housing allowances so how can you expect us to perform our duties when we are not housed and are only living with relatives?⁷⁶

4.43 Teachers who reside several kilometres outside of school compound incur cost everyday to get to their respective schools. In the case of rural areas teachers walk or paddle several kilometres even in bad weather. A teacher from Choiseul Province expressed;

Housing allowances are not paid...Now some of our schools do not have staff houses for our teachers. Like here in taro, our teachers are accommodated outside the school area. Some are accommodated on the main land and some on the next island here; just nearby... they have to commute for 30, 20 to 40 minutes.⁷⁷

4.44 Thus teachers are frustrated over the dilemma of not being housed properly within the school vicinity.

⁷⁵ Stanley Taungega, Evidence, 14 October 2013, pp.1163 - 1164

James Lalawa, Evidence, 14 October 2013, p.1160

William Loke, Evidence, 14 May 2013, p.534

Rental Scheme

4.45 Teachers do not have a housing scheme like the Public Servants. Teachers' housing allowances are insufficient to meet the rising cost of rental rates. In the case where schools are unable to cater for staff housing, teachers resort to using part of their salary to meet the costs of renting houses outside of the school vicinity. Living outside the vicinity means that teachers would have to meet additional expenses to get to school daily. As a teacher from Honiara City Council expressed;

They have to find their own accommodation to rent from their little salaries. Affordable rents in town is \$500 plus. Not only accommodation but also electrical and water bills.⁷⁸

4.46 Therefore teachers have even more predicaments when it comes to the affordability of sheltering in a good home. It disturbs them and causes them to be disheartened and thus neglect their duty.

Shared Accommodation

4.47 Schools are poorly resourced to provide enough accommodation to house its staff. Witnesses stated that to its severity, houses would accommodate up to two or three staff and their families. One student shared the issue of shared accommodation at her school;

Normally, many teachers used to be accommodated in the same house. Married couple teachers as well as the principal are housed in just one accommodation. Accommodation for teachers is a very big problem for us which makes teachers to leave the school and go back to their own homes.⁷⁹

4.48 In worst cases, teachers would have to resort to living with relatives in over-crowded houses since school houses are limited and not enough to house the total number of staff.

Some of the teachers do not have houses but live with relatives. Despite of their work loads, the problem of housing is causing some of them not having time to prepare lessons for the next day. So teachers find it very hard to do things. As we know already, if we have wantoks (relatives), there will be problems in the home.⁸⁰

4.49 Living together as such is not a conducive environment for a person who is going to present himself professionally daily. The preparation of lessons and concentrations cannot be achieved. Thus teachers are not motivated and they skip classes.

Housing Conditions

4.50 Teachers protested that the conditions of staff houses are not up to occupational standard. Often these houses are in very poor condition and lack continual maintenance and repair. This affects the living conditions of staff members and their families.

We are only accommodated in leaf houses...Sometimes when we have bad weather, so when the winds come, the roofs are blown out from the staff houses. When we sleep at night, we can look straight to the sky. So we just

⁷⁸ Jesse Hou, Evidence, 16 October 2013, p.1261

⁷⁹ Lipog Palua, Evidence, 17 October 2013, p.1330

⁸⁰ Doris Qaqa, Evidence, 14 October 2013, p.1126

prepare dish and pots to put under those leakages. So it is one of the issues that make us staff to absent because we are stranded.⁸¹

4.51 Living in such a condition is demoralizing for a teacher. Therefore the enthusiasm, the eagerness and the motivation to carry out their duties eroded.

Water and Sanitation

4.52 Water and sanitation is also highlighted as a factor contributing to the poor condition of teachers' houses. Teachers conveyed their dissatisfaction over staff houses that had no proper water and sanitation facilities. Deteriorating conditions cause teachers and their families to be vulnerable to diseases. A teacher from Guadalcanal expressed;

They do not build proper housing for teachers and not providing services like water and sanitation that would make teachers comfortable to live in that environment and happy and then do his teaching well. But when a teacher goes to a school and sees that there is no proper, good water and sanitation the teacher would remove himself from the school the next day.⁸²

4.53 Water and proper sanitation is essential for the comfort and health of a teacher. When such essential needs are not met, a teacher performs poorly or will spend much of his or her time to look for these basic needs.

School Infrastructure

4.54 The school infrastructural development is vital for its function. The conditions of classrooms and office buildings, and the availability of resources vary from school to school within Solomon Islands.

Classrooms

4.55 Often schools lack the finance to properly facilitate and conduct proper maintenance on classrooms and office buildings, resulting in teachers teaching in poorly-conditioned classrooms that are not conducive to a child's learning. A teacher from Western Povince conveyed;

In the school that I represent the environment in the classrooms are not conducive. So it creates low morale in teachers, therefore do not want to teach in those classrooms. Because they just waste their time to prepare those lessons, however the environment is not conducive to teach those lessons-broken windows, doors and it is not safe during bad weather.⁸³

4.56 In more severe cases, classes were held outdoors. A teacher from Choiseul Province expressed this experience;

This one is a fact that I face in a school that my Education Authorities post me here. I went there but there is no classroom...I went there and stayed there for an hour and cry under a tree...I cry because of these poor children, and also I

Mary Au, Evidence, 22 August 2013, p.932

⁸² Melvah Kenedy, Evidence, 17 October 2013, p.1309

Beverly Unusu, Evidence, 15 May 2013, p.599

cried for myself. I should not be teaching under a tree, I should not be teaching under the shades, I should be teaching under a building.⁸⁴

4.57 In some cases, schools had to engage teachers and students to organize fundraising drives for classroom maintenance. Mr Sam Kiko, a teacher from Western Province shared his experience;

And most of the things where not met by the school, we sort of do some unauthorised cancellation of classes, allow students to help in fundraising, allow the headmasters, principals to disrupt classes...⁸⁵

Resources

Teaching Materials

4.58 Another issue raised was the inadequate resources for teachers to use in their classes. Schools are not equipped with text books and teaching resources. In cases where there is shortage of teacher, teachers even taught subjects that are not in their specialised teaching field. When resources are not available, such teacher does not have the confidence to present the lesson. Consequently a teacher gets discouraged and failed to turn up to class. A teacher from Isabel Province expressed;

Sometimes when there are no teaching resources available, teachers tend to sit back because the administration is not doing its part to purchase teaching materials for the school. I think poor learning facilities in schools are also a contributing factor to teacher's absenteeism.⁸⁶

Communication

4.59 Lack of communication facilities affects schools and contributes to teacher absenteeism. There are schools that are located away from provincial centres and do not have access to communication facilities. The only way to communicate information to EAs or MEHRD is to travel to urban area where facilities are available. In the process teachers missed classes to relay the necessary information to their respective authority.

Communication for Teachers

4.60 It was noticeable that the communication infrastructure of schools is relatively weak. Teachers would be absent from classes as they had to travel to the nearest town or urban centre. In the process teachers are faced with the issue of incurring travel costs to access communication services. As a teacher from Temotu Province conveyed;

We have to walk about 2 kilometers or so before we can ring to Lata. Some of the things, that we are absent from, for administrative runs for that matter, should have been done just by phone conversation, but the communication is very poor. So that is one reason, we have to come, even though we are close

⁸⁴ Florence Malekomala, Evidence, 14 May 2013, pp.532 - 533

⁸⁵ Sam Kiko, Evidence, 17 May 2013, pp.735 - 736

⁸⁶ Duddley Uata, Evidence, 4 July 2013, p.780

by. If you don't walk, then you have to go by boat, which is costly as you have heard already.87

Communication for Education Authorities

4.61 The flow of information is vital. However, given these implications, reporting teacher *absentia* to the relevant EAs and the process of disciplining teachers on absenteeism takes longer. Poor communication infrastructure affects and delays the process of disciplining teachers who are absent from classes. Mr Kukuti from Choiseul Province stated the importance of communication;

... (the) Communication link between the EA and schools. There are things or needs of the school that can only be communicated through the HF radio or mobile phones but when those mediums of communication are not available in the schools we have to go away and children become victims.⁸⁸

4.62 Given the poor communication facilities, it is difficult to keep track of teachers who leave their school on business trips to suburban centers. As one teacher from Makira Province expressed;

For teachers to come and stay up here for two or three weeks and then come back and lied to the head teacher or the parents, we never know because there is no means of communication for us to know.⁸⁹

4.63 Gideon Panisaga from Choiseul Province also supported the importance of accessing communication facilities.

I think communication is also important. Can I ask the National Government to put up more towers in Choiseul so that there is mobile access everywhere in Choiseul...instead of coming to Taro leaving the school, we just enquire from where we live. I think that would solve a bit of the problem.⁹⁰

OAG Report

4.64 Chapter 4 of the OAG Report noted that poor banking infrastructure, shortage of teachers' housing at schools, poor transport and communication infrastructures contributed to absenteeism. Teachers waste a significant amount of time travelling to communicate information, resolve issues or submit documents to their respective EAs or MEHRD⁹¹. The Committee findings in this Inquiry are in agreement with Chapter 4 of the Auditor General's report.

⁸⁷ Andrew Banumongi, Evidence, 2 May 2012, p.36

⁸⁸ Abendigo Kukuti, Evidence, 13 May 2013, p.500

⁸⁹ Edward Nunua, Evidence, 8 May 2012, p.188

⁹⁰ Gideon Panisaga, Evidence, 13 May 2013, p.458

OAG, Performance Audit Report: Teacher Absenteeism in Solomon Islands Primary Schools, 23 September 2011, p.3

Government response

- **4.65** In evidence, the MEHRD acknowledged that they do not have the manpower to coordinate school infrastructure developments. Mr Clezy Rore (MEHRD US Admin) explained the process of requesting support from the MEHRD. This involves the EAs sending a request to the Infrastructure Division of the MEHRD.⁹²
- **4.66** In support Mr Tim Ngele, US technical MEHRD, pointed out that resources are limited and MEHRD and its stakeholders (EAs and parents) need to work in partnership.⁹³

Committee Comments

- 4.67 The Committee acknowledges the frustration teachers are facing and sympathizes with them on the difficulties they are currently facing with static salary incomes and rising cost of living. Increasing teachers' salaries is an ideal solution to solve the current situation. However, the Committee is mindful that an increase in teachers' salaries that is over and above the current salary levels in the public and private sector could have serious fiscal implications, unless the national economic baseline improves significantly.
- **4.68** The Committee notes that increasing teachers' salaries is unlikely to reduce teacher absenteeism because teachers' salaries are relatively comparable to public servants' and private sector salaries, and are much higher than the minimal wage.⁹⁴
- **4.69** Based on the Committee's analysis of the issues in this section, the Committee is of the view that teachers claim of the existence of disparity in salaries is baseless. Evidence received (TSC and PSC Salary Structures) shows that the salary levels of both commissions are equivalent.
- **4.70** It transpired during the hearing that teachers receive little or no allowances for the responsibilities incidental to their performance of duties despite being clearly outlined in the TSHB. The cost-sharing responsibility between the MEHRD and Education Authorities in terms of paying allowances could be the obstacle and needs to be revisited.
- **4.71** In addition to salaries and allowances, accommodation for teaching staff is a common problem. The Committee understands that EAs, as teachers' employer, are responsible for providing accommodation for their teachers. However, it is apparent that teachers seldom receive appropriate accommodation. Where accommodation is not provided, teachers are entitled to a housing allowance. However, the rates of housing allowances teachers are currently receiving are not sufficient to engage in a reasonable accommodation.
- **4.72** The Committee also notes that a reasonable accommodation comes with reasonable water and sanitation facilities. Not only is the inadequate availability or absence of proper water and sanitation facilities a health hazard but also determines teachers' wellbeing. This in turn determines a teacher's output in discharging his or her responsibilities.
- **4.73** The Committee is also aware that inadequate teaching resources and lack of appropriate communication facilities is a downside in the performance of teachers' duties.

⁹² Clezy Rore, US Admin MEHRD, Evidence, 18 October 2013, p.1402

⁹³ Tim Ngele, US Professional MEHRD, Evidence, 18 October 2013, p.1391

⁹⁴ Submission No.3, Education Development Partners Coordination Group, p.3

- 4.74 Not only does an inadequate condition of services are a reason for cultivating teachers' low morale, it is also an obstacle in the effective discharge of teachers' duties and responsibilities. Thus, the Committee is of the view that rather than increasing teachers' salaries, perhaps fully materializing other entitlements and allowances due to teachers will certainly compliment teachers' salaries.
- **4.75** Finally, the Committee acknowledges that awarding incentives to teachers may go a long way in boosting teachers' motivation and morale.

Recommendation 2

- a. The Committee recommends that there should be a clear line of responsibility between the Ministry of Education and Human Resources Development, and Education Authorities on:
 - Which allowances should be paid by the Ministry of Education and Human Resources Development
 - Which allowances should be paid by the Education Authorities
 - Which allowances are to be shared by the two parties concerned
- b. The Committee recommends that teachers should be paid in full the allowances that are due to them under the Teaching Service Handbook, and provide appropriate incentives where necessary.

Recommendation 3

The Committee recommends that the Infrastructure Division of the Ministry of Education and Human Resources Development in collaboration with the Education Authorities ensure that schools provide adequate housing for teachers.

Recommendation 4

The Committee recommends that the Government through the Ministry of Education and Human Resources Development, Education Authorities, and Provincial Government ensure that schools are provided with sufficient teaching resources, including communication facilities to schools throughout the country.

Recommendation 5

a. The Committee recommends that the Government through the Ministry of Education and Human Resources Development review the roles and functions of its current established bodies (Teaching Service Board, National Education Board or Teaching Service Commission) to clearly demarcate and distinguish their roles and functions and their relationship with each other.

b. The Committee recommends that the Government through the Ministry of Education and Human Resources Development ensure that an application to establish an Education Authority or to increase the number of schools under an existing Education Authority must be given a thorough consideration. This is to ensure that the Education Authority has the ability to meet basic facilities such as fully equipped classrooms, furnished staff housing and accommodation. Being able to sustain the provision of communication facilities and financial capacity to meet necessary allowances and entitlements for its teachers prior to the establishment of an Education Authority or a school.

Administrative Complexities

- 4.76 Administrative complexities in the system extensively contributed to Teacher Absenteeism. Geographically the islands are scattered and the main Administrative body is located in the MEHRD. Although there are provincial headquarters that have Education offices that coordinate schools in the provinces, most administrative issues relating to posting, transfers, remuneration, promotion, appointment and paperwork have to be dealt with by the MEHRD and relevant bodies situated in Honiara. When such issues as a teacher's pay for example delays for a year, the frustrated teacher would take the initiative to go to Honiara to sort out his/her pay. The same is true for all other issues brought to the attention of the relevant authorities such as the MEHRD which failed to respond and address teachers' issues.
- 4.77 In his evidence, Jimson Iakwai from Malaita Province presented to the Committee that he joined the teaching service in the 1990s and it took 3 months for his salary to be established. Mr Iakwai further claimed that currently the system has worsened and it took 2 years for his teachers' salary to be formally established and received:

... a lot of my teachers having to wait for 2 years before their salaries came in. And when they got paid in the second year they said, they cannot be paid for the previous year since the budget for the previous year is already exhausted.⁹⁵

- **4.78** Philip Sifoni a teacher from Malaita Province presented in his evidence that it took him 9 months (January to August) before his salary is formally established. "But when I re-joined the teaching services, there is such delay of payment from January till August; and that was after having being working without pay for months". 96
- 4.79 A teacher from Rennell/Bellona Province, Mr. Albert Kaipua attested that after a long time of waiting for a response from the MEHRD, he decided to travel to Honiara to follow on his submissions. At the MEHRD he found that other teachers have left their classes and schools for Honiara to follow up on their outstanding submissions.⁹⁷
- **4.80** Evidences from Temotu, Makira, Guadalcanal, Malaita, Isabel, Renbell/Bellona, Western, Choiseul Provinces and Honiara City all point to a "cog in the wheel". Submissions made by principals and EAs to the MEHRD are not dealt with on time

⁹⁵ Jimson Iakwai, Evidence, 10 October 2012, p.276

⁹⁶ Philip Sifoni, Evidence, 10 October 2012, p.303

⁹⁷ Albert Kaipua, Evidence, 29 August 2013, pp.1070 - 1071

- or never at all. When such happens, teachers took the initiative to follow up at their own expenses and leave their classroom duties.
- **4.81** The Committee questioned the MoFT on the causes of the delay in establishing teachers' salaries. Mr Lyall Patovaki from the government payroll section explained that the Aurion payroll system does not recognize dual positioning and rejects transfers and appointments unless there is a vacant cell.

We have to consult the Teaching Service so they give us the correct post for that person, but then we also faced problems because the Teaching Service data does not correspond with the Aurion. So that is the problem, and that is how some teachers were not paid when they are transferred, or even when they are newly appointed. This is because there is no position free.⁹⁸

- **4.82** This points out that there is a need for more coordination between the MEHRD and MoFT and the responsibility of passing the correct information to MoFT for Aurion entry solely lies with the MEHRD and the TSC.
- 4.83 When questioned on the cause of delays in the processing of teachers salaries and entitlements, the MEHRD pointed to the series of steps involve in making submissions. In an attempt to resolve the issue, the MEHRD conducted an Education Sector Structure Review (ESSR) in which a series of Pilot Projects were established in several selected schools. The Pilot Project allows EAs to directly submit salary authority forms to the MOFT by-passing MEHRD. This eliminated the many steps involved and shortened the process. According to the MEHRD, based on the feedbacks received from the four (4) EAs that participated in the trial, the project is a success. 99 However, this is yet to be proved when including other bigger EAs.

Leave Passage

4.84 Related to remuneration is teachers' Leave Passages. There are two issues regarding teachers leave passage. The first concerns with delays in processing of the teachers leave fares to enable them to go on leave and return to their respective schools on time. There have been always delays in the processing of leave passages. The second aspect as expressed by EAs and teachers is that the amount of money allocated for teachers' passages are insufficient to meet leave passages.

Delays in processing of leave passages

4.85 Ms Emalyn Poloso from Choiseul Province in her evidence stated that the annual experiences of delayed payments of leave passages causes frustration amongst teachers. It has caused teachers to go late for holidays and subsequently returned very late to school. She asserted that the way the leave passage is managed and arranged is not good and has magnified the problem.¹⁰⁰

Insufficient leave passage allocation

4.86 In his evidence, Mr Ellison Mane CEO from Isabel Province, pointed out that the amount of money paid annually by the MEHRD as a leave passage package for teachers through the

⁹⁸ Lyall Patovaki, Evidence, 15 October 2013, pp.1242 - 1243

⁹⁹ Mr Rolland Sikua, Evidence, 18 October 2013, p.1388

Emalyn Poloso, Evidence, 13 May 2013, p.439

EAs is inadequate. The partial payment is inadequate to cover the costing of teachers to travel on time to their place of work.

The money that comes, it is not enough. An example would be, to transport all teachers in Isabel would cost around \$400,000...but then the Ministry of Education gave only \$160,000...¹⁰¹

4.87 There is also confusion whether the MEHRD is fully responsible for leave passages or EAs are to meet half of the package. Mr Mane presented to the Committee that MEHRD signed a MOU with SINTA for 50% cost sharing between MEHRD and EAs. Respective EAs have refused to comply because the MOU was only signed between the MEHRD and SINTA.

One of the Memorandums of Understanding (MOU) the Solomon Islands National Teachers Association (SINTA) and the government have signed was 50:50; Ministry of Education 50 percent and the Education authority 50 percent. The province says it does not sign the MOU; the Ministry signed it so it has to be responsible for that! 102

4.88 The leave passage issue contributed to the cause of teacher absenteeism. When it is time to return from holidays to school, teachers are still figuring out how to get to their respective schools on time. Given the scattering of the islands, moving a teacher's family from one place to another incur significant costs.

Appointment and Confirmation Process

- **4.89** Failure of the TSC and EAs to make timely appointments and confirmations of teachers is a problem that has contributed to teachers' absenteeism. Related to the salary issue raised earlier, when submissions are made for appointment and confirmations but no response comes from the respective EA or the MEHRD, teachers took the initiative to travel to Honiara to sort these issues. In the process of travelling to Honiara, they leave their schools and duties behind. There is a cog in the wheel that prevents movement of correspondence between schools through EAs to the MEHRD and back.
- **4.90** The appointment and confirmation process for teachers is an adversity. For teachers, it is untimely and prolonged. A Guadalcanal Province school principal, Mr Fox Kwaina expresses;

I feel sorry to see some of my teachers start teaching at the starting of the first semester but the appointments usually take up to eight or nine months or even a year or so before appointments could be confirmed by the Teaching Service through our Education Authority. 103

4.91 Mr Wanegaro Maedola a school principal from Malaita Province in his evidence explained how frustrating and slow the process is;

Sometimes the teachers are on trial [promotion], the head teacher runs around doing those works for the Authorities. When I run these errands; I

¹⁰¹ Ellison Mane, Evidence, 5 July 2013, p.860

¹⁰² Ellison Mane, Evidence, 5 July 2013, p.860

Fox Qwaina, Evidence, 17 October 2013, p.1326

have to bring it up to the Education authority or the PEO and this takes time. A teacher might think that I haven't done anything on his behalf, so he started complaining and become reluctant to attend to his classes. As human as he is, he might be at times just tell himself to refrain from attending to classes because he might think the principal hadn't done anything for him. Or maybe the authority does not recognise the attempt that I as the Principal, is trying to do to serve my staff; so all these things do also contribute to absenteeism.¹⁰⁴

- **4.92** An administrator Mr Allan Taupongi from the Rennell/Bellona Provincial education authority presented to the Committee that submission made to the MEHRD for appointment or promotion of a teacher, are often remain unattended to in the MEHRD. ¹⁰⁵
- **4.93** When the responsible authorities, MEHRD and EAs, made no effort to respond or take appropriate actions on teachers' complaints, they skip classes to follow up for themselves. At the MEHRD, obstructive practices such as limiting consultation hours with teachers to once a week further compounded the problem.

Wednesday is the consultation day, one day a week, the teacher has to travel to Honiara and when you arrive on a Thursday then you have to wait for the next Wednesday. What about two or three hours per day given to teachers so that upon arrival the teacher can come to the office and sort out things and go back. One day a week is not enough, for the nine provinces to come to Honiara and be served one day a week, it will be too crowded in front of the teaching service office.¹⁰⁶

4.94 In evidence Mr Rolland Sikua from the MEHRD pointed out that since all confirmations of probationary appointments, promotions, and trial appointments are done by the MEHRD Inspectorate Division, it can no longer cope with the number of teachers travelling from the provinces to sort these issues out. "It is not possible for the few inspectors that have to do the inspection of the schools. There is definitely a backlog of confirmations and promotions". ¹⁰⁷

Inspections, appraisal and promotions

4.95 The MEHRD and the EAs shares the responsibility inspection visits, appraisals and promotions. In the course of a year little or none of such visits were paid by the education authorities and therefore teachers have felt neglected in their own remote school.

Inspections

4.96 Inspections and appraisals required before a teacher can be confirmed or promoted were never carried out by the responsible authority. There is irregular inspections and appraisal for teachers as strongly argued Mr Rawcliff Kabu from Isabel Province;

The education authorities and the Ministry of education, I would argue that periodic supervision and monitoring by these responsible authorities are

Wanegaro Maedola, Evidence, 10 October 2012, p.252

Allan Taupongi, Evidence, 29 August 2013, p.1088

Lensely Kwaimani, Evidence, 10 October 2012, p.255

Rolland Sikua, Evidence, 15 October 2013, p.1223

necessary for many reasons. Many schools and teachers are not inspected on regular basis. There may be a shortage of supervisory staff or supervisory staff may lack the capacity to carry out proper supervision or other reasons. I believe frequency of inspection was found to be connected to teacher absenteeism, particular to support teachers to carry out their work well and to control the teacher absenteeism. ¹⁰⁸

4.97 Under such conditions a teacher lives with uncertainty and seemingly despairs over a long period. This was expressed by Mr John Wate a teacher from Malaita Province;

Some teachers have been teaching for over 10 years but there have never been any incentives concerning their salary levels – if any person is in level 3 he would surely get stuck there for life. 109

Appraisals and Incentives

4.98 Ms Pepetua Mamuli, a Head Teacher from Fano Cove primary school in Temotu Province reported that there were no appraisal activities carried out by responsible authorities.

...there is no anniversary visits, no conduct visits and even no teacher appraisal in Temotu province for teachers of Temotu. 110

4.99 The same sentiment is also expressed by Mr Ashley Tepuke from Rennell/Bellona Province;

The other thing is no promotion or appraisal. Since I started teaching last year, I did not see any appraisals and that which can promote you or identify your qualities, value, nature and the passion that you have for that field. Those things never happened....I put this forward because I have experience this last when I started teaching.¹¹¹

4.100 Mr Nelson Tozaka from Western Province made the following statement before the Committee;

No teacher's appraisal. This is one cause of one problem to other teachers because they have done a great job but the head teacher is not able to do a good report and send it to the Education Authorities (EAs) and the EAs sends a letter of appraisal to that particular teacher and if that teacher reads it, it will motivate that teacher where he will be happy and always attend class. Thus, no appraisal causes teachers absenteeism.¹¹²

Promotions

4.101 The Teaching Service Handbook stipulates that a teacher's trial probationary period for any confirmation or promotion is one year. Teachers have alluded that the actual interval durations that they are experiencing are incredibly extensive. A typical situation is challenged by Basil Gift a teacher from Isabel Province;

¹⁰⁸ John Rawcliff Kabu, Evidence, 4 July 2013, p.774

¹⁰⁹ John Wate, Evidence, 10 October 2012, p.242

¹¹⁰ Ms Pepetua Mamuli, Evidence, 3 May 2012, p.71

¹¹¹ Mr Ashley Tepuke, Evidence, 29 August 2013, p.1052

Nelson Tozaka, Evidence, 17 May 2013, p.734

I have been teaching for about 14 years now but only as a probationer with no appointment or confirmation letter so that I can become a permanent teacher. How many more years before I get my appointment or confirmation letter? Another 13 years? My current teaching position took me about 5-6 year trial; do I need another 5 years for trial?¹¹³

Trials and probations

4.102 Another extreme example of teachers being on the same position and on probationary period for a longer period of time is highlighted by Mr Godfrey Mola a teacher from Isabel Province;

I want to share my experience. I served as a Head teacher for 26 years and I have been on level 8.1 since then for those 26 years. I do not know how many points after level 8.1. Perhaps that is the last point or I do not know. But I have never been promoted and following the posting list I have always seen my name against 'trial' for those 26 years. 114

Postings and Transfers

4.103 Postings and transfers of teachers are issues that teachers have alluded to as a reason for them being late to their new place of work or an apparent moving in the course of the academic year.

Delayed Postings

4.104 Finalizing teachers' posting for the next academic year is not always timely. This affects teachers when preparing for existing and resettling in a new school. Teachers have given evidences to show how it affects them;

The next factor is late confirmation of teacher's postings. Tentative postings will be released but the confirmed list would take too long before it is released. Sometimes the school year would already kick-off but the confirmed list of postings is yet to be released. That is another factor that schools experience teachers being absent from School.¹¹⁵

4.105 The above was also supported by another teacher from Isabel Province Mr Mathias Hari;

At the beginning of the school year, some teachers don't get to their schools until March some years after they issue the result of teacher's final posting.¹¹⁶

4.106 In addition, there are instances where schools have not been provided with a teacher that reflects the school's need. Mr Duddley Napoli a school principal from Isabel Province shared his experience;

....they do not post right teachers at the right school. For example, in my school there is no Home Economics teacher. Therefore, I put an Agriculture teacher to teach that subject. So it depends on that Agriculture teacher

Basil Gift, Evidence, 5 July 2013, p.830

Godfrey Mola, Evidence, 4 July 2013, p.801

Dickson Tovasania, Evidence, 4 July 2013, p.798

¹¹⁶ Mathias Hari, Evidence, 4 July 2013, p.849

whether or not to go and teach. Therefore what I recommend is that the posting must be right.¹¹⁷

Transfers

- **4.107** Teachers are often moved from one school to another under the directive of the EAs before the minimum period of serving lapsed.
- **4.108** This is deemed dissatisfactory by teachers as such postings do not honour the indefinite minimum period of three years as expected by their employees as conferred to by a witness;

The other thing is about the posting of teachers, usually the Education officers are the responsible people that deal with that. For Teachers, they are usually posted to a school for three years before they are eligible to move to another school. However, it is not the case nowadays.¹¹⁸

- **4.109** Such teacher dissatisfaction can lead to low morale resulting in absenteeism.
- **4.110** Postings can also be unreliable when favouritism, biasness, nepotism or politics are involved. This is true especially when there is a proposal for a teacher transfer in the middle of the year.

As to what I stated earlier, even communities did not understand the reason for teachers being absent from classes. And I said that we did not really know who employed the teachers. The reason why I said that is because most of the time when teachers are posted by the Education Board, change of postings sometimes occur during the middle of the year. There is also political interference in such situations. This is still happening in the senior schools in Central Province.¹¹⁹

Teachers' Interference

4.111 Some postings are done without prior discussion between the teacher and the EA as stipulated in the Teaching Service Handbook. As a result, a teacher who disagrees with the posting sometimes refused to comply with the directive. Even if he/she complies a teacher in protest refuses to go to class.

Teachers do not comply with Temotu education board decision of posting of teachers. That is one of the factors why absenteeism does occur in the context of our teachers here in Temotu Province.¹²⁰

4.112 The same sentiment is also reported by a teacher from Central Islands Province.

I will give an example here, if a teacher from Ngella is posted to a school in Russell, he or she do not want to go over to that school and that is also causes absenteeism. Students will be victimized because that teacher does not arrive in the school early as expected.¹²¹

¹¹⁷ Duddley Napoli, Evidence, 4 July 2012, p.778

Rayna Ehonoda, Evidence, 21 August 2013, p.930

Steward Tiva, Evidence, 21 August 2013, p.879

¹²⁰ John Nabu, Evidence, 3 May 2012, p.112

Winnie Ratu, Evidence, 22 August 2013, p.973

4.113 However, sometimes such abrupt posting by EAs was necessary for the teacher's safety or that the teacher is not in good relationship with the community in which the school is situated. Therefore the teacher has to be posted to another school. A representative from an EA attested to such circumstances;

[S]ometimes the reason teachers for their' preference is reasonable, for instance, personal issues that teachers have with the schools which they are posted to. Therefore, we have to re-post them to another school for his or her safety.¹²²

4.114 There are circumstances in which a married couple are both teachers but are posted separately to different schools. As a result, the spouse would need to leave his or her school in order to be with his or her spouse at the other school. Hence, classes are left unattended for some time until that other spouse returns to his or her school.¹²³

Follow up on School Grants

4.115 School grants are paid for by the MEHRD annually to respective EAs who will in turn, supply their schools with the necessary funds. The provision of school grants to schools is also seen as a cause of teacher absenteeism. This was revealed by Frank Iputu from Western Province;

In the past when grants are not paid to schools, the rate of absenteeism for school Head masters and Principals and teachers was low. However, when grants are paid to schools, head masters and principals turn to absent more from their schools.¹²⁴

- **4.116** Schools rely heavily on school grants for their daily operation. However, when school grants are not delivered on time, it greatly affects the school's operation. As a result, the school head usually leaves the school to follow up on the school grant with the relevant EA, usually to be told that the MEHRD is yet to make the payment to the EA. The teacher then would have to travel all the way to Honiara to enquire with the MEHRD on the grants.¹²⁵
- **4.117** Mr Joshua Leitavua CEO from Guadalcanal Province confirmed the above concern;

The other reason that I see teachers leave school for is to follow up on grants that have been delayed. I see teachers follow up on the grants and I confess that sometimes we are to be blamed for giving you additional responsibilities. 126

4.118 The Education Director of the SSEC EA, Mr Joash Maneipuri argued that school grants must be fetched for the timely commencement of a school;

[w]hen grants do not come on time school operation will be affected. So it is difficult for the Principal to administer the school without the school grants.

¹²² Alfred Kasuni, Evidence, 22 August 2013, p.989

¹²³ Mary Kesale, Evidence, 18 October 2013, p.1359

Frank Iputu, Evidence, 15 May 2013, p.644

John Nabu, Evidence, 3 May 2012, p.111

¹²⁶ Joshua Leitavua, Evidence, 18 October 2013, p.1375

Under the basic education policy it is a requirement that parents do not pay fees and because of that the schools are dependent on the school grants and the availability of the grants to enable the schools to administer their programs are slowed down, and this affects attendance as well.¹²⁷

OAG Report

- **4.119** The OAG report highlighted in chapter 2 revealed that there are organisational and administrative complexities in the education system. This includes failure to undertake sufficient inspection activities at schools¹²⁸.
- **4.120** The Committee confirms the administrative complexities as reported in the OAG's report.

Government response

4.121 The MEHRD made a general response to the above issues. However, on the issue of inspections, the MEHRD team admitted that they do not have the capacity to adequately inspect all schools. Furthermore, some of the inspection responsibilities have been devolved to the EAs.

...there are different types of visits and one of them is the contact visits which is the EAs responsibility where they are required to go to schools just to see how teachers are doing. We call that contact visits. The next visit is inspection or teacher assessment visit. That is the sort of visit that the inspectorate will be doing where a school inspector will travel to the school to assess the teacher to be promoted or whether the teacher is on probation or on trial. The other visit that the Inspectorates conduct is whole school evaluation as I have explained already. So those are the types of visits that are done. So the Inspectorate Division just concentrates on the inspection of teachers in terms of promotion or probationary teachers and also for the whole school evaluation..... The problem we have is in terms of capacity. In the past, the number of school is not that big. Now we have more than one thousand three hundred schools in the country and we only have sixteen School Inspectors to do that and we have more than eight thousand teachers.¹²⁹

4.122 In terms of other administrative issues raised by teachers, the MEHRD team reported to the Committee in their response that most of the recommendations in the OAG report are implemented through the teacher monitoring pilot project. It was a general reply which implies that the MEHRD is making efforts to address the issue by trialling on some administrative processes of hastening the teachers' submissions, appraisal, appointment, promotion and other administrative process.

I think most of the recommendations are implemented through the pilot in terms of monitoring of our teachers. That is one big area where teacher absenteeism stems from. In terms of teachers professional development

Joash Maneipuri, Evidence, 16 October 2013, p.1259

Performance Audit Report, OAG. 2011. *Teacher Absenteeism in Solomon Islands Primary Schools*, National Parliament Paper No. 19 (2011), p.2

¹²⁹ Ms Constance Nasi, MEHRD, Evidence 18 October 2013, p.1393

training my colleague has just explained. And as a representative for UNESCO here, I would like to say that UNESCO also funds teacher effectiveness training that is carried out in our Provinces for in-service training. So a lot of recommendations that are made here are implemented by the Ministry and that is why we are carrying out the pilot to try and assist in trialling some of those recommendations and assessing how we can accommodate them in the long term. So yes, we have responded to the recommendations. ¹³⁰

Committee Comments

- **4.123** One of the key findings of the Audit Report was that "... the education system organizational and administrative arrangements (are) to be unnecessarily complex and slow to process teacher conditions of service matters..."¹³¹ The OAG also noted that there are inadequate systems to monitor, report and enforce teacher attendance.
- **4.124** The Committee is aware that in responding to recommendations addressed by OAG, the MEHRD has carried out a pilot project to decentralize certain administrative functions to selected EAs as a measure to streamline administrative sufficiency and effectiveness. The project's main objective is to address timely payment of teachers' salaries and allowances by delegating to an EA the power to deal directly with the Ministry of Finance (MoFT), instead of the MEHRD liaising with the MoFT on matters concerning teachers' salaries and allowances. Depending on the success of the pilot project, the MEHRD propose that the approach will be applied and adopted to all of the EAs and their respective schools.
- **4.125** Whilst the Committee received feedbacks indicating a positive outcome of the above project, payment processes of salaries and allowances is only one aspect of the administrative complexities currently faced by the education sector. Other areas that require similar attention are: appointment and confirmation processes, inspections, appraisal and promotions, postings and transfers, and payment processes of school grants. Addressing these issues would go a long way in resolving a lot of teachers' grievances and complaints.
- **4.126** Furthermore, the MEHRD is still yet to prove whether the pilot project would have the same responses as those from the smaller EAs when extending to bigger EAs.

Recommendation 6

- a. The Committee commends the Ministry of Education and Human Resources Development for undertaking the Education Sector Structure Review (ESSR) Pilot Projects and recommends that each project is reviewed for its effectiveness at the end of the project cycle.
- b. The Committee further recommends that subject to the reviews in Recommendation 6 (a), if the Education Sector Structure Review pilot projects proved effective, the Ministry of Education and Human Resources Development is to extend the pilot project to all other Education Authorities.

¹³⁰ Mr Tim Ngele, US Professional MEHRD, Evidence, 18 October 2013, p.1399

Performance Audit Report, OAG. 2011. Teacher Absenteeism in Solomon Islands Primary Schools, National Parliament Paper No. 19 (2011), p.2

Recommendation 7

The Committee recommends that the Government considers the viability of including Teachers to be under the Public Service Commission, pending the outcomes of the Education Sector Structure Review (ESSR) Pilot Projects in Recommendation 6 (a) and of the Education Act Review Taskforce in Recommendation 1.

Teacher Professionalism

Commitment and Attitude

Moral Decay and Professionalism

4.127 It is emphasized during the Inquiry that there is a volume of a Moral decay in our societies. When appearing before the Committee, the Chairman of the Leadership Code Commission Mr Emmanuel Kouhota described it as;

My observation, however, is that absenteeism of teachers or a public officer for that matter is due to the attitude of persons concern. It links to what I have said as a general moral decay in our society. What I am saying is that many people nowadays including leaders in all spheres of life - politicians, public officers, police, doctors, lawyers, teachers and you name them, it seems people cannot tell the difference between right or wrong nowadays.¹³²

4.128 Teachers have diverged from their commitment to their professional job of teaching. The unfavourable conditions of service had been blamed as the cause.

More than ever, teachers are under tremendous pressure from politicians, parents, committees, education authorities, and from the ministry and other stakeholders to deliver quality and quantity education to our children. How likely will they respond to this challenge given their current levels of pay and the condition of services in which we teachers have worked and lived including the list I have mentioned earlier?¹³³

- **4.129** Paul Totori a teacher from Malaita Province submitted to the Committee that teaching is a calling. Teachers with a sense of calling will remain committed to the call of teaching. ¹³⁴
- **4.130** In addition Mr Alfred Liata submitted to the Committee that teaching profession needs the right people with the right attitude to be involved to do the job rightly.¹³⁵
- **4.131** In his submission Mr Jacob Sogavare, a teacher from Choiseul Province conveyed to the Committee that some teachers engaged in teaching profession for the purpose of earning

Emmanuel Kouhota, Evidence, 15 October 2013, p.1178

¹³³ John Rawcliff Kabu, Evidence, 17 May 2013, p.773

Paul Totori, Evidence, 11 October 2012, p.350

¹³⁵ Alfred Liata, Evidence, 11 October 2012, p.409

money. But since teaching is a low paid job, such teachers are easily demoralised and frustrated.

The majority of teachers that are working for money, ... since it is a lowest paid job, once any unfortunate circumstance comes their way, they lose hope and their morale goes down and they would not want to work and then absenteeism happens, and then we start to see them as bad people.¹³⁶

4.132 Ms Theresia Lalisibatu from Choiseul Province proposed that teachers attitude and lack of commitment contributed greatly to absenteeism. Thus an increase in salary alone will not solve the problem.

I want to say to you my good friends that salary will never do away with absenteeism. Absenteeism is an attitude. I can receive my salary and refrain from coming to school because I want to drink beer with my friends. If you give me a good salary I will not go to the class but go and shop at the supermarket.¹³⁷

Attitude and Alcohol

4.133 It became apparent during the Inquiry that the consumption of alcohol also contributes to teacher absenteeism. Some Teachers' lack of commitment to their duties and responsibilities is exacerbated by their unfavourable relationship with alcohol. A teacher who appeared as a witness in one of the hearings confirmed this attitude being practised from his school;

My school is a school that all the teachers can take alcohol. Some of them take alcohol at the right time, occasional times, some take alcohol because of problems; some take alcohol because they just want to. Sometimes drinks started in the evening until the next morning. Students come to school in the morning and saw their teacher drunk going around. This is one of the causes of teacher absenteeism. This happened in my school.¹³⁸

4.134 Another teacher confesses that teachers do consume alcohol during week days. As a result, they skip their classes and are absent from duty.

Another cause of teacher absenteeism is alcohol consumption during week days. I am very sorry and ashamed to mention this here today. I am not pointing fingers at other teachers, but this concerns all of us. I think when we consume alcohol during week days; it will also contribute to absenteeism. I am not saying that all of you teachers are guilty of what I just said.¹³⁹

4.135 Even schools where they have Chaplains to counsel teachers have testified that nothing they can do to solve alcoholism amongst teachers.

Drunkenness is one of the issues that are common in most schools. Teachers sometimes consume alcohol during official hours and this happens and I

¹³⁶ Jacob Sogavare, Evidence, 13 May 2013, p.437

¹³⁷ Theresia Lalisibatu, Evidence, 14 May 2013, p.539

John Kava, Evidence, 22 August 2013, p.972

¹³⁹ Paul Ledi, Evidence, 5 July 2013, p.813

cannot deny it. We school Champlain's tried our best to tell teachers but some of us are also part of the problem. 140

4.136 In addition to alcoholism, there are other personal time-consuming habits that usually keep teachers away from giving quality time to their students. A student in her submission also supported this view;

The other habits of teachers are just sitting in their office for smoke and chewing betel nuts and so forth and just not attend to their periods in class and also what contributes to that is because they are introducing new technologist like internet, computers and so forth. In school where I come from we don't access to internet but we have computers so the teachers were busy with computers, watching movies and staying at their office and they did not attend to their classes.¹⁴¹

Professional Ethics

Ethics

4.137 Teachers have attested that professional teaching values and ethics have eroded. Mr Edward Ronia, the Auditor General supported this view;

We have lack of commitment from teachers professional ethics where I believe all teachers that graduated in all institutions of learning, have gone through everything to say, this is what you are expected to do when you get to the school. They know that but over the years what happens is that it wears and it goes off. As a result very few carry on what they are supposed to do and this is one area that causes problem when teachers are not attending to their duties.¹⁴²

4.138 Mr Ronia further commented that teachers have neglected to uphold the standard of professionalism as required of them in the Teaching Service Handbook;

I am talking professional; whatever that level of professional qualification is, so that teachers are well aware: they know what they are doing; they know what is required of them. A lot of the times, the requirements from the Teacher Handbook and from the Education Act are there, but teachers do not carry them out because they do not have that professional ethics and thinking within them. ¹⁴³

4.139 While ethics and teacher expectations are covered well in courses that teachers took as training in schools before becoming a teacher, it boils down to individual's attitude. This was emphasized by a witness from Temotu Province;

¹⁴⁰ Fr Bobby Chuchuni, Evidence, 14 October 2013, p.1112

¹⁴¹ Ms Sandy Baret, Student, Evidence, 5 July 2013, p.834

Edward Ro'onia, Evidence, 15 October 2013, p.1210

Edward Ro'onia, Evidence, 15 October 2013, p.1210

But somehow we have teachers who are professionals in education but in character they are not. They mismanaged their time themselves, and they misrepresent who is in authority above them.¹⁴⁴

- **4.140** David Mesa from Temotu Province agreed that teachers are trained on ethics. However, their absences from classes show their personal attitudes.¹⁴⁵
- **4.141** Claudius Rence from Western Province proposed that there is a need to revisit the 'teacher training institutions' and how ethical principles are disseminated;

First and foremost we have to consider our teacher training institutions where we train our teachers to role model punctuality and desirable work ethics that are in favour of teaching career.¹⁴⁶

Teacher's Misconduct

4.142 Misconduct can also be a cause for a teacher to be absent from his or her classes. For example, there are instances where a male teacher may have an affair with a female student. Apart from the disciplinary actions the authorities may impose on the teacher, if any, there are instances where the teacher has to flee for his own safety from fear of repercussions from the student's relatives or from the community.

Sometimes there issues regarding relationships between teachers and students and sometimes they have to run away from the school to avoid being caught by relatives. In that sense, absent is done for the sake of safety.¹⁴⁷

4.143 When such instances occur the school could be without a replacement for quite a while.

Leadership

4.144 It transpired during the Inquiry that an underlining issue which could lead to teacher absenteeism is poor leadership quality in the teaching profession. This was raised by Donald Malasa Pro Vice Chancellor (Corporate), SINU;

The other issue that I can see is the lack of, or weak leadership and management capacity at both education authority and also at school level. When I say education authorities, this refers to both provincial and also our private or church education authorities; I see this one of the issues that contributes to teacher absenteeism is lack or weak leadership or management at these two authorities.¹⁴⁸

4.145 Mr Hopeful Piosasa CEO Western Province expressed the same sentiments to the Committee;

The third group of absenteeism with third category is absenteeism caused by poor leadership at school level and poor management at both school and in Education Authorities level as well.¹⁴⁹

¹⁴⁴ Witness, Evidence, 2 May 2012, p.56

¹⁴⁵ David Mesa, Evidence, 3 May 2012, p.92

¹⁴⁶ Claudius Rence, Evidence, 17 May 2013, p.687

James Koete, Evidence, 21 August 2013, p.929

Donald Malasa, Evidence, 14 October 2013, p.1144

Hopeful Piosasa, Evidence, 15 May 2013, p.663

4.146 Good leadership is lacking because the teachers presumably may have not well understood instructions as outline in the Teaching Service Handbook. This was expressed Matthew Eddie from Choiseul Province;

The next thing I would like to highlight here which I think relates most to teacher absenteeism is poor administrative leadership of headmasters and principals. I think this is one of the biggest issues I have seen as a teacher in Choiseul Province. Some headmasters and principals never look through the Teaching Service Handbook and most of the times they overlook their responsibilities. Since they cannot perform their constitutional duties as principals and headmasters, it can cause teachers not to have confidence in their leadership in terms of accountability and transparency in every school funds, grants and whatever there is in schools.¹⁵⁰

4.147 Gilbert Tabihau PEO Makira Province pointed to weak leadership as a contributing factor to poor decision making.¹⁵¹

Trainings

Pre-Service Training

4.148 The type of training teachers receive from the institutions they graduated can affect teachers behaviour. Lack of proper teacher training in character, virtue, ethics and discipline can cause teachers to be poor role models in their schools. Lack of character also means poor commitment to the teaching profession. Mr Alex Elepohe from Makira Province explained as follows;

I have the feeling that this link is missing. They[teachers] are trained on how to write with a chalk on the blackboard but to become exemplars in the community, the work, I think is missing is in the curriculum for the training of teachers, discipline wise because a lot of time we say that teachers are the role models. How can they be role models when they do not have the character training, the virtue training, the ethics in the system?¹⁵²

In- Service Training

4.149 Attending to organised in-service trainings is also raised as one of the causes of teacher absenteeism. Teachers have to leave their duty to participate in other trainings provided in the courses of the year. This was mentioned by one of the teachers in his evidence;

Some teachers are absent because they want to attend some trainings if they are not available in rural areas then they have to travel to Honiara to find those things, so it contributes a lot to absenteeism. ¹⁵³

FTA and TIT

4.150 There are teachers that teach under fixed appointment (FTA) and/or teacher-in-training (TIT). These are people who do not have any formal training in the field of teaching. Ms

¹⁵⁰ Matthew Eddie, Evidence, 13 May 2013, p.462

Gilbert Tabihau, Evidence, 8 May 2012, p.215

Alex Elepohe, Evidence, 8 May 2012, p.211

¹⁵³ John Talo, Evidence, 10 October 2012, p.259

Margaret Kiriau pointed out that lack of professionalism in teachers under FTA and TITs are excusable because they have not been professionally trained.¹⁵⁴

4.151 FTA and TIT are recruited because of the schools need for teachers. However, as stated above their lack of formal training can contribute to a lack of professionalism in teaching. This can contribute to a low standard of professionalism which can subsequently lead to poor class attendance.

Some teachers are not qualified to be teachers but because of the system we pick from outside and we have unqualified people heading a school. If you consider carefully the FTA teachers, some of them never understand and know the code of ethics of teachers. They are also not committed to their work. A lot of advices and counsels were given but with no effect at all. These kinds of teachers don't seem to understand their role. Their duty of statement is very poor here. Unless this system is changed on how appointees are appointed like who is to head a school we will always have this problem.¹⁵⁵

4.152 The Committee is informed that in some provinces, there is increasing number of FTA and TIT teachers. This also concerned some of the Inquiry participants;

In the case of Temotu you will notice that according to the posting almost half of the teachers posted are untrained teachers, FTAs or TIT's. So they lack professional skills or understanding about the teaching profession. So this has directly contributed to their absenteeism, and sometimes it also leads to their ignorance because of lack of understanding. 156

4.153 It was revealed to the Committee that Teacher Absenteeism is popular amongst the TITs. As explained above, they lack classroom training and have not been inducted with the Teaching service's expectations.

With regards to Temotu province we have a lot of TITs, people who do not know what is in the Teaching Service Hand Book. These people have never been briefed even by the employing authority, the education board never briefed them before they come and teach. In light of that problem I want to say, teachers frustration becomes an issue because sometimes these people normally cause problems to them. For instance, some cases do arise with TITs in Nangu Community High. As the chairperson I have to send them a circular to tell them that what they are doing is not in line with the teaching service policy.¹⁵⁷

4.154 The Committee was informed that TITs have little regards to timing and practice negligence in their duties.

With all due respect to our trainees, they are at times negligent to timing and so forth. Sometimes they are not so concern about absenteeism. Whenever

¹⁵⁴ Margaret Kiriau, 11 October 2012, p.333

Norbert Lulumubatu, Evidence, 13 May 2013, p.468

Moffat Brock, Evidence, 2 May 2012, p.18

¹⁵⁷ Ben Lirpangu, Evidence, 2 May 2012, p.20

they want to do anything, they will just simply do it. Maybe whenever they want to go back to their houses, they just do it. 158

- **4.155** However, the Committee also heard evidences that despite of lack of formal trainings compared to qualified teachers, most TITs performed better in terms of class commitments.
- **4.156** In his evidence to the Committee, a teacher from Makira Provence, Mr Shadrack Albert Haga, defended TITs by explaining their commitment to class duties;

...it seemed that those of us teachers who are trained are the ones that are absent the most. We made those decisions to be absent. Those TITs in my schools – and I have 3 to 4 of them, they never were absent. Those of us trained teachers do absent a lot. 159

OAG Report

- **4.157** Chapter 3 of the OAG report entails the issues related to teacher professionalism or lack of it. These issues include teacher attitude to work, poor leadership and management skills and the need for proper professional training.
- **4.158** The Committee findings with regards to the issues in this section parallels to that of the OAG.

Government response

4.159 Mr James Bosamata, Director Teacher Training Development (MEHRD) explained to the Committee that the current education system does not adequately cater for training of teachers to be professional in their career.

The journey of a teacher is a very long journey and some of us do not understand that journey. Sometimes we blame the Ministry of Education and Human Resources Development and sometimes we blame SICHE/SINU but the journey of a teacher has five stages in which we have to address all the five stages. Firstly, a teacher decides to become a teacher in the future when he is in his primary or secondary level. So that is the first stage of the life of a teacher. The second stage is the selection and recruitment of teacher. That stage in the life of a teacher is very important. The third stage is this initial teacher training whether at USP, SINU or other education institutions. Some of us think that is the most important stage. The Fourth stage begins when the teacher graduates from college or University. That is the "Beginning of Teacher Induction." In Solomon Islands that is not really addressed but that is where we should provide support both personally and professionally. Thus, we need a better designed national induction program for beginning teachers. The fifth stage is after going through the induction where there is this lifelong continuing professional development. Those are the five stages in the life of a teacher; during his studies, during recruitment and selection, the initial teacher education, beginning teacher induction and the Continuing

¹⁵⁸ Lorence Zaza, Evidence, CHD1, p.603

¹⁵⁹ Mr Shadrack A. Haga, Evidence, 7 May 2012, p.159

Professional Development (CPD). So if we can address all those five stages we could improve professionalism.¹⁶⁰

Committee Comments

- **4.160** It transpired during the Inquiry that Teacher Absenteeism is closely associated with poor leadership and ethics. Teachers' declining commitment and lax attitude towards fully discharging their responsibilities and duties is becoming common throughout the profession, perhaps as a direct consequence either to their complaints on the conditions of service or a sheer neglect of duties.
- **4.161** The Committee is aware that there are disciplinary avenues available in the established framework to control and regulate teachers' professional behaviours and attitudes. The bodies established to perform those functions have adequate powers to discharge those responsibilities. However, the Committee noted that the difficulty lies in implementing those responsibilities effectively because of the complexity of the current administration structure. The complexities arose either because the relevant powers are not clear or there is a disparity in the enabling environment and the current practices.
- **4.162** The Committee is of the view that teacher training programs and curricular must be rigorously taught in teaching institutions. In addition, it is indispensable that teachers are consistently trained on-the-job to enhance ethical and leadership skills.

Recommendation 8

The Committee recommends that the Ministry of Education and Human Resources Development prioritises and emphasises professional ethics trainings both in the preservice and in-service training schemes, and ensure funding exists to deliver these training schemes.

External Factors

4.163 This section outlines four major factors that contribute significantly to teacher absenteeism. These factors are in fact national issues, and are beyond the reach of the education system or the teaching profession. These factors are: Accessibility to Basic Services, Geography and Remoteness, Basic Infrastructure and Teachers' existence in their community.

Accessibility to Basic Services

4.164 Accessibility to basic services is vital. A school's access to basic services is very much dependent on the level of infrastructural development in that particular area. Teachers admitted that inaccessibility to basic healthcare and commercial services is one of the reasons why they would be absent from their classes.

James Bosamata, Director Teacher Training Development MEHRD, Evidence, 18 October 2013, p.1397

Health and Medical Services

Inadequate Medical Service

- **4.165** The provision of health and medical services is limited in the rural areas, but are rather concentrated more in the urban areas or provincial capitals. ¹⁶¹ As a result, teachers will have to travel to these centers to seek medical attention and thus miss their classes.
- **4.166** Rural communities rarely have clinics operating in their areas. Where there exists a clinic, it faces the challenges of accessing proper equipment and have limited or lack of medical supplies.

Medical Services in our area is very poor. We have clinics however cases are always referred to Kilu'ufi hospital.¹⁶²

Distance to Access Medical Service

4.167 A number of teachers have expressed their concerns over poor accessibility to medical services. They would have to travel long distances to receive medical attention for themselves, or to accompany their spouses or children in times of illness. These implications contributed to their reasons for being absent from classes. Charles Moore from Malaita Province states;

My school is located 12 km from the nearest clinic. And so, if a member of teachers or staff member's family is sick, the teacher had to travel 24km to and from the clinic that day and one person cannot get a sick child; the spouse has to accompany the mother if the mother is a teacher, then the husband has to accompany her or if the husband or the father is the teacher, he has to accompany his spouse.¹⁶³

4.168 Most of the hospitals are situated in the Provincial Capitals. In the case where an individual needs further specialized medical attention, they would have to meet extra expenses and travelling costs to be able to reach the nearest hospital. Mr Kilu Nangu a teacher from Western Province reported this incidence;

Last year, I have a staff that went to have an operation in Honiara. And it took him two months in that he is admitted at the hospital. And that one is recommended by medical personnel at the hospital. 164

4.169 The well-being of a teacher is important for him or her to carry out his or her duty. Therefore having to seek medical assistance is a necessity for them. In such case, a teacher is forced to be absent when he or she has to seek proper medical assistance.

Banking Services

4.170 Teachers' salaries are paid through their bank accounts. Therefore banking services is an essential service for teacher to access.

¹⁶¹ Mr Dick Wao, Head Teacher Makira Province, Evidence, 7 May 2012 p.135

¹⁶² Mr Nicholas Ngidua, Evidence, 10 October 2012, p.277

¹⁶³ Charles Moore, Evidence, 11 October 2012, p.343

¹⁶⁴ Mr Kilu Nangu, Evidence, 15 May 2013, p.324

Inadequate Banking Services

4.171 Accessing commercial services such as banking also stands as a causal factor contributing to teacher absenteeism. In the provinces, banking services are concentrated in the Provincial townships. Thus making its accessibility an issue for teachers situated in remote areas.

Another factor is the Banking system in the Southern Malaita region. When the teacher wish to withdraw their salaries they have go over to Honiara since we do not have a bank close by. And on such occasions they tend to spend two to three weeks in Honiara.¹⁶⁵

4.172 Banks' agencies are situated in the provincial areas to conveniently channel transactions for those in the rural areas. During the course of the Inquiry a number of teachers protested that bank agencies operating in the rural areas often lack enough funds to conduct transactions. As a result teachers have resorted to travelling to the capital, Honiara, as they had no other option. As one teacher conveyed;

Sometimes there are no money at the Afio Banking Agency. Teachers need money and they may go to Honiara to withdraw money so as to enable the family to survive. If we say that it is not genuine, then improve the banking service in the Southern region to be a sub-branch, so that it caters for the population.¹⁶⁶

4.173 In order to access banking services, teachers often leave their classes and travel to areas where banking services are offered. Hence absenteeism occurs.

Geography and Remoteness

4.174 It was also highlighted during the Inquiry that the geographical location and remoteness of schools also give rise to teacher absenteeism. Factors such as geographical location of schools, distance to the nearest Commercial Business Centre (CBC), and basic infrastructure are linked to transportation.

Travelling to CBC

4.175 The location of a school is vital as it determines its accessibility to basic services and the time-frame to attain basic service delivery. One of the main concerns raised by teachers throughout the provinces was on the geographical location of the school.

Physical Geography and Remoteness

4.176 The geographical location of a school and its remoteness determines its accessibility to basic services. Factors that are attributed to the issue on geographical location and remoteness affect a school's accessibility to the nearest urban centre. Teachers have shared their views on how the geographical location of school contributed to teacher absenteeism;

...When we are talking about pay days, since their school is located inland, sometimes they can be absent from campus for two to three days. ...And on

¹⁶⁵ John Wate, Evidence, 10 October 2012, p.244

¹⁶⁶ Peter Lau, Evidence, 10 October 2012, pp.245 - 246

their return, they would sleep over along the coastal areas and then the next day they would carry their bags of rice inland. So their absenteeism does not only occur over a period of one day but may take two to three days. ¹⁶⁷

4.177 The proper functioning of schools located in rural communities or the remote islands depended on resource supplies from the main provincial centers mainly from the capital, Honiara. The procurement process of supplies for schools and performance of administrative matters by head of schools is time consuming due to remoteness of such schools. A teacher from Choiseul Province, Mr Abendigo Kukuti, stated;

Services needed by teachers in rural areas such as photocopying, typing or printing of school documents for normal administration of the school and therefore we have to leave schools and come to the urban center because all those services are available [only] in the urban centres.¹⁶⁸

- 4.178 In the outer provinces, basic services are usually concentrated at the Provincial capitals. This makes it difficult for teachers in schools situated on the outskirts of the provincial capital to access basic services on a regular basis. At times, teachers have resorted to travelling for weeks or even months just to access basic services, be it on banking, healthcare, or goods for consumption.
- **4.179** A witness from Malaita Province testified that due to the "centralization of development", he had to travel by boat and then by truck to get to the Provincial township of Auki. This is because Auki is the only CBC in the province where basic banking, medical and consumers services could be obtained. 169
- **4.180** Teachers from other provinces also shared the same remarks, pointing to the fact that the location of a school and its remoteness also contributed to the issue of teacher absenteeism. Jamilyn Salevolomo from Choiseul Province shared the same remarks;

If that school is situated where the basic services are lacking, teachers will have to leave school and look for that basic service...or go to the commercial centers where they can buy the families basic needs, or stationeries for the school.¹⁷⁰

4.181 Another issue aligned with the distance to the nearest CBC is the financial cost teachers incur when travelling to the nearest CBC. Consequently, having a school that is located in a remote location would impact on the financial expenses of Teachers to travel long distances in order to reach the nearest Commercial Centre. A witness shared similar sentiments when expressing the financial costs he had to meet to travel to the nearest town;

I will have to spend the price for petrol...like I spend \$90.00 for one way on the boat and another \$90.00 to go back to the school. So it costs me almost \$200.00 just to come and take my pay and go back to the school. And already if you look at it, I do not have any more money left...Those of us back in the rural areas, it is only one way. If the store has the things you need then you

Wanegaro Maedola, Evidence, 10 October 2012, p.250

Abendigo Kukuti, Evidence, 13 May 2013, p.500

Wesley Wado, Evidence, 10 October, 2012, p.266

¹⁷⁰ Jamilyn Salevolomo, Evidence, 14 May 2013, p.515

can pay for it otherwise you do not have much choice whether you like it or not. It affects our lives, those of us teaching out there if we really look at it.¹⁷¹

4.182 The financial cost of getting from one point to another is an issue when a teacher has to depend on his or her marginalized salary to meet all the costing. This was expressed by a Albert Haga, a teacher from Makira Province in his submission to the Committee;

To reach our location, it would take you almost a 44 gallon drum petrol. At times two drums of petrol, from Kirakira to reach our location. So if we would have regional centre over there, it will drastically help us in terms of checking us teachers up, as well as head teachers to ensure we are doing our work. And another point is, while absenteeism is a concern here, should there be any report made, deduction must be done in order to control that matter.¹⁷²

4.183 The hindrance to travel quickly for one place to another due to the physical geography of our islands is a cause for teacher to be away from their place of duty to access basic services.

Weather Condition

- **4.184** There are also schools whose geographical locations are prone to natural disasters and unfavourable weather patterns. The occasional heavy rainfall causes flooding and limits teachers from attending their classes or to return from their trips to the CBC. Hence they become absent.
- **4.185** When alluding to how weather conditions can restrict a teacher from attending classes, Mr Patrick Suakina from Malaita Province declared;

The school is located in the bush, and the teachers reside outside of the school compound only six or so teachers lived on campus...All the teachers reside in the villages... during the rainy season they have to walk though muddy tracks, they have to cross flooded rivers, so this can also contribute to the absenteeism of the teachers. 173

4.186 A coastal resident, Mr Edward Nunua from Makira Province, revealed the difficulties of returning to school during bad weather as a contributing cause to teachers' absence from classes. This can be further compounded to an extended absence if the teacher's health is affected as a result of travelling during bad weather;

...because of rough seas to go across. In order to go across, it takes two or three days before arriving here [Kirakira] and in order to go back, it will take two or three days and when he or she arrives, he or she takes the next day to rest because of body pain; so he or she has to take one or two days rest. So it is much worse than absenteeism for us in the weather coast.¹⁷⁴

4.187 A teacher residing inland might have another experience, as described by Charles Moore from Malaita Province;

¹⁷¹ Emilio Wegu, Evidence, 17 October 2013, pp.132 - 133

¹⁷² Shadrack Albert Haga, Evidence, 7 May 2012, p.159

¹⁷³ Patrick Suakini, Evidence, 10 October 2012, p.294 - 29

Edward Nunua, Evidence, 8 May 2012, p.188

During bad weathers, teachers might be stranded on the road on their way back and some incidences where it had to cause teachers to absent unnecessarily. Due to bad weather, they have to stay or spent two three days or even almost a week because rivers are flooded and trucks or vehicles cannot get across the rivers.¹⁷⁵

4.188 Given the fact that teachers have to face challenges due to geographical factors and weather conditions, absenteeism to duty is inevitable.

Basic Infrastructure

4.189 Having reliable and essential infrastructure in place ensures the daily delivery of basic services and information to and from the school. During the Inquiry, teachers, parents, students and school-board Chairs raised concerns on constraints faced by teacher with respect to road and transportation systems. These were also contributing factors to teacher absenteeism.

Road Transport System

Road and Bridges

4.190 The nature of road transportation, on the condition of roads and bridges, depends on the degree of development of the local infrastructure in any society. During the Inquiry, teachers stressed that one of the main challenges that also contributed to the issue of teacher absenteeism was due to the poor infrastructure of road transportation systems. Bad weather conditions cause rivers to flood and roads become inaccessible for vehicles to travel through.

First regarding transport, being someone posted to the Northern part of Malaita, when I first went over there, there were lots of vehicle that travelled to the North East where I teach. And then due to the condition of the road becoming very poor we have less transport travelling. So sometimes teachers have to take a walk- sometimes it takes about 12 kilometres from the Head road to where they have to catch the transport like other colleagues have mentioned. Now what happens here is that because of less transport there we have to leave on Wednesday and then it took us maybe 3days to go back. So we find travelling being difficult. Therefore transport contributes very to the absenteeism of teachers. 176

4.191 The challenges faced with inaccessible roads and poor transportation systems slowed down the process of service delivery (be it on commercial goods, healthcare, social etc). And in turn, delays teachers from returning to resume their classes in time. A teacher from Malaita Province shared his views on the issue of road transportation and how it has contributed to worsening the issue on teacher absenteeism;

Also the infrastructure on that part of this province, which is incomplete, I would say, especially rivers with no bridges. During bad weathers, teachers might be stranded on the road on their way back and some incidences where

¹⁷⁵ Charles Moore, Evidence, 11 October 2012, p.343

Louisa Wale, Evidence, 10 October 2012, p.260

it had to cause teachers to absent unnecessarily. Due to bad weather, they have to stay or spent two three days or even almost a week because rivers are flooded and trucks or vehicles cannot get across the rivers.¹⁷⁷

4.192 Another witness from Guadalcanal Province, Mr Gibson Apusae, also shared similar sentiments on the issue of road transportation systems;

Our roads are in a very bad condition and it takes us half a day to travel to Honiara to go the banks and do shopping...Teachers spend half of the day travelling only have half of the day to do their business in town. Sometimes when it rains we cannot go back to the school because of the bad condition of the road. ...This morning I left at 7am and arrived here at 9am because of the poor condition of the road. 178

Sea Transport System

Shipping Services

4.193 Unreliable shipping service may also hinder a teacher from returning to the place of duty on time. Teachers not only incur costs but also face risks in order to get to the provincial centers to access basic services and return. Mr Edward Nunua from Makira Province alluded to this issue in evidence;

With transport, shipping services around the province is quite hard. The ships only making half way trips and do not provide services for the province. In order for us from the other side to come to Kirakira, one of the ways to reduce expenses on boat hiring, which is costly, almost \$3000.00, for sure I know it must be \$2000.00 plus. That is the cost for coming to Kirakira and back. To cut some of the expenses for some teachers, they have to cross the island, which is risky for them. Sometimes during bad weather they have to spend two or three weeks or even a month until the weather is fine in order for them to go back. So transportation sometimes causes absenteeism to be high for us in the weather coast. 179

4.194 Given these difficulties, it takes longer than necessary for teachers to be absent from his or her duties.

Air Transport System

Airlines Services

4.195 Shipping services are very poor in some places around the country. Therefore airline service would be the only quicker means of services to their provinces. However, such service is unaffordable to most of the teachers who are in schools far from provincial centers. Some teachers have alluded to the travelling expense inducement which is not enough and makes

¹⁷⁷ Charles Moore, Evidence, 17 October 2013, p.343

Gibson Apusae, Evidence, 17 October 2013, p.1313

¹⁷⁹ Edward Nunua, Evidence, 8 May 2012, pp.187 - 188

it impossible for a teacher from Rennell, which is in zone 2¹⁸⁰ to travel to the capital centre to access services. This was raised by an Inquiry participant;

...we are in Zone 2 but we only get \$120, which is supposed to be increased. That \$120 you cannot fly with in Solomon Airlines but I want you to increase it so that teachers are happy with it. Only some of us receive this inducement and the blame will go down to the authority. Please chairman, increase this \$120 inducement for all teachers and not only for Rennell and Bellona but throughout the nation.¹⁸¹

OAG Report

- **4.196** The OAG report sighted poor banking services as a contributing factor to teachers leaving their classes. This is in total agreement with the Committees findings.
- **4.197** The OAG report in chapter 4 also identified poor infrastructure, poor transport systems and services, as contributing causes to teacher absenteeism. A significant amount of time is wasted when teachers travel to see their authorities or the MEHRD to deliver documentation or resolve issues.

Government response

- **4.198** When questioned on the banking issue, the MEHRD informed the Committee that an attempt was made to meet with commercial banks to discuss the issue. However, there was no response from the banks.¹⁸²
- **4.199** There were no specific responses from the MEHRD in relation to transport system and services, geographical remoteness as raised by teachers.

Committee Comments

- **4.200** The essence of accessibility to basic services goes without saying. The Committee notes that ease of access to medical, health, banking, and commercial services are key but external factors which play an important role in teacher attendance. Teachers' wellbeing is determined by these factors to a great extent. Not all schools are located near a health clinic or a banking agency, especially in the rural areas. In such instances, teachers or their families travel long distances either by land or sea in order to access these basic services. As such, it takes teachers longer periods away from their classes. This situation is exacerbated where there are shortage of teachers to relieve the teacher who is away to seek medical attention or where bad weather conditions necessitate longer period away from classes.
- **4.201** Teachers' salaries are paid directly to teachers' bank accounts. Hence, the Committee acknowledges that a teacher would need to occasionally visit his or her bank in order to access his or her salaries. For some schools in urban or sub-urban areas, this might not be an

¹⁸⁰ The amount of money received depends on zones. The further away a zone is from Honiara, the higher the allowance entitlement.

Sanders Tuhamano, Evidence, 28 August 2013, pp.1030 - 1031

¹⁸² Tim Ngele, US Professional MEHRD, Evidence, 18 October 2013, p.1399

issue. However, where the school is located in a relatively remote area, teachers would again have to travel long distances to do banking. The Committee understands that this exercise can be very costly disproportionately to what teachers are earning as transport must be hired to reach commercial centers. In remote areas, banking services is dependent entirely on the availability of funds with the banking agency. If the banking agency is without cash, teachers would have to wait until such time when the agent has sufficient funds for the teachers to get their salaries.

- **4.202** The Committee notes the development of mobile-banking services as an avenue where teachers' banking needs could be addressed or at least accommodated. The Committee is aware that this development has just been introduced while the Committee concludes its hearing into the Inquiry.
- **4.203** The Committee also acknowledges that accessibility to the basic services, condition of basic infrastructure such as wharves, bridges, and roads do determine whether or not teachers will get on time to these centers and back to their respective schools.
- 4.204 Whilst these factors are beyond the jurisdiction of the MEHRD or the Education Authorities, the Committee emphasized that the MERHD can facilitate to improve these conditions by working in partnership with relevant stakeholders such as the Ministry of Infrastructure Development (MID), Ministry of Provincial Government and Institutional Strengthening (MPGIS), Ministry of Development Planning and Aid Coordination (MDPAC), Provincial Governments, Education Authorities and local communities.

Recommendation 9

The Committee recommends that the Ministry of Education and Human Resources Development explores the opportunity provided by mobile-banking services as an avenue to reduce the time needed for teachers to travel long distances to commercial centres.

Recommendation 10

The Committee recommends that the Ministry of Education and Human Resources Development initiates and facilitates dialogue with Ministry of Infrastructure Development, Ministry of Provincial Government and Institutional Strengthening and Ministry of Development Planning and Aid Coordination, Provincial Governments, and local communities to improve transport and communication infrastructure requirements of schools.

Teacher and Community

4.205 A teacher's engagement with the Community also stands as a causal factor to Teacher Absenteeism. The relationship that exists between Teachers' and the community influences a Teachers' enthusiasm to live and teach in an environment that is conducive and safe. A supportive community indirectly influences a Teachers willingness to teach and vice versa.

Teacher's Safety and Security

4.206 Most schools operate within communities. Teachers' relation with surrounding communities is very important. It contributes to teachers' safety and existence in the community.

Community Threats

4.207 While the school has its own life, it is in many ways closely related to the Community. Teacher absenteeism may come about when teachers have to deal with issues relating to the Community. When there is no mutual relationship between teachers and the community, teachers are not motivated to attend classes.

Another problem is that when there is no mutual cooperation between teachers and the host community teachers will be absent from classes because they do not see link between the community and teachers intact. So this would cause problems to innocent children that should have quality learning from their teacher. 183

4.208 Teachers gave accounts of running way from their schools because of disturbances;

I know, myself is a victim of this one which I am posted to a new school where the outside people inside the community were disturbing the school during the night time. That is one reason why teachers usually absent from their classes and the teacher have to look for safe places.¹⁸⁴

4.209 In a case where a teacher is involved in a love relationship with a member of the community, relatives often threaten the teacher. Therefore the teacher's safety is at stake;

For example, if one of the teachers commits a sexual offence with a girl within the Community, the girl's brothers and relatives would look for the teacher. So the teacher has to escape for his safety. This will not take just overnight to replace him.¹⁸⁵

Ethnic Crisis hangover

4.210 Teachers may not attend classes if their safety is at stake. Some have alluded to security concerns related to the recent ethic crisis.

We need security in our schools nowadays. It is no longer safe for some teachers to reside in the schools since after the ethnic tension until now because the community themselves when they feel that they wanted to do anything against the teachers they just do it and sometimes put teachers in difficult situations. 186

4.211 Vandalism of school properties and threats are a major cause of teachers being absent from classes. As mentioned by a witness in his evidence;

¹⁸³ Melvah Kenedy, Evidence, 17 October 2013, p.1309

¹⁸⁴ Rayna Ehonoda, Evidence, 21 August 2013, p.930

Brighton Pihavaka, Evidence, 4 July 2013, p.792

Dorothy Marahare, Evidence, 17 October 2013, p.1292

...we have been victimized by some of the youths who are involved in drinking alcohol and taking drugs. It is very difficult for us to treat them. Our three schools have been victimized, the Talaura Primary School, Kulu Community High School and also Gilo School. I am a witness of these events to my former Head Teacher at Talaura School and even my Principal at Kulu Community High School. The things that happened there caused the teachers to absent because they are threatened. The youths come and threatened us with guns. They also come and demand us because of the lack of working together between the Head Masters and Principals on school grants. They come and damages school properties in the night. 187

Teacher's Engagement in Private Business

Selling of Goods

4.212 Teachers' engagement in private business also contributed to teacher absenteeism. Teachers face financial difficulties to sustain their family needs with their salaries alone. Therefore, they tend be involved in other businesses which is in conflict with their teaching profession code and the TSHB;

Conflict of interest allows us to engage into private ventures. It means that because of low salary package, we engage into small businesses, maybe selling cigarettes after classes. As I have said, we are trying to make ends meet.¹⁸⁸

Logging

- **4.213** Teachers and their school may be affected when logging exist in their community. A school water source may be destroyed due to logging activities therefore the teachers have to walk far to collect water and are absent from their classes.
- **4.214** In some schools, teachers also engaged in timber right hearings to earn extra money;

...I am a bit surprised to hear about too many teachers engaging in timber hearings. I do not question that because although this is a small province it is full of Logging companies as well. This is a result of teachers searching for green pastures. When teachers are not satisfied about the fortnight salary they must also look for other ways to survive. 189

4.215 In other cases a teacher may be the trustee of his tribe for this logging operation at a particular place and has to see to his duty as tribal representative and is absent from his class duty when required. In such cases, the school is also at risk after timber right hearing when the teacher is also involved. This was raised by one of the witnesses during the Inquiry;

One example is logging. When there is a timber hearing conducted, people would depend on their relatives who are teachers to do the negotiating. This is because teachers are good at talking. So they have to leave the school

John Chris Enu, Evidence, 18 October 2013, p.1363

Ethel Sulu, Evidence, 22 August 2013, p.954

Mr Herman Aruhane, Evidence, 14 May 2013, p.544

attend timber hearings. When they win, the losing party would come and threaten the school because of the teacher's involvement. 190

4.216 As discussed in previous section on *Teacher's Conditions of Service* under *Salary*, TSHB is very clear on teacher's involvement in private business. Teachers should be guilty of such misconduct when engaging in private business¹⁹¹. However, there is lack of strong leadership in schools which could discourage teachers from involving in such businesses.

Wantok System

Favouritism

4.217 Cultural obligations to Wantok System; a concept closely attributed with 'favouritism' and 'nepotism' were found to limit the implementation of proper disciplinary actions against teachers. Witnesses gave accounts of *Wantok System* being practiced in school administration. Ms Martha Tolia, a deputy principal in Honiara City Council, expressed how school administrators can use *Wantok System* to influence in preventing drastic disciplinary action implemented on Teachers' being absent from their classes.

Another thing is the *wantok* system. If your *wantok* is the principal or the deputy principal then you are free to be absent from school as long as you want.¹⁹²

- **4.218** Wantok System consequently constrains disciplinary action to take place immediately. Thus worsens the issue of teacher absenteeism. It also tarnishes professional standards expected to be seen in teachers. In his submission to the Committee, Mr Kevin Suliau, from Malaita Province condemned that teachers "...are not concerned, even if they are absent because a wantok is the Head teacher, so they keep on becoming absent." ¹⁹³
- **4.219** Another aspect where wantok system can contribute to teacher absenteeism is when it is practiced in the higher authorities. Teachers often get discouraged when their submissions are not addressed by their authorities, while submissions from friends and relatives of those in authority are dealt with much quicker.¹⁹⁴
- **4.220** While Wantok System, in its contextual form benefits families and communities in terms of its 'safety-net' feature, it also has its downfalls when it clashes with professionalism and ethical principles.

Cultural Obligations

4.221 Teachers' engagement in cultural obligations can also contribute to their absenteeism from classes. Teachers feel that they are obliged to observe a cultural obligation that requires them to leave their classes.

¹⁹⁰ Judy Nihar, Evidence, 5 July 2013, p.814

¹⁹¹ Solomon Islands Teaching Service Handbook (TSHB), Ministry of Education and Human Resources Development, December 2011, Section 12.1, p.38

¹⁹² Ms Martha Tolia, Evidence, 14 October 2013, p.1127

¹⁹³ Kevin Suliau, Evidence, 10 October 2012, p.258

¹⁹⁴ Jeremy Logoau, Evidence, 11 October 2012, p.376

Deaths

4.222 Teachers are a part of a community. They feel the obliged to participate in any important community event such as death.

In relation to deaths in the village it would seem disrespectful if the school continues when a member in the immediate community dies. We do expect them to pay their respect in those situations. ¹⁹⁵

4.223 When there is more than one death in a village, a school may face closure for even up to a week. These are events which teachers may be away from classes. Some teachers may upon a death message from their respective village stay away from classes until their deceased relative is buried. In other instances;

... deaths that happened around our catchment areas; we have 3 catchment areas. It has been a practice that if a parent dies in any of the communities, then we will suspend classes. So I just come in and follow up with the practice that has been implemented in the school. And that is one of the causes of absenteeism. 196

4.224 Such actions were taken because it has been precedence and practices in the said school.

Weddings

4.225 In marriages and matters involving close relatives of a teacher, he or she will want to attend to such ceremonies. In the case where the event occurs in a different location, the teacher will leave school and travel.

Sometimes teachers attend weddings and teachers have to leave schools and travel to the provinces to attend weddings, death in the families or tribes. Teachers also have to travel from town to the provinces due to their cultural responsibilities. Because of the scattered islands that we have and the unreliability of means of transport, teachers are absent from classes for weeks or even months.¹⁹⁷

Program Participation

4.226 As part of the community, teachers are often asked to lead out or take part in programs organized by the community or any visiting groups.

During any festival days, a teacher within that community will be included in that programme, and he or she will not attend class. They will attend that church festival, so there will be absenteeism there.¹⁹⁸

4.227 Teachers are absent because they held important roles in their community. An example of such case as reported by Fred Bae from Malaita Province;

The teacher is absent in order to attend to other duties such as a Sunday school teacher and then at the same time a chairman of the health committee,

¹⁹⁵ Joash Maneipuri, Evidence, 16 October 2013, p.1259

¹⁹⁶ George Warren Inia, Evidence, 2 May 2012, pp.49 - 50

¹⁹⁷ Nancy Kosiko, Evidence, 14 October 2013, p.1110

¹⁹⁸ Lucy Lautalo, Evidence, 22 August 2013, p.931

and may be at the same time a secretary to a non-government organizations and may be at the same time carrying out another duty. So those involvements in making arrangements for meetings and so forth; it is important that he or she has to be absent.¹⁹⁹

4.228 The Committee heard evidences that a community around the school may depend on teachers, since they are regarded as educated. This was reported by a witness that appeared before the Committee;

I will give an example. Because teachers are good people, they are educated and they understand the community level; the community tend to involve them in the various organizations and programs; religious programs, health programs, whatever programs set up at the community. When teacher are involved in those programs, they will be absent.²⁰⁰

Religious Obligations

Church Programs

4.229 Witnesses during the course of the Inquiry expressed that a number of teachers were absent to attend religious activities and events that took place during the school calendar. As one teacher highlighted;

Another cause of teacher absenteeism in my school is that our teachers are always involved in church activities. As such, whenever a church conference is held, they will just leave their classes to attend those conferences.²⁰¹

4.230 The above is also supported by another teacher. In the course of valuing their religious commitment over their professional duties, teachers become part of the ongoing issue on teacher absenteeism.

Involvement in church activities....teachers are well educated and they can organise church activities, so the community is using them a lot. ...I have seen that Thursdays, especially for the women they will leave their class, head teacher have to release them to attend their women fellowship and Sunday schools and so forth, like conferences...²⁰²

OAG Report

4.231 The OAG Report made no reference to cultural factors and obligations relating to teachers relationship with communities.

¹⁹⁹ Fred Bae, Evidence, 10 October 2012, p.282

²⁰⁰ Fred Bae, Evidence, 10 October 2012, pp.281 - 282

June Elovuru, Evidence, 15 May 2013, p.608

Louisa Pagepitu, Evidence, 15 May 2013, p.621

Government response

4.232 There were no specific response from the MEHRD in relation to cultural obligations and practices as raised by teachers.

Committee Comments

- **4.233** The Committee acknowledges that Teachers' relation with surrounding communities is very important. Most schools in the rural areas of Solomon Islands are surrounded or are within communities. Therefore Teachers' relationship with surrounding communities contributes to teachers' safety and existence in the community.
- **4.234** The Committee notes teachers' dedication and commitment to religious events. However, teachers' should not let obligations to their religious affiliations clash with their conduct of duty in their professional career.
- **4.235** The Committee also acknowledges that cultural constraints may influence how society operates. Given the strong cultural links of Wantok System in Melanesian Society, it is no doubt that this concept would also challenge how people conduct themselves in their professional careers.

Recommendation 11

- a. The Committee recommends that School Management should not be lenient in allowing Teachers to take leaves during the School calendar to attend events not related to the school.
- b. The Committee also recommends that strong disciplinary measures must be put in place to tackle issues of Wantok System.

Chapter 5: Impacts of Teacher Absenteeism

Teacher absenteeism has huge impacts on education development in Solomon Islands. It impacts on students, their short term achievements as well as their long term educational attainment and prospects for further studies. Teacher absenteeism also impacts on teachers, communities, education system and the Country's social, economic and human development.

This Chapter addresses terms of reference 2(b), the impact of teacher absenteeism, with focus on students, teachers, the education system and the county.

Impacts on Students

5.1 A common theme throughout the Inquiry is the impact of teacher absenteeism on students. This issue was best summarised by the Head Girl of St Nicholas School:

Students are the future of our country, and the impact of teacher absenteeism on students is profound. Teacher absenteeism poses negative impacts on students' academic performance, behaviour, and attitude and seriously disrupts their learning and achievement ability.

5.2 This section considers the impact of absenteeism on student's individual performance and opportunity. Although most of the impacts may be regarded as short term, they may have long term impacts when considering student's future career opportunity.

There are many personal reasons for absenteeism. Some are legitimate, but too many come at the expense of students.²⁰³

Poor Academic Performance

5.3 One of the common impacts of teacher absenteeism received by the Committee throughout the provinces is student poor academic performance. In his submission to the Committee, Mr. Moffat Wasuka strongly supported this view by highlighting that;

...teacher absenteeism (and also student absenteeism) is one of the serious causes of poor performance in school. There is a strong link between good school attendance (of both teacher and student) and academic performance; therefore too much absence will show the opposite effect.²⁰⁴

5.4 The Committee was informed that in schools where teacher and student absenteeism is high, there is also a tendency for the school to perform poorly in examinations.²⁰⁵ This is due to many other reasons including disruptions to student learning.

²⁰³ Submission No.3, Education Development Partners Coordination Group, p.2

Submission No.1, Mr. Moffat Wasuka, School Support Service, p.15

Submission No.1, Mr. Moffat Wasuka, School Support Service, p.15

5.5 When the Committee asked witnesses if the issue of teacher absenteeism has any impact on students in their schools, a witness from Makira Province acknowledged the issue and accepted the blame on students' poor performances to be on teachers and administrators. In submission to the Inquiry the witness further adds;

I am very sad when my teachers do not cover the syllabus and at the end they [students] sit for the exam each year. And it is a problem for us education authorities, headmasters and principals to make sure teachers cover the syllabus otherwise even the bright students will be technically knocked out. And then we say he or she is a bad student; no, he or she is not bad, it is us who are bad.²⁰⁶

High student dropouts and low pass rates from schools

- 5.6 The Committee heard evidences that one of the negative impacts of teacher absenteeism in schools is the increasing number of student dropouts and low pass rates in final examinations. Majority of the Inquiry participants claimed that the high dropouts from examinable classes and low pass rates from schools is related to teacher absenteeism.
- 5.7 In his submission to the Committee, Robinson Tofidi, a teacher from one of the schools in Isabel Province raised that;

As a result of teacher absenteeism, there will always be high number of drop outs from our primary and secondary schools and as well as at the tertiary level.²⁰⁷

5.8 There were no clear evidences received on the direct impact of teacher absenteeism on student exam results. However, the Committee received a submission on a study conducted some years ago discussing teacher absenteeism as one of the causes since it is common knowledge in the schools studied. As a submission to the Committee, Mr. Wasuka revealed that;

In 2006, I analysed form 5 results from a certain province. Of the five schools sitting SISC examinations in the province in that year, the results were as follows: school 1, four passed out of 29 students; school 2, twenty two passed out of 50; school 3, one passed out of 19; school 4, two passed out of 11; and school 5, none passed out 5. Definition of "passed" is being placed in form 6. While I must admit that many other factors would also have contributed to poor student performance in my sample, teacher absenteeism in those schools was common knowledge. ²⁰⁸

5.10 The Committee acknowledges that the effect of teacher absenteeism is reflected in low scores in the respective subjects taken by students. In evidence, Mr. Dudley Uata from Isabel Province pointed out that;

During the exams at the end of every unit when teachers make evaluations and give unit tests and they see that students scored very low. If we continue

²⁰⁶ Witness, Evidence, 7 May 2012, p.154

²⁰⁷ Mr Robinson Tofidi, Evidence, 4 July 2013, p.794

Submission No.1, Mr. Moffat Wasuka, School Support Service, p.15

to stay away from classes, there will be poor academic performance at the end of every examination. 209

5.11 A student of Arnon Atomea School in Malaita Province expressed;

The other thing is producing of poor end results on both school days assessment and national exams. An example is that one of the schools with the poorest end result is the school that I come from. 210

5.12 Similarly, a related impact of teacher absenteeism to high dropouts is the low pass out of students in schools. In his evidence, Mr. Jeremiah Kake a teacher from Central Islands Province indicated:

For impacts of teachers' absenteeism, one of the very obvious impacts is the low pass out of students from schools. That is only very few students will manage to pass...²¹¹

5.13 In his evidence, Mr. Dominic Haunihou a teacher from Malaita Province strongly argued that a research should be undertaken on the impact of teacher absenteeism on the number of student's progress to another level. This would really assist in verifying the above argument.

If we do research on this....we will find out whether this is the result of absenteeism when there are 45 in form five and only 10 goes to form six. When there are 20 students in form three and only 6 goes to form four. When there are twenty in class six and only five goes to form one. These indicators will tell us about absenteeism of teachers.²¹²

- **5.14** While many will argue that student dropout in schools can be attributed to many other factors, evidence shows that teacher absenteeism is one of the main reasons for high level of student drop-out in Solomon Islands. This results in only 3% of children successfully completing secondary school and going on to a tertiary education.²¹³
- **5.15** The Committee, however, noted that these impacts on student academic performance can be controlled if school supervisors organise their teachers to ensure that absenteeism is properly managed.

If teachers, especially their superiors with in the schools can organise themselves and ensure that teacher's absenteeism is taken care of, I do not think it will cause a big problem to our schools. However, different schools have different situations and managements. Therefore, I am not in a position to state that the problem does not affect my school while others do.²¹⁴

²⁰⁹ Mr. Dudley Uata, Evidence, 4 July 2013, p.781

Miss Wendy Maeiro, Head Girl Arnon Atomea School, Evidence, 11 October 2012, p.334

²¹¹ Mr Jeremiah Kake, Evidence, 22 August 2013, p.954

²¹² Mr. Dominic Hounihou, Evidence, 10 October 2012, p.241

Submission No.3, Education Development Partners Coordination Group, p.1

²¹⁴ Mr. Kevin Paia, Evidence, 15 May 2013, p.634

Literary Competency of Students

5.16 The other impact of teacher absenteeism on students which is repeatedly raised during the Committee Inquiry is the literary skills of students. Students whose teachers consistently absent from class have direct effect on their literacy level. In his evidence, Fr. Patteson Tako, a school principal himself indicated to the Committee;

...I would like to highlight some of the impacts of teacher absenteeism that students are facing. I am very sorry to see in schools that students that come to do form 1 & 2 cannot read and this is because of teacher absenteeism. They could hardly read. They find it difficult to reach even a sentence and this is very sad but is a reality in most of our schools today. This is one of the impacts of teacher absenteeism.²¹⁵

5.17 Although literary abilities are complimented by other factors, it was argued by one of the participants during the Inquiry that the low literacy rate in the country can be blamed on teachers for continuous absent from classes. In his evidence, Mr. Norbert Lulumubatu from Choiseul Province expressed this;

I will not tell what rank is Choiseul Province but I think we are second to the last in this country. Well we continue to blame each other on low level of literacy in our schools but the question is, who we are going to blame and who is teaching those children every year from class one to class six. The teacher is teaching them not the parents, not the ministry of Education so I think the blame maybe on teachers.²¹⁶

5.18 This is also supported Ms Juriko Makini, a Senior Teacher at Gizo Community High School,in her evidence to the Committee;

...some of our students ... do not know how to read because of absenteeism and they do not cover all the units of this curriculum. Learning outcome does not meet and when they move on they do not know what they suppose to $cover.^{217}$

Disruption of Student learning

5.19 One of the submissions received by the Committee during the Inquiry divulged that teacher absenteeism leads to disruption of student learning.

... repeated teacher absenteeism results in impairment of student learning and can cause regression in student desire to learn. The outcome will be delinquency, an attitude that might be hard to break.²¹⁸

5.20 Inquiry participants claimed that the above can further lead to students lagging behind time in terms of their learning when a teacher is absent for longer period. In his evidence, Mr.

²¹⁵ Fr Patteson Tako, Evidence, 22 August 2013, p.959

²¹⁶ Mr. Norbert Lulumubatu, Evidence, 13 May 2013, p.468

Ms. Jiuriko Makini, Evidence, 15 May 2013, p.637

²¹⁸ Submission No.1, Mr. Moffat Wasuka, School Support Service, p.15

Norbet Lulumubatu, Chairman of Vurango Primary School in Choiseul Province, conferred that:

If we do not teach very well, it can lead to loss in subject achievement. When the teacher is gone for two weeks or one month, three weeks so on that absent can set students back to the amount of time and even more, that child will be going back.²¹⁹

5.21 It was also raised that the impact of teacher absenteeism results in late coverage of topics. In his evidence, Mr. Charles Kafa, a teacher himself indicated that;

The impacts of teacher absenteeism on student learning would be late covering of topics where teachers lag behind in terms of their work plan. Teachers may be one or three weeks late on their schedules to cover a certain topic. This may result in not enough time to adequately cover a certain topic.²²⁰

5.22 A student representative that appeared before the Committee in one of the provincial hearings also shared the same concern in her submission;

The effects are that it affects us students because we miss out on our lessons, and because we miss out on our lessons and do not catch up on the topic. Then the exam week is also catching up so it really affects students and when the end result comes, a lot of students ... fail. That is the effect of teachers not attending classes.²²¹

Loss of Learning Hours

5.23 Teachers who continue to miss classes have deprived students of their right to Education in that students do not have access to the quality learning time that is due to them. In his evidence to the Committee, Mr. Gabriel Maesiesie observed;

Ninety days is spent alone on absenteeism If you work it out in hours, we deprived our children on the teaching hours. They should learn three hundred and sixty hours within these ninety days. So in depriving our children as other speakers pointed out today, ... province rate is three hundred and sixty hours with minimum absenteeism through the whole province that we deprive our children from the teaching hours.²²²

5.24 Another issue relating to loss of learning hours is lack of proper contact time students have with their teachers. In her submission to the Committee a student from Isabel Province raised "...one thing I have seen in school I come from is that they [teachers] just photocopying the hand outs and distributed to the students in their class while they are doing nothing"223. Though notes may be provided there is no provision of time given to students to seek explanations or clarifications on areas they do not understand. This has affected their learning since they will not understand clearly the topics they need to cover in the curriculum.

²¹⁹ Norbert Lulumubatu, Evidence, 17 May 2013, p.732

²²⁰ Charles Kafa, Evidence, 4 July 2013, p.796

²²¹ Ms Muriel Manebona, Evidence, 21 August 2013, p.882

Mr. Gabriel Maesiesie, Evidence, 7 May 2012, pp.208 - 209

²²³ Ms Sandy Baret (Head Girl), Evidence, 5 July 2013, p. 834

... some of us students may not understand English properly so the student will try to understand some of the words that are inside the hand outs because they did not attend the class to explain the hand outs to the students.²²⁴

Extra classes and Coaching for Examinations

5.25 The Inquiry finds that the practice of holding extra classes after normal school hours to cover the syllabus is an impact of Teacher absenteeism. In evidence, Mr. Duddley Napoli, a school principal, expressed that;

...the poor performance do not come as a result of students performing poorly, rather it is the result of teachers trying to cramp lessons because they run out of time to cover the topics properly. Therefore students are not able to pick up what the teachers try to teach since the teachers basically want to complete their lessons for their own good.²²⁵

- **5.26** Mr. Napoli argued that the result of holding extra classes and cramming the topics in the last minute is detrimental on the learning of students. Some students are fast learners and others are not. If a teacher rushes with his/ her lesson in a short time expecting all the students to get the information, the slow learners would not be able to cope and they will fall behind.²²⁶
- **5.27** The Committee has been reliably informed that teachers and schools at many instances use the coaching method to make up for lessons missed because of teacher absenteeism.

Many teachers and some schools use coaching sessions as a means of getting students pass examinations in order to avoid backlash and criticism from the parents for poor examinations results. Worse still some teachers use it mainly to earn extra cash... Coaching students to prepare them for national examinations is becoming common in many schools. There are also classes being run outside of school establishments for this purpose for which fees are paid for services offered. While it is understandable for such learning recovery programmes to be instituted to make up for time loss through natural disasters e.g. cyclone, tsunami or some other phenomenon, it is saddening to see teachers engaging in such activity as a cover up for failure in attending to normal teaching lesson during the year.²²⁷

5.28 Coaching is basically made for students to pass their final examinations without getting the students to know the content of the subject. This is detrimental to the academic and intellectual development of a child. Students may pass examinations with good marks yet they do not possess the basic competencies that would enable them to cope competently with studies as they progress further in the education system.

²²⁴ Ms Sandy Baret (Head Girl), Evidence, 5 July 2013, p. 834

²²⁵ Mr Dudley Napoli, Evidence, 4 July 2013, pp.778 - 779

²²⁶ Mr Dudley Napoli, Evidence, 4 July 2013, pp.778 - 779

²²⁷ Submission No.1, Mr. Moffat Wasuka, School Support Services, p.14

5.29 The Committee understands that the goal of the MEHRD is that education should be "holistic" and cramming subject in students' heads through coaching for examination cannot be seen as contributing to holistic approach to education.

Cheating during School and National Examinations

5.30 Mr. Duddley Uata informs the Committee that teacher absenteeism is a contributing factor to students cheating during national examinations in the country.

There is a decrease in examination scores in Forms 3 and 5 and increase in plagiarism in the examinations.²²⁸

5.31 Cheating in schools during examinations occur as a result of teachers trying to compensate for the time loss when they are absent from classes. This was reported by one of the teachers during the Inquiry;

...a lot of schools usually cheat during national examinations, especially those in Forms; 3, 5, 6 and 7. Why cheat? Well, this is to compensate for the time lost due to teacher's continuous absenteeism. The only thing they can do is to cheat the exams in order for the students to pass the paper.²²⁹

5.32 The impact of cheating in the education system in Solomon Islands is also discussed under *Impacts on Education System* below.

Diminishing interest and lack of Subject knowledge

5.33 One of the impacts of teacher absenteeism that can lead to long term impact is student losing the interest in subjects taught by teachers that are continuously being absent from classes. A teacher in evidence expressed that persistent teacher absenteeism made students to lose their interests in learning on the subject(s) they miss when a teacher is absent;

The result is students will tend to hate the subject and sometimes they tend to hate the teacher... When the teacher refuses to attend their classes students will start to develop hatred towards the teacher.²³⁰

5.34 It was also raised during the Inquiry that the other impact of teacher absenteeism on students is that students will never bond well with their teachers.

...teachers who are frequently absent may not be able to bond with students. For that reason, students are more likely to disregard lessons and take school less seriously. 231

5.35 The other example of a student losing interest in a subject due to teacher absenteeism is when he or she receives poor examination results. The poor exam result is due to lack of adequate class times because of teacher absenteeism. This may lead to the student having

²²⁸ Mr. Dudley Uata, Evidence, 4 July 2013, p.781

²²⁹ Mr. Reginal Sikapu, Evidence, 4 July 2013, p.777

²³⁰ Mr. Reginald Sikapu, Evidence, 4 July 2013, p.776

²³¹ Mr. David Talu, Evidence, 5 July 2013, p.832

bad relationship with the teacher thus lose interest in the subject the teacher taught. A student from one of the schools commented on this in his submission:

...another thing is when we see that our performance is low, it causes disagreement between us students and teachers. We begin to hate the teachers and this leads us to hate the subject. At the first instance we hate the teacher and then we begin to hate the subject even if we are good at it, if we hate the teacher who teaches the subject it makes us hate the subject even though we are good at the subject.²³²

Development of unacceptable Attitudes

5.36 Persistent Teacher absenteeism can lead to students developing unacceptable attitude of not wanting to attend classes. As a result students begin to imitate teachers;

When teachers practice absenteeism they model a no care attitude and lack of commitment which are detrimental to our society. This is bad for students' observation and imitation.²³³

5.37 Furthermore, students start to become frustrated and skip classes. In his submission, Mr. Wasuka expressed that:

...students become frustrated and stop attending classes because they find that it is a waste of time. In Honiara where students have to travel to school in public transports, they find that they are not only wasting their time but their parents' money too. Thus some start to stay away from school and soon atwo-ringed vicious cycle sets in motion – the outer ring of teacher absenteeism, and inner ring of student absenteeism.²³⁴

5.38 Regular non teacher attention further consolidates more bad attitudes. The Committee is told that students tend to be less cooperative at school and more disobedient to teachers. In her evidence, Ms. Elizabeth Tasra, a school Head Girl, also supported the above concern when reflecting back in her own school. In her submission when informing the Committee, she revealed that student discipline matters increased because of teachers absenteeism from classes and duties;

I also find that student discipline also decreases when teachers do not come to classes. Some students will not want to listen to school prefects; they will roam around and sneak out from school. Some might end up in town with friends and as a result, they might cause some problems which may result in their suspension.²³⁵

5.39 The Committee acknowledges that teacher absenteeism leads to a rise in disciplinary issues in schools. When teachers are absent from their duties, students felt that they are not supervised and they tend to get involved in unacceptable activities in the school. This attitude was also confirmed by a teacher;

Inquiry into Teacher Absenteeism in Solomon Islands Schools

²³² Mr. David Talu, Evidence, 5 July 2013, p.832

²³³ Submissiom No.4, Education Team - Solomon Islands Community in Waikato (SICWA), p.5

Submission No.1, Mr. Moffat Wasuka, School Support Service, p.14

²³⁵ Ms. Elizabeth Tasra, Evidence, 16 October, p.1264

... if a teacher does not attend to his or her duties there will be increase in disciplinary matters because of lack of staff supervision. There is also lack of supervision of boarding students during extracurricular activities. Those are some of the issues that have impacts on the students.²³⁶

5.40 The Committee also heard evidences from students themselves on bad attitudes developed as a result of teachers regular absent from classes. Ms Wendy Maeiro, Head Girl of Arnon Atomea Community High School, outlined to the Committee the impacts of teacher absenteeism in her experiences;

...it creates disinterest in learning by students. With some of the student, when teachers do not attend classes, they lose their interest to learn. So they have to go back to their house and do not want to go back to school because the teacher is always absent.²³⁷

5.41 Ms. Jiuriko Makini, a Senior Teacher at Gizo Community High School provided real situation about her School.

The impact of the Agriculture teacher who continuously fail to turn up at school has also caused the student to start loose interest and get bored. This leads to chaos in class. This made parents and guardians unhappy. Because the teacher is always absent.²³⁸

Rise of Disciplinary Issues

5.42 When teachers are not present in the school or in the classroom, students are left unsupervised. This gives way for them to engage in undisciplined practices. In her evidence, Ms. Elizabeth Taora, a Head Girl in one of the schools in Honiara expressed to the Committee;

...as for myself when my teacher is absent I will not be able to manage my class. I also find that student discipline also decreases when teachers do not come to classes. Some students will not want to listen to school prefects; they will roam around and sneak out from school. Some might end up in town with friends and as a result, they might cause some problems which may result in their suspension.²³⁹

5.43 The same concern was also shared by a school Principal in a boarding school;

The other impact on students is the rise in disciplinary issues in schools when teachers stay away from their duties. In the case of ... a boarding school, if a teacher does not attend to his or her duties there will be increase in disciplinary matters because of lack of staff supervision. There is also lack of

²³⁶ Mr. Dudley Uata, Evidence, 4 July 2013, p.781

²³⁷ Ms Wendy Maeiro, Head Girl Arnon Atomea School, Evidence, 11 October 2012, p.334

Ms. Jiuriko Makini, Evidence, 15 May 2013, p.637

²³⁹ Ms Elizabeth Taora, Head Girl, St Nicholas School, Evidence, 16 October 2013, p.1264

supervision of boarding students during extracurricular activities. Those are some of the issues that have impacts on the students. 240

Loss of Value for Education

- **5.44** The other impact of teacher absenteeism is that student looses the value of education and no longer regards education as important.
- **5.45** In his evidence, Mr Eddie Gideon a Principal in one of the schools in Guadalcanal Province presented his view on why students lose their value of education and disregard the importance of education in their life.

Another important impact of absenteeism had on students is that you will find in our children today that they are losing the value of education; they did not value their education as important... children come to school the next day yet the teacher is not present in class, they go into their class and find that teacher is not inside the class... so they have to go back home. Therefore the children see that the education is not important to them. Why? Because the teacher is not present in class so their value towards education no longer exists.²⁴¹

Value for Money in School fees

- **5.46** Witnesses repeatedly raise during the Inquiry that teachers continue to enjoy full pay despite being relentlessly absent from classes. Students and parents pay school fees for a complete school year, however, did not receive the learning, mentoring and personal development to the value of the school fees they pay.
- **5.47** Ms. Mary, a student of Waimapuru expressed her disappointment regarding lack of school fee refund when teachers are absent most of the times.
 - ... I think the school should refund the student's school fee because speaking as a student we should get quality education. So it is best if the teacher attends class frequently because some teachers usually absent from class for a week, I mean in my experience, but yet they continued received their salaries while the students don't receive the quality education but still paying the fee for the full semester or year. So I think it is best for school to refund the school fees according to the absenteeism.²⁴²
- **5.48** This view is further supported by Elizabeth Wahakeni , a former teacher and now a senior education officer (SEO) for Malaita Province;

Parents feel that they spend their money but the children did not get proper learning.²⁴³

²⁴⁰ Mr. Dudley Uata, Evidence, 4 July 2013, p.781

²⁴¹ Mr Eddie Gideon, Evidence, 18 October 2013, pp.1355 - 1356

²⁴² Ms Mary, Student, Waimapuru School, Evidence, 7 May 2012, p.156

²⁴³ Ms. Elizabeth Wahakeni, SEO, Evidence, 11 October 2012, p.408

5.49 Elizabeth further adds that the obvious attitudes of teachers in absenteeism discourage parents to contribute positively to the development of a school.

Choice of Schools

5.50 Generally teacher absenteeism influences the choice parents and students make on which school they wish to send their children to or the students to attend. In her evidence, Mr. Frank Panda, Principal of Kulu Community High School, indicated that due to the continuous teacher absenteeism in Schools, parents withdraw their children from school and transfer them to other schools where teachers often turn up for classes.

What happen is that the child withdraws from school, he decided to continue next year at another school. I have experience this in my school, that we have bunch of students, twenty in form four and come the following year, there are only six of them and they blame teachers that are absent and the other one is that teachers do not teach. And the problem back fired on school leaders, and we bear this problem and we are stressed from it and we become traumatized and we are sick. Even to an extent, sometimes teachers are being harassed. That is the effect that has on the student when teachers do not faithfully do their work because of this sickness of absenteeism.²⁴⁴

Impact on Teachers and Schools

5.51 Teacher absenteeism also has its impact on teachers themselves. It poses some issues for other teachers who are faithfull in the profession as well as other indirect impacts which teachers may not realise.

Disruption to Teacher Teamwork

5.52 Teacher absenteeism impacts on teacher teamwork in the school setting.

...teacher absenteeism affects teacher team work and collaboration at school in carrying out daily school responsibilities outside of class as well as the development plans of the school. 245

5.53 The Committee heard evidences that other teachers are also affected when a teacher continues to practice absenteeism. In evidence, a former lady teacher and now a SEO, Ms. Elizabeth Wahakeni indicated that the continuous teacher absenteeism discourages teachers to cooperate to work together as a team.

...teachers who are faithful started to be discouraged. So the sickness even affects those who are faithful.²⁴⁶

²⁴⁴ Mr Frank Panda, Evidence, 17 October 2013, p.1296

²⁴⁵ Submission No.4, Education Team - Solomon Islands Community in Waikato (SICWA), p.5

²⁴⁶ Ms. Elizabeth Wahakeni, SEO, Evidence, 11 October 2012, p.408

5.54 Teacher absenteeism weakens the loyalty, commitment and duty of care that a teacher should have for his /her school. In its submission, the education team of Solomon Islanders in Waikato (SICWA) pointed out that;

Attendance to duty is a demonstration of the values of commitment, loyalty, trust and sense of care and duty. These are core values much needed for a developing Solomon Islands as a country. When teachers practice absenteeism they model a no care attitude and lack of commitment which are detrimental to our society.²⁴⁷

5.55 As a result of absenteeism, schools incur unplanned administrative costs in the readjustment of school programs to accommodate the tasks of teachers who were absent.

Impacts on Teacher Productivity

5.56 In its submission, the SICWA pointed out that those teachers who carry extra workloads or work as replacement teachers have extra workload which directly affect their productivity.

As a result of absenteeism, this is the situation where teachers may have to carry extra workloads, or support new replacement teachers. Also staff morale and employee service may suffer as a consequence. The end result is a decrease in productivity.²⁴⁸

Loss of Parental Cooperation

5.57 Parents and fee payers questioned why they should pay for schools fees for their children if the teacher is known to be chronically absent from classes. According to a Head Teacher, when parents withheld paying school fees in protest towards teacher absenteeism, such non–compliance by parents affected the financial operation of the school. Mr. Ben Darcy the Head Teacher of Medina Aventist Primary School in the Western Province explained to the Committee on this issue;

In our school, parents' contribution is not forthcoming. Last year we have \$4,000 outstanding. Because they say the teacher is absent a lot. So we do not want to pay the school fee.²⁴⁹

5.58 As a result, the school is also affected due to lack of finance to support its services to the students.

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²⁴⁷ Submissiom No. 4, Education Team - Solomon Islands Community in Waikato (SICWA), p.5

²⁴⁸ Submission No.4, Education Team - Solomon Islands Community in Waikato (SICWA), p.6

Mr. Ben Darcy, Head Teacher, Medina Adventist primary School, Evidence, 15 May 2013, p.626

Impacts on Communities

Uncooperative Parents/Communities

- **5.59** The continuous teacher absenteeism from School is observed to discourage parents to cooperate with teachers at School when requested to do other school activities and or pay their children's school fees.
- **5.60** In his evidence, Mr. Ben Darcy indicated to the Committee on lack of parental cooperation;

Parents do not want to come and help because of teachers not attending to their children in classes.²⁵⁰

5.61 This was also supported by an education officer in her submissions to the Committee. Ms. Elizabeth Wahakeni reported that parents argued that teacher absenteeism discouraged them offering their parental support to the school.

...it discourages parents and when we do school inspections, parents complain a lot about teachers being absent and that is why they do not contribute and do not come to work.²⁵¹

5.62 Ms Elizabeth Wahakeni further adds that when public has no confidence in teachers, they began to become reluctant. This leads to lack of cooperation by parents in school development. ²⁵²

Low literary Skills

5.63 During the Inquiry a good number of witnesses referred to the low literary skills of students, including those who were pushed out from the education system as an impact of teacher absenteeism. References were made to a literacy survey carried out in the provinces of Solomon Islands by the Asia South Pacific Association for Basic and Adult Education (ASPBAE). (Also see previous section on "Impacts on Students" and "Impacts on Education System" below). The presence of a teacher in the classroom and the amount of time spent on a task can have huge impact on a child's literary skills.

Effective teachers are the single most important aspect of educating Solomon Island children to read and write. The Solomon Islands needs every teacher to be both present in the classroom and motivated.²⁵³

5.64 As discussed under impacts on student's performances in page 69 above, a high rate of students are pushed out from the education systems every year after the national examinations. Their literary knowledge does not even prepare them to seek employment in the informal job markets.

²⁵⁰ Mr. Ben Darcy, Evidence, 15 May 2013, p.625

²⁵¹ Ms. Elizabeth Wahakeni, Evidence, 11 October 2012, p.408

²⁵² Ms. Elizabeth Wahakeni, Evidence, 11 October 2012, p.408

²⁵³ Submission No.3, Education Development Partners Coordination Group, p.2

Most of these drop outs do not have the relevant or required knowledge and skills to be able to use to become self reliant and sustain themselves and survive in their own communities. Whatever knowledge dropouts' gain after leaving Form Three, Form Five, Form Six and Form Seven do not have the relevant knowledge and skills to be able to apply in their own communities and we have many of them coming to urban centres.²⁵⁴

5.65 The above issue is further discussed in section on *Impacts to Education System* below.

Impacts on Education System

5.66 Teachers safeguard the quality of education laid down in the syllabus that they teach. In Solomon Islands, teachers are tasked with the national responsibility to ensure they transmit knowledge and skills to children. They take a leadership role in developing pupils' understanding, attitudes, skills, learning and core values in the process of ensuring quality education in the country. Teacher absenteeism endemically deteriorates the quality of education in Solomon Islands.

Standard of Quality Education

- **5.67** The Committee notes during the Inquiry that teacher absenteeism is a problem that exists in all schools in the country. Witnesses have expressed that teacher absenteeism affects the standard and quality of education that is given to students in this country.
- **5.68** To validate his reasons, Mr. John Evans a teacher from Malaita Province uses a case scenario to explain how teacher absenteeism weakens the education system in the country.

Solomon Islands Government recommends the ratio of 1 teacher is to 35 children. Some schools meet that requirement and others do not. But I believe not every teacher at one day is absent. Maybe one in grade 5 is absent today, and maybe another teacher in standard 3 will be absent tomorrow, and another in preschool being absent. And if we keep track of that one, a handful of teachers from North Malaita- Northern region, a handful of teachers-Eastern region. Malaita Province as a whole, and every education authorities around the whole of Solomon Islands, if only a handful representing those education authorities, I believe that they bring down the national or human resources of Solomon Islands to rock bottom.²⁵⁵

5.69 Mr. Reginald Sikapu from Isabel Province revealed to the Committee the obvious impact of absenteeism;

... downfall of students' academic level or standard of performance. What we want is for students to perform with high academic standards.²⁵⁶

5.70 Another teacher from Isabel further adds;

²⁵⁴ Mr. James Memua, Education Secretary, ACOM, Evidence, 16 October 2013, p.1249

²⁵⁵ John Evans, Evidence, 11 October 2012, p.373

²⁵⁶ Reginal Sikapu, Evidence, 4 July 2013, p.776

Knowledge that should be acquired by the children that will enable children to be on the right level will not be there. For example, a child may be in Standard 6, but the level of understanding or the knowledge acquired is that of Standard 4 or 3. The reason is because a lot of topics are not being covered properly through because of teacher absenteeism ... no concrete foundation laid for them at the beginning. As a result, as the students move up the level of formal education they will find it difficult to understand some of the concepts which they should have already acquired at lower levels.²⁵⁷

Cheating

5.71 Cheating in national examinations has become a very important issue in the education system. It was reported to the Committee that Teachers cheated by either providing answers to students during examinations or they have sighted the papers prior to the examination and supply their students with answers to make up for the classes they missed. A teacher, Mr.Reginald Sikapu told the Inquiry that;

... a lot of schools usually cheat during national examinations, especially those in Forms; 3, 5, 6 and 7 ... to compensate for the time lost due to teacher's continuous absenteeism. The only thing they can do is to cheat the exams in order for the students to pass the paper.²⁵⁸

5.72 The above is also discussed in page 69, under *Impacts on Students*.

Impacts on the Country

5.73 The mandate of the Solomon Islands Government for an educated nation rests with the Ministry of Education and Human Resources Development (MEHRD). The guiding objective of the MEHRD is that Solomon Islanders have equal access to quality education simply because eductaion is the key ingredient to all spheres of social, economic and human development.

Government Budget on Education

5.74 Government through the Ministry of Education and Human Resources Development invested significant funds into payment of teachers' salary annually and in the production of learning materials and other school costs. However, teacher absenteeism is seen as a waste of government financial resources as payment of unproductive teachers.

From the MEHRD perspective, funds are invested in teachers' salary with the intention of getting quality output and outcomes in schools. Teacher absenteeism does not achieve this objective. Absenteeism has repercussions in

²⁵⁷ Mr Godfrey Mola, Evidence, 5 July 2013, p.811

²⁵⁸ Mr. Reginald Sikapu, Evidence, 4 July 2013, p.777

terms of financial costs such as overtime or agency cost for replacement. This, in fact is wastage of scarce financial resources.²⁵⁹

- 5.75 Teachers impart knowledge and skills to students. The fact that Teachers are absent from their classes, does not in any way contribute to the objective of the MEHRD to provide quality Education for all.
- 5.76 Mr. Hopeful Piosasa, Chief Education Officer (CEO) of the Western Province raises that;

...the teachers who are receiving pay, are supposed to be at school but they are absent for various reasons and it cost the government millions of dollars, so that is one of the very first impact. Those money suppose to be served and spent on some of the services that will help our people, but it spent as salaries and some other allowances for teachers on those who do not attend classes. For those who attend classes that is money well spent but for those who are not performing their duties or they do not attend classes, that is money loss so that is the first impact.²⁶⁰

Donor Investment in Solomon Islands Education

- 5.77 A submission to the Committee from Education Development Partners Coordination Group, (EDPCG) highlighted that bilateral donors have made significant investment in the country's Education sector. Teacher absenteeism eroded the millions of dollars invested in the education system by donor partners.
- 5.78 In submission, the EDPCG expressed that;

As development partners we have made significant investments (complementing the much greater Solomon Islands Government investments) in your country's education system. As you will have heard during your Inquiry, those investments are eroded by teacher absenteeism.²⁶¹

OAG Report

5.79 The OAG Report made detail discussion about the causes of teacher absenteeism but made no reference to the impacts.

Government response

5.80 There was no specific response from the MEHRD in relation to impacts of teacher absenteeism as raised by teachers.

²⁵⁹ Submissiom No. 4, Education Team - Solomon Islands Community in Waikato (SICWA), p.5

Mr. Hopeful Piosasa, CEO, Western Province, Evidence, 15 May 2013, p.661

²⁶¹ Submission No.3, Education Development Partners Coordination Group, p.2

Committee Comments

- **5.81** The Committee acknowledges viewpoints raised, indicating that there is a link between teacher absenteeism and student's performance academically and socially in a school environment.
- **5.82** Teacher absenteeism lowers education quality in the country. It also contributes to student's high dropout in schools.
- 5.83 The Committee also admits that most of the school dropouts do not have the relevant or required knowledge and skills to be able to use to become self reliance and self sustenance in their own communities. Although there are no concrete evidences received by the Committee to fully substantiate that teacher absenteeism impacts on student's performance, strong logical views indicate that teacher absenteeism impacts on students' academic abilities, literary skills, school pass rates, subject knowledge, interest and social behaviour.
- 5.84 However, the Committee further acknowledges that the negative impacts highlighted in areas listed above may also result from many other causes other than teacher absenteeism. Further research should be conducted with a wider student sample to ascertain the above claim.
- 5.85 The Committee regards that most of the evidences on impacts of teacher absenteeism expressed to them are from teachers' views and observations. There is lack of direct clear evidences to substantiate these claims. However, the Committee acknowledges that there could be some correlations on the observations submitted by teachers on impacts of teacher absenteeism. This is because teachers work very closely with students and this could be indicators of in-depth problems that need further attention and research work.
- 5.86 The Committee believes that Inquiry participants from communities surrounding schools have not spoken openly on how they have been affected by teacher absenteeism. However, they have taken advantages of the Inquiry in raising views regarding their commitment and support to schools as well as their expected role in the school. With community schools, there are certain communities that work along well with the school administration and supporting school developments, while there are others that do not. Teacher absenteeism is only one of the many reasons why parents and communities do not render their support to schools.
- 5.87 The Committee acknowledges that continuous teacher absenteeism affects primary and secondary students' progress and academic performances when they are studying at the University level. There have been cases where significant number of students attending tertiary education outside the country have been terminated or suspended and these may have links to impacts of teacher absenteeism during their earlier school years. Many Inquiry participants strongly argued that the high rates of termination at the University can be attributed to the lower quality of education received by students when they are still at the high school, preparing for their university studies.
- 5.88 In light of the above observations, the Committee believes if the School Administration and Education Authorities were to really address the concern about these impacts of teacher absenteeism, significant steps would need to be taken. These may include raising strong discipline on teachers, implementation of School regulations by Education Authorities and effectively auctioning the enforcement of the regulation on teachers who continue to breach the school regulation.

- 5.89 The Committee also acknowledges that the Solomon Islands Government and donor partners have invested heavily in various educational programs in support of Education in the country. In addition to payment of teacher Salaries, assistances were also given through the provision of Scholarships in the field of Education, Teacher training developments, School Infrastructures, Early Childhood Educations and Applied Literacy Surveys. It is of concern to the donors and the Solomon Islands Government that these important approaches to education are hampered if teacher absenteeism is chronic because teachers transfer the real value of these educational developments to students.
- 5.90 On this note, the Committee endorsed the submission by the Education Development Partners Coordination Group (EDPCG) "...to undertake a focus performance audit of the administrative systems and procedures used by EAs and TSD to manage the teaching force, and urgently implement its recommendations to improve efficiency of teacher management." The EDPCG indicated that the New Zealand Government is willing to fund this exercise under its Letter of Arrangement with the Solomon Islands Government, which requires one performance audit to be undertaken each year. This is a golden opportunity for Solomon Islands Government to seize.

Recommendation 12

The Committee recommends that the Solomon Islands Government to either conduct or engage an independent organisation with the necessary experience to conduct a performance audit of the education sector's administrative systems and procedures. This is inclusive of under taking the Arrangement between Solomon Islands Government and the New Zealand Government.

The nature of performance audit should include:

- c. Auditing the administration structure of the Education Authorities; focusing on the monitoring, reporting, and disciplinary processes and procedures;
- d. Teachers' absenteeism's impact on student's academic performance, literacy level and on the future prospects of students in the country;
- c. Teacher's absenteeism's impact on teaching profession, teacher's productivity, quality of education and the standard of education provided to the students in the country;
- d. Teacher's absenteeism's impact on the socio-economic impacts, including the general literacy level in the Communities, and
- e. Teacher's absenteeism's impact on the standard of education and the quality of education accessible, achievable and maintained in the country's education system.

²⁶² Submission No.3, Education Development Partners Coordination Group.

Chapter 6: Conclusion

- **6.1** The issue of teacher absenteeism goes beyond a teacher's presence or absence in the classroom. Evidences gathered during the Inquiry indicate a much deeper phenomenon that is deeply rooted in the national education system and its development over the last thirty-five years.
- 6.2 Although the Inquiry was hindered by lack of reliable data, this does not prevent the Committee in gathering teachers' concerns and views from relevant stakeholders. The immense evidences collected gives a raw picture of what the education system has become since independence in 1978. A comprehensive evaluation and assessment of the national education system is necessary to fully realise and appreciate its socio-economic significance.
- **6.3** It transpired from the Inquiry that the issue of Teacher Absenteeism is an indicator of the difficulties and challenges teachers, administrators, and students face in the Education Sector.
- 6.4 The Committee observed that the extent of Teacher Absenteeism is alarming, and could have severe impact on the socio-economic rudiments in Solomon Islands societies, if not appropriately addressed.
- **6.5** The causes for Teacher Absenteeism are many and varied, however, common in all provinces throughout the country. It is absolutely clear that teachers' morale is now at it's lowest mainly because of inadequate and ineffective administration of national education policies.
- 6.6 It is the view of the Committee that the national education system must be thoroughly reviewed to cater for modern practices and circumstances. This includes reviewing existing legal mechanisms, implementation policies, administrative measures, and most importantly, Teachers' conditions of service.
- 6.7 The Committee is mindful that human resources are vital in the developmental growth of any country. Therefore, it is highly imperative that the national education sector responds positively to changing societal needs. As an Author and education reformist succinctly puts it: A substandard education will always result in a substandard nation.²⁶³

²⁶³ Aubrey Priest

Appendices

Appendix 1: Submissions

No	Author	
1	Mr. Moffat Wasuka - School Support Services	
2	Mr. Ellison Mane - Chief Education Officer, Isabel Education Authority	
3	Education Development Partners Coordination Group -Ausaid, EU	
	Japanese Embassy, JICA, NZAid, Taiwanese Embassy and UNICEF	
4	Education Team -Solomon Islands Community of Waikato, NZ	
5	Mr. Movin K Kutai -Kwarea Community High School, Malaita	
6	Mr. Patrick Wate – Principal, Tawano Community High School, Malaita	
7	Mr. John Aaron Ho'asi -Gwaidingale School, Malaita	
8	Ms. Wendy Maeiro - Head Girl, Arnon Atomea Community High	
	School, Malaita	
9	Mr. Jezreel Irofanua- Principal Arnon Atomea Community High School	
10	Mr. Donald Malasa - Private submission	
11	Mr. Cypriano Nuake- Education Secretary, Archdiocese of Honiara	
	Education	
12	Mr. Gabriel Taloikwai - Private Submission	
13	Ministry of Education and Human Resources Development	
14	Ministry of Public Service	
15	Office of the Prime Minister and Cabinet	

Appendix 2: Witnesses

HEARINGS HELD IN THE PROVINCES

Date & Location	Name	Position and Organisation		
HEARINGS HELD IN TEMOTU PROVINCE				
	Mr Joseph Meoblir	Head Teacher, Bambir Primary School		
TEMOTU	Mrs Lilian Tavake	Senior Teacher, Bambir Primary School		
Lata Hearings	Mr Alfred Tata	Senior Teacher, Bambir Extension		
	Mr Simon Peter Pekau	Head Teacher, Calise Bay Primary School		
Wednesday 2nd	Mr Nelson Kwa'ade	Head Teacher, Akaboi Primary School		
May 2012	Mr Jackson Nugosime	Head Teacher, Bomata Primary School		
	Mr Rudguard Menapi	Principal, Nanghu Community High School		
Luelta Conference	Mr John Loaki	Head Teacher, Nanghu Primary School		
Centre	Mrs Grace Sade	Teacher, Nanghu Primary School		
	Mr Ben Lirpangu	Chairman Nanghu School Board		
	Mr Moffat Brock	Head Teacher, Luengibase Primary School		
	Mrs Nester Nubonyi	Deputy Head Teacher, Luengibase Primary School		
	Mr Moses Maru	Dep.Principal, Luesalemba PSS		
	Mr Andrew Banumongi	Careers Master, Luesalemba PSS		
	Mr Mathew Vaka	School Chaplain, Luesalemba PSS		
	Mr Shadrach Sade	Member School Board, Luesalemba PSS		
	Mr Ezekiel Walters	Teacher, Luesalemba PSS		
	Ms Nancy Panibi	Teacher, Luesalemba PSS		
	Ms Pricila Iwebu	Teacher, Luesalemba PSS		
	Mr Joseph Melobia	School Prefect, Luesalemba PSS		
	Ms Emily Holland	Student School Prefect, Luesalemba PSS		
	Mr Brian Vildam	Student Class Captain, Luesalemba PSS		
	Ms Daisy Mahaina	Student Head Girl, Luesalemba PSS		
	Mr Mark Mekaboti	Head Teacher, Venga Primary School		
	Ms Rachel Tungale	Dep. Head Teacher, Venga Primary School		
	Mr George Warren Inia	Head Teacher, Baenga Primary School		
	Mr Alton Maebuta	Chairman Baenga School Board		
	Ms Naomi Tevio	Teacher, Malo Primary School		
	Mr George Nicholas	Chairman Malo School Board		
	Mr Fox Meuoni	Dep. Head Teacher, Lata Primary School		
	Mr Joseph Lalebe	Principal, Lata Community High School		
	Ms Doreen Meba	Teacher, Lata Community High School		
	Mr Isaac Mbia	Teacher, Lata Community High School		
	Mr Silverio Jolo	Teacher, Lata Community High School		
	Ms Judith Nabu	Student Head Girl, Lata Community High		
		School		
	Mr Barnabas Muakina	Student Head Boy, Lata Community High School		
	Mr Steven Taroniara	Chairman Lata School Board		
	Hon Braddley Tau	Parent, Safoa Primary School		
TEMOTU	Mr Lionel Vaonelva	Head Teacher, Kati Primary School		
Lata Hearings	Mr Tom Oli	Chairman Kati School Board		
_	Rev Willie Tungale	Principal Mona Community High School		

Thursday 3rd	Ms Roselyn Lemoba	Dep. Principal Mona Community High School
May 2012	Mr Jerry Loba	Chairman Mona School Board
Way 2012	Mr Saunders Bok	Vice Chairman Mona School Board
Luelta Conference	Mr Eric Mewa	Head Teacher, Malawi Primary School
Centre	Mr Pepetua Mamuli	Head Teacher Fano Cove Primary School
Centre		·
	Mrs Mirriam Mago	Teahcer, Fano Cove Primary School
	Mr Jonas Melatua	Chairman Fano Cove School Board
	Mr Martin La'ale	Principal, Monene Community High School
	Mr David Me'esa	Head Teacher, Monene Primary School
	Mr Thompson Talika	Chairman, Monene School Board
	Mr Ambrose Mewa	Head Teacher, Noipe Primary School
	Sir ini lapli	Chairman, Niope School Board
	Mr Clement Nenapa	Principal, Luesalo Training Center
	Fr Stanly Pae	Board Member, Luesalo Training Center
	Mr Wilson Yamelo	Head Teacher Meli Primary School
	Mr John Tevaka	Chairman, Meli School Board
	Mr Isaiah Mebetoli	Head Teahcer, Mamineo School
	Ms Charlene Mark	Teacher, Mamineo Primary School
	Mr Noel Keniano	Chairman, Mamineo School Board
	Hon Patrick Bwakolo	Min. Of Education, Temotu Provincial Govt.
	Mr Solomon Palusi	Priovncial Secretary, Temotu Provincial Govt.
	Mr John Wesley Nabu	PEO, Provincial TVET, Temotu Ed. Division
	Ms Mary Gape	ECE Officer, Temotu Ed. Division
	Ms Grace Lyno	Secretary, Temotu Ed. Division
	N MAKIRA PROVINCE	
Date & Location	Name	Position and Organisation
Date & Location		9
	Mr Sebastin Warusi	Head Teacher
MAKIRA	Mr Sebastin Warusi Mr Dick Wao	Head Teacher Head Teaher, Makohigo Primary School
	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School
MAKIRA Kirakira Hearings	Mr Sebastin Warusi Mr Dick Wao	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High
MAKIRA Kirakira Hearings Monday 7 th	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School
MAKIRA Kirakira Hearings	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High
MAKIRA Kirakira Hearings Monday 7 th May 2012	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training
MAKIRA Kirakira Hearings Monday 7 th May 2012	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Head Teacher, Aboru SDA Primary School Teahcer, Tawatana Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Head Teacher, Aboru SDA Primary School Teahcer, Tawatana Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro Mr Felix Taro	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Teahcer, Tawatana Community High School Head Teacher, Ngonihau SDA Primary School Student Naana Primary School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro Mr Elision Panda	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Head Teacher, Aboru SDA Primary School Teahcer, Tawatana Community High School Student Naana Primary School Student, Tawatana Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro Mr Felix Taro	Head Teacher Head Teacher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Teahcer, Tawatana Community High School Head Teacher, Ngonihau SDA Primary School Student Naana Primary School Student, Tawatana Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro Mr Elision Panda	Head Teacher Head Teaher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Head Teacher, Aboru SDA Primary School Teahcer, Tawatana Community High School Student Naana Primary School Student, Tawatana Community High School
MAKIRA Kirakira Hearings Monday 7 th May 2012 Diocese Conference	Mr Sebastin Warusi Mr Dick Wao Mr Henry Quasika Ms Veronica Kaisi Mr Silas Sita Mr Peter Usumae Mr Emelio Wegu Mr Luke Taro Mr Juda Watera Mr Karl Rupen Mrs Daisy Masura'a Mr Luke Tangopiru Mrs Pamela Lioha Mr Timan Tauni Mr Ruebenson Taro Mr Elision Panda Ms Betty karepi	Head Teacher Head Teacher, Makohigo Primary School Head Teacher, Ramah Primary School Teacher- FM Campbell Community High School Principal- FM Campbell Community High School Principal- St. Stephens Vocational Training Centre Principal, Ramah Community High School Principal, Taripara Community High School Principal, Navote Rural Training Center Principal, Pawa Procivincal Secondary School Head Teacher, Mwanipua Primary School Head Teacher, Sogotive Primary School Head Teacher, Aboru SDA Primary School Teahcer, Tawatana Community High School Student, Naana Primary School Student, Tawatana Community High School Student, Tawatana Community High School

	Ms Joy	Student, Marunga Community High School
	Mr Edrine Waokahi	Head Teacher
	Mr Severino Wapa	Prinicipal, Na'ana Vocational Training Centre
	Ms Gloria Aife	Head Teacher, Namua Primary School
	Mr Peter Siola	Principal, Bagarai Community High School
	Mr John Muri	Principal, Marunga Community High School
	Mr Albert Shadrack Haga	Head Teacher
	Mr Charles Moleaniasi	Principal, Suena Community High School
	Mr Andrew Sorensen	Principal, Santa Ana Community High School
	Mr Jack Gapu	Chairman, Navote Rural Training Center
	Mrs Betty Gapu	Teacher, Narahua Primary School
	Mrs Jenny Marita	Teacher, Waita Primary School
	Mrs Susan Taniro	Teacher
	Mr Derek Goroiasi	Deputy Head Teacher, Anuta Primary School
	Mr Gabriel Maesie'e	Teacher, Hagaura Primary School
	Mr Daniel Dix	Community Representative
	Mrs Madelyn	Community Representative
	Mr Ambrose Havi	Deputy Principal , Waimapuru National
	Wii Ambrose Havi	Secondary School
	Ms Annie Takeli	Teacher, Waimapuru Primary School
	Mr Wilfred Fakataua	Alagau primary school
	Mr Benson Piringi	Community Representative
MAKIRA	Mr Edward Nunua	Community Representative
Kirakira Hearings	Mr John Mamave	MPA Ward 2 Representative
Kirakira Fredrings	Mr Francis Sufaka	Chiefs and Community Representative
Tuesday 8th	Mr Edmond Dangi	Community Representative
May 2012	Mr Derek Dio Gari	Tawaraha School Board Representative
11147 2012	Mr Ashley Hoanidangi	Rumahoi Community Representative
Diocese Conference	Mrs Ella Waeda	Tawaraha Community Representative
Hall	Mr Fred Wasui	Ward 4 Representative
		<u> </u>
	Mr Guyers Gagatawa	Community Representative
	Mr Francis Tagua Mr Edmond Kere	Ward 7 Paprocentative
		Ward 7 Representative
	Mr Henry Rata Mr Gilbert Tabihua	Provincial Education Secretary, Makira/ Ulawa
	Mr Mahlon Horohu'o	Provincial Education Officer, Makira/ Ulawa
	Mr Gibson Niuhare	CEO Inspectorate, Makira/Ulawa
	Mr Alex Elepoha	SEO Inspectorate, Makira/ Ulawa CEO Adult Eduction / TVET, Makira/ Ulawa
		Finance Officer, Makira/ Ulawa
HEARINGS HELD I	Ms Julia Kabea N MALAITA PROVINCE	Thiance Officer, Makira/ Olawa
Date & Location	Name	Position and Organisation
Date & Location	Mr Michael Raike	Position and Organisation Chairman, Waimarau School Board
MALAITA		
Auki Hearings	Mr Joseph Kauhiona	Head Teacher, Rohinari Primary School
Auki Healings	Mr Andrew Teai Mr Dominic Houonihau	Teacher, Uhu Community High School
Thursday 10 th		Principal, Wairokai Community High School
October 2012	Mr John Wate	Chairman, Ta'aru School Board
OCTOBET 2012	Mr Peter Ha'alu	Principal, Rokera PSS
Rarasu Conference	Mrs Salome Houporokeni	Head Teacher, Pipisu Primary School
Centre	Mr Wanegaro Maedolo	Head Teacher, Gwaiau Primary School
	Mr Roland Oisuru	Head Teacher, Usu'usue Primary School
	Mr Lensley Kwaimani	Principal, Anon Atomea Com. High School

	Mr Leslie Fugui	Head Teacher, Basakana Primary School
	Mr Kevin Suliau	Head Teacher, Fourere Primary School
	Mr John Talosulufolo	Principal, Sulufoloa Community High School
	Ms Luisa Wale	Teacher, Takwa Extension School
	Mr Martin Kidmiel	Head Teacher, Gounabusu Primary School
	Mr Wesley Wado	Dep. Principal, Waneagu Com. High School
	Mr Wesley Rubea	Principal, Ogou Community High School
	Mr Wilson Aimanu	Dep. Principal, Faumamanu Com. High School
	Ms Christina Fugui	Dep. Principal Kwaiafa'a Com. High School
	Mr Nicholas Ngidua	Principal, Kwaiafa'a Community High School
	Mr Jimson Iakwai	Principal, Nafinua Community High School
	Mr Collin Wanega	Principal, Ruru Community High School
	Mr Fred Bae	Head Teacher, Baunani Primary School
	Mr John Sifomauri	Head Teacher, Ngaribaba Primary School
	Ms Rose Manila	Teaher,
	Mr Patrick Suakini	Principal, Fulisango Community High School
	Mr Albert Maesulia	Head Teacher, Busurata Primary School
	Mr Marvin Kutai	Principal, Kware'e Community High School
	Mr Reggie Ofani	Student, Aligegeo PSS
	Mr Timothy Aihunu	Teacher, Su'u National Secondary School
	Mr Philip Sifiona	Dep. Principal Su's National Secondary School
	Mr Beneth Koewane	Dep. I fincipal 3d s National Secondary School
MALAITA	Ms Nester Tangirongo	
Auki Hearings	Mr Andrew Maefelo	
Auki Healings		
Friday 11 th	Mr Andrew Eteri Mr Allan Meke	
October 2012		Hand Tandray Also Duimenas Calcad
0000001 2012	Mr Jerry Manu Simiga Mr Michael Faifu	Head Teacher, Abe Primary School
Rarasu Conference		Principal, Fourau Community High School
Centre	Mr Ray Peter	Chairman, Wanegau School Board Head Boy, Faumamanu CHS
	Mr. Mileon Viini	
	Mr Wilson Kuru	Chairman, Namoia School Board
	Ms Judith Kafe	Head Girl, Kwaiafa CHS
	Mr Rex Tiga	Chairman, Ruru School Board
	Mr Christian Moffat Suiga Mr Patrick Wate	Chairman, Walade Community School Board
		Principal, Tawaro Community High School
	Mr Meshac Awarana	Dein single Color Community High Colors
	M. I.I. SAT. L. SAT.	Principal, Sa'a Community High School
	Mr John Watepuru	Hood Tooch on Vande Dringer 11 11
	Mrs Madalena Misihania	Head Teacher, Karu'u Primary school
	Mr Ben Tahiniwala	
	Mr Georgina Hou	
	Mr Peter Haalau	
	Mr Tony Max	
	Mr Jack Kenioma	Chairman Transa C.1 1B 1
	Mr Paul Houmaro	Chairman Tavanora School Board
	Mr Donation Huapu	Head Teacher, Hauta'a Primary School
	Mr Rueben Maeoriori	Principal, Hunanawa Community High School
	Mr Mathew Ronny	
	Ms Salome Hauporokeni	
	Mr John Waneta	Garota School
	Mr Robert Alo	Principal, Lilifia Community High School

	Mrs Margret Kiriau	Head Teacher, Gwaunatolo Primary School
	S	Head Boy, Gwaunatolo Community High
		School
	Mr Derek Liosulia	Principal, Takwa Community High School
	Mr Silverio Alofia	Manaoba School
	Mr Mudlyn Berry	Head Teacher, Kafolulae Adv. Primary School
	Mrs Diana Taili	Sikwafata School
	Mr Ben Oto'baea	Pricipal, Faufanea Community High School
	Ms Wendy Maeiro	Head Girl, Anon Atomea Com. High School
	Mr Simon Umarara	Adaua Primary School
	Mr Raymond Tagifanua	Head Teacher, Fo'ondo Primary School
	Mr Mary Waneta	Fo'ondo School
	Mr Patrick Ramo	Manakwai School
	Mr John Evans	Head Teacher, Fulifo'e Primary School
	Mr Jeremy Logoau	Head Teacher, Kafoasila Primary School
	Mr George Ologeoro	Head Teacher, Sikwafata Primary School
	Mr Elison Waosi	Tieda Teacher, Sikwarata Timary Scrissi
	Ms Mary Oha'akeni	Dep. Head Teacher, Ote'e Primary School
	Mr James Birai	Head Teacher, Feoko Primary School
	Mr Charles Moore	Principal, Baunani Community High School
	Mr Moddy Toireana	Dep. Principal, Aligegeo PSS
	Mr Alex Isiomea	Head Teacher, Kakara Primary School
	Mr Dominic Molaeburi	Teacher, Daolusu Primary School
	Mr John Aaron Hoasi	Deputy Principal, Gwaidingale Com. High
	Wil John Maron Hoasi	School School
	Fr Julio Aihunu	Principal, St John Dala Catholic School
	Mr Slade Ehanikeni	Principal, Tawaimare Community High School
	Mr Anderson Nunuiolo	Principal, Walo Community High School
	Mr Robert Wanedala	Principal, Loina Community High School
	Mr David Rilaua	Deputy Principal, Adaua PSS
	Mrs Everlyn Sousou	Teacher, Mandalua Primary School
	Mr Paul Totori	Head Teacher, Auki Primary School
	Mr Javin Rukia	Principal, Kilusakwalo Community High
	Wii Javiii Kukia	School
	Mr David Maefunu	Chairman, Kilusakwalo School Board
	Mr Titus Fika	Cheif Eduction Officer, Malaita Education.
	Wif Titus Fika	Authority
	Mr Daniel Lulutaloa	Principal Education Officer (CR) Malaita Education Authority
	Mrs Elizabeth Wahakeni	Senior Inspectorate Officer(CR) Malaita Eductaion Authority
	Mr Alfred Liata	Principal Education Officer (NR) Malaita Education Authority
	Mr Dudley Siofimae	Coordinator ECE, Malaita Education Authority
	Mr Coleman Holi	Senior Inspectorate Officer (ER) Malaita
		Education Authority
	Mr Fred Ramoli	Teacher Training Development Officer,
		Malaita Education
HEARINGS HELD	IN CHOISEUL PROVINCE	
Date & Location	Name	Position and Organisation
	Mr. Redley Galo	

2013, Taro Choiseul	Mr. Solomon Poloso	Parent and Speaker of the Choiseul Provincial
province	Wif. Solomon 1 dioso	Assembly
province	Mr. Jacob Sogavare	Retired Principal- Pagoe Community
	Mr. Davis Gopu	Chairman- Pagoe Primary and Community
	r	Seconday Schools
	Ms. Emalyn Poloso,	Headmistress, Lengaturu Primary School
	Ms. Joy Madada,	Coordinator - Lengaturu Primary School
	Mr. Lincoln Galo	Principal- Soranamola school
	Ms. Mary Leketo	Soranamola School
	Jasma Pitamama	Class Teacher- Koloe Primary school
	Ms Zeda Zakarokole	Senior Teacher- Susuka Primary School
	Ms Abigail	Student- Choiseul Provincial Secondary School
	Ms Mali	Head Girl- Choiseul Provincial Secondary School
	Mr Brian Sano	Head Boy- Choiseul Provincial Secondary School
	Ms Agnes Pitakaka	Class Teacher - Susuka Primary School
	Mr Alistair Dore	Head Teacher Tutupana Primary School
	Mr Gideon Panisaga	Retired Principal- Bangara School
	Ms Belinda Zoba	Bangara School
	Ms Anna Divesu	Voruvoru School
	Mr Matthew Eddie,	Principal - Ogho CHS
	Mr Paul Kumakana	Head Teacher- Ogho CHS
	Mr Zechariah Volovana	Polo School
	Mr Nobed Lulumubatu	Class Teacher, Vurango Primary School
	Ms Doris Poloso	Head Teacher- Pirakamae CHS
	Mr William Sapalabatu	Teacher, Pirakamae CHS
	Mr Bruno	Student- Choiseul Provincial Secondary School
	Ms Carter Rove	Teacher, Chivoko Primary School
	Mr Peter Pugeava	Chairman, Konamana CHS
	Ms Sebra Qilamola	Principal, Konamana CHS
	Ms Naolyn Tataga	Headmistress- Poroporo Primary School
	Mr Patterson Mark	Principal- Wagina CHS
	Sr Risia Nawaia	Wagina CHS
	Ms Joyce Tamana	Boeboe Primary School
	Mr Diosi Seama	Head Teacher- Qoqala Primary School
	Ms Sherley Ruru	Teacher- Posorae Extension Primary School
	Ms Relence Lapo	Teacher- Titiana School
	Mr Ramson Zambana	Head master Puzivai Primary School
	Ms Raylin Vava	Teacher, Anata Primary School
	Ms Junita Vilakaleke	Jangunu School
	Ms Janelyn Tanito	Head Teacher- Katurasele Primary School
	Mr Brian Roronipoge	Principal- Papara Bangara Primary School
	Ms Marless Ben	Parpara Bangara Primary School
	Mr Abednigo Kukuti	Sepa School
Tuesday 14 May	Ms Welma Lupapitu	Boeboe School
2013, Choiseul	Mr Devis Pitawoga	Panarui School
Provincial	Mr Joel Dereveke	Sasamungga School
Assembly	Ms Joyce Kodosiku	Sasamungga School

Chamber, Taro,	Ms Barbra Qiladudulu	Sasamungga School
Choiseul Province	Mr Brian Tapepuda	Saqiqae School
9:30 a	Ms Zamalyn Zelevolomo	Salakana School
	Mr Dennis Miavana	Voza School
	Mr Cyrine Nunala	Voza School
	Mr Wilfred Sisiki	St Joseph's Moli
	Mr Paul Telovai	Board Member- St Joseph's Moli School
	Ms Janice Sisiki	St Joseph's Moli School
	Ms Florence Malekomala	Nukiki School
	Mr William Loke	Taro School
	Ms Christina Vaqalo	Taro School
	Ms Teresa Lalisibatu	
		Choiseul Bay Provincial Secondary School
	Ms Granny Tutua	Choiseul Bay Provincial Secondary School
	Mr Herman Aruhane	Choiseul Bay Provincial Secondary School
	Mr Billy Takubala	Chairman- Taro School
	Ms Elizabeth Manusi	Deputy Head Teacher- Taro School
	Ms Lorrine Dereveke	Taro School
	Ms Julie Dorovolomo	Taro School
	Mr Ronald Pitamama	Pangoe School
	Ms Mary Kereseka	Taro School
	Ms Esther Iputu	Taro School
	Mr Withlam Pitakaka	Taro School
	Mr Jacob Kitukana	Taro School
	Mr Tommy Mason	Oguo School
	Mr Benjamin Tekulu	Choiseul Bay Provincial Secondary School
	Mr Davis Pitamama	Chief Education Officer, Choiseul Provincial Education Authority
	Mr Henry Deva	Education Officer, Choiseul Provincial Education Athorithy
	Mr Jackson Tohurahu	Senior School Inspector
	Mr Andrew Soren	Advisor
HEARINGS HELD	WESTERN PROVINCE	71001
Wednesday 15 May	Ms. Beverly Unusu	Deputy Head Mistress – Legana School
2013, Chacha	Ms Remy Vidah	TIT - Suidako Primary School
Conference Centre,	Ms Zelley Rinae	Headmistress- Suava Primary School, Rannoga
Gizo, Western	Ms Thelma Jion	Deputy Principal (Acting), Penuna CHS
Province 1:20 pm	Ms Alison Zaito	Probationer Teacher, Koro'ovuku
		Kindergarten
	Mr Gibon Toata	Vice Chairman- Buri CHS
	Mr Lawrence Zaza	Deputy Principal - Vonunu Secondary School
	Ms Norma Ivapitu	Principal- Bilua CHS
	Mr Gordon Zebo	Eloteve CHS
	Ms June Elovuru	Deputy Headmaster- Maravaghi primary school
	Mr Kenny Elisha	Principal- Johns Adventist College
	Mr Duddley Livah	Leona CHS
	,	
	Ms Louisa Pagepitu	Headmistress- Varese primary school
	Mr Wintson Tigulu	Principal- Poetete CHS Took on Kulumdu Advantiat Primary School
	Ms Biulah Lilopio	Teacher- Kukundu Adventist Primary School
	Ms Kilu Daolyn Ben	Headmistress (Ag), Epanga Primary School

	Ms Daolyn Puia	TIT - Ghatere Primary School
	Mr Ben Darcy	Head Teacher - Medina Adventist Primary
	Wil Delt Darcy	School
	Mr Michael Netebatu	Deputy Principal - Ringi CHS
	Mr. Kevin Paia	Deputy principal- Rarumana CHS
	Mr. Robert Tuen	
		Principal- Gizo CHS
	Ms. Juricho Makini	Senior Teacher- Gizo CHS
	Ms. Taumiri Anderson	Principal - Titiana CHS
	Mr. Albert Kuper	Chairman - Ngari school
	Ms. Goodwill Mala	Student, Gizo CHS
	Mr. Kapiri Aribaba	Head Boy of Titiana CHS
	Mr Chris Tamaka	Student - Gizo CHS
	Ms. Naomi Aviata	F3 Student - Titiana CHS
	Mr. Abraham Eke	Student - Ngari CHS
	Ms. Izian Jonah	Student - Ngari CHS
	Mr. John Suia	
	Mr. Ambros Ngatu	Chairman, Seghe Primary school
	Mr. Frank Iputu	Head teacher - Seghe Primary School
	Mr. Barcley Voze	Principal - Patutiva CHS
	Ms. Sandra Rigeo	Principal - Konguqolo CHS
	Mr. Hopeful Piosasa	Chief Education Officer - Western Province
	Mr. Willie Etopioh	MEHRD Inspector - Secondary
	Mr. Robert Rigoe	Principal Eduation Offier - Western Province
	Mr. Elvis Kikolo	Inspector - Primary level
	Mr Piani Lilopio	Senior Teacher- Kukudu Adventist College
Friday 17 May	Mr Claudius Rence	Principal - Gerasi CHS
2013, Munda	Mr. Lesma Las	
Conference Centre,	Mr Scot Naisi	Head Teacher - Hovoro Primary School
Munda, Western	Mr Kendal Napo	Aurara School
Province 8:30 am	Mr Aaron Taro	Deputy Principal, Paradise School
	Ms Rose Haro	Representing - Viru schools
	Mr Lindon Ligo	Principal - Buruku CHS
	Ms. Rosmer Paul	Garden Primary School
	Mr. Job Tozaka	Vancouver School
	Mr. Kenly Jerry	Principal - Lokuru School
	Mr Foster Kari	Enogahae School
	Ms Mather Sauna	Teacher - Tambaka Vocational Rural Trainig
	Wis Wattlet Sauria	Centre
	Ms Eta Kera	Student - Dunde CHS
	Mr Bata Anga	Oliver School
	Mr Seda Siosi	Chaiman - Council of Elders Dunde
		Baruku School
	Mr Daniel Hiva	
	Mr Jay Hilly Kanijama	Principal Beulah Secondary School
	Ms Dorcus Hivu	Principal for Kokengolo Primary School
	Ms Lorraine Pandakana	Deputy Head teacher- Nusa Roviana Primary School
	Ms. Riko Gadepeta	Principal - Noro CHS
	Mr Mark Bisili	Dunde School
	Mr Nelson Tozaka	Head Teacher - Saika School
	Mr Redley Tiripa	Boni School
	Mr Sam Kiko	
	IVII Jaiii KIKU	Teacher - Goldie College

	Ms Faye Lom	Head Mistress - Panga Primary School
	Mr. Warren Leanga	Mandali School
	Mr .Alison Baritama	Beulah Secondary School
	Dr. Wendy Hastings	Consultant - Goldie College
	Mr. Brian Bird	Goldie College
	Ms. Patricia Viuru	Goldie college
	Mr. Tito Mamani	Science Teacher - Goldie College
	Mr .Rex Fisango	Goldie College
	Mr. Ezekiel Parapara	Assistant Education Secretary of the United
	1	Church Education Authority
	Mr. Freedom Tozaka	Principal Education Officer - Western province
	Ms. Veronica Toben	Eduation Secretary - United Church Education
HEARINGS HELD I	SABEL PROVINCE	
Date & Location	Name	Position and Organisation
Thursday 4th July	Mr. Rawcliffe Kabu	Principal, Sir Dudley Tuti College
2013	Mr. Reginald Sikapu	Principal, Allardyce Secondray School
	Mr. Joseph Lokupetu	Principal, Muana School
Provincial	Mr. Dudley Napoli	Principal, Kalenga School
Assembly Chamber	Mr. Dudley Uata	Principal, Visena School
	Mr. Basil Gua Gerehe	Principal, Guguha School
Buala, Isabel	Mr. Bright Pele	Class Teacher, Lilika School
province , 4:51 pm	Mr. Nickson Teo	Class Teacher, Baolo School
	Mr. Ruth Kariuvi	Head Teacher, Rasa School
	Mr. Charles Kafa	Head Teacher, Samasodu School
	Mr. Japheth Tada	Head Teacher, Jejevo School
	Mr. Dickson Togosania	Head Teacher, Tamahi School
Friday 5 July 2013,	Mr. Silas Era	Head Teacher – Deva School
Isabel Provincial	Mr. Paul Ledley	Class Teacher- Sigana School
Assembly	Mr. Godfrey Mola	Head Teacher- Lilura School
Chamber, Buala,	Ms. Judy Nihar	Class Teacher- Magotu School
Isabel Province 9:00	Mr. Samuel Bako	Class Teacher- Furona School
am	Mr. Moses Bako	Class Teacher- Nagolau School
	Mr. Robinson Tofidi	Head Teacher- Kumaga School
	Mr. Mark Wado	Head Techer- Goveo School
	Mr. David Talu	Head Boy - Guguha Community High School
	Mr. Ursuia Mamati	Head Girl- Guguha School
	Mr. Lot Kamanegna	Parent - San Gorge Community
	Mr. Rachael Leka	Parent- Jejevo School
	Mr. Basil Gift	Parent - Visena, School
	Mr. Linald	
	Mr. Robinson Tofididi	Head Teacher – Kumaga School
HEARINGS HELD I	 N CENTRAL ISLANDS PROVI	 NCF
Date & Location	Name	Position and Organisation
Wednesday 21st	Mr. Lawrence Tiva	Head Boy- Siota Provincial Secondary School
August 2013	Mr. Fred Chamora	Vice Chairman- McMahon School Board
	Mr. Benjamin Boape	Board Member –Siro Community School
Eductaion Office	Mr. Stewart Tiva	Chairman – Doto School Board
CR	Mr. Gravis Sina	Siro community High school
Tulaghi, Central	Mr. Robert Nongia	Ngella Ilau Community High School
-		1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Islands Province	Mr. Fanny Lilomo	Deputy Head Girl- McMahon School
isiands i formice	Ms. Laisa Rova	Head Girl- McMahon School
	Ms. Muriel Manebona	School Captain- Siota provincial Secondary
	ivis. Widirer Widirebolta	School School
	Mr. Patrick Vasuni	Principal – Siro Community High School
	Ms. Margaret Pule	Women/ Children Representative
	Mr. Mathias Kuali	Head Boy- McMahon School
	Mr. Silas Sina	Assistant Head Boy- McMahon School
	Ms. Marilyn Hakalano	Teacher- McMahon School
	Mr. Richard Sapia	Teacher- McMahon School
	Ms. Margaret Manele	Teacher- McMahon School
Thursday 22 nd July	Mr. ames Dick Veah	Teacher, Voloa primary School
2013 Education Office CR	Mr. John Mark Vili	Bonaragu School
Office CK	Mr. Mophet Lusa	Halavo community High school
Tulaghi, Central	Mr. John Koete	Haroro Primary School
Islands Province	Mr. Ryna Ihonoda	
13tanas i Tovinec	Mr. Lucy Lautalo	Dala primary School
	Ms. Mary Au'u	Leitongo Primary School
	Mr. Joe Kulebe	New Vunuha Early Childhood Education
		Centre
	Ms. Hellen Dalomae	Halavo Community High School
	Mr. Timothy Kiriau	Dala Primary School
	Mr. Joseph Hangi	Doto Community High School
	Mr. Simon	Siota Provincial Secondary School
	Mr. Thomas Bea	Siota Provincial Secondary school
	Ms. Ethel Sulu	Instructor - Bishop Koete Vocational Training Centre
	Ms. Emily Nagive	Vuranimala community High School
	Mr. Jerrymiah Kake-	
	Mr. James Vea	
	Fr. Patterson Tako	Principal, Gela I lau Community High School
	Mr. Peter Kobai	Teacher- Gele Ilau Community High School
	Mr. Alban Maekokomu	Deputy Teacher, Vuranimala Primary School
	Fr. John Talisi	Polomuhu Community High School
	Mr. John Mark	Head Teacher, Fly Harbour School, Russell Islands
	Mr. John Kava	Head Teacher- Nukufero Primary School
	Ms. Winnie Ratu	Fly Harbour Primary school
	Ms. Wendy Ngina	Polomuhu School
	Mr. Michael Ken Sopamana	Principal – Vatilau Secondary School
	Mr. Andrew Niuasi	Principal - Valuation School Principal - Nukufero Community High School
	Mr. Robert Irara	Head Teacher- Leitogo Primary School
	Mr. Tome Kiki	Yandina Community High School
	Mr. Patrick Kaoni	, ,
	Ms. Eunice Kaumavi	Principal, McMahon School Non-formal Education Officer – Central
	ivis. Euriice Kauillavi	Islands Province Education Office.
	Mr. Alfred Kasuni	Principal Education Officer
HEARINGS HELD I	N RENNELL/BELLONA PROV	
Date & Location	Name	Position and Organisation
Date & Location Name Tostion and Organisation		

Wednesday 28th	Mr. Ramsey Sauhea	
August 2013	~	Chudont Novy Dlago DCC
Moreno Conference	Ms. Fiona Tangata Ms. Nadia Hakataia	Student, New Place PSS
Room	Brinnet Teno	Student, New Place PSS Student, New Place PSS
Tingoa,	Mr. David Taki'ika	
Rennell/Bellona		Student, Tupuaki Primary School
Refinen/ Denona	Mr. Lence Tago	Student, Tupuaki Primary School
	Mr. Michael Maine	Provincial Premier, Rennell/ Bellona Province
	Mr. Dick Sau	Deputy Chairman- School Board
	Mr. Adams Teika	Chairman, Kagua Primary School
	Mr. Anthony Tauika	Chairman, Kanaba Primary School
	Mr. John Haueke	Chairman, Mugibai Primary School
	Mr. Jonah Suamoana	Chairman Moa Primary School
	Mr. Ajilon Nasiu	Chairman, Vanua Community High School
	Mr. Steward Puia	Chairman, New Place PSS
	Mr. Steward Puia	Chairman, Tuhanuku Primary School
	Mr. Jimmy Teosi	Head Teacher, Mugibai Primary School
	Mr. Paul Tetuha	Head Teacher, Vanua Primary School
	Mr. Eric Saueha	Principal, Vanua Community High School
	Mr. Sanders Tuhamano	Head Teacher, Tuouaki Primary School
	Ms. Judith Teika	Head Teacher, Kanaba Primary School
	Mr. John Baiabe	Head Teacher, Tuhanuku Primary School
	Mr. Ridley Peseika	Teacher, Tupuaki Primary School
Thursday 29th	Mr. Moses Tegheta	Principal, Tebaieha RTC
August, 2013,	Mr. Patrick Moa	Head Teacher, Henua Primary School
Moreno Conference	Ms. Melly Teno	Teacher, New Place PSS
Room, Tigoa,	Mr. Francis Paika	Principal, Henua Community High School
Renell/ Bellona	Mr. Elton Puia	Deputy Principal, New Place PSS
	Mr. Ashley Tepuka	Head Teacher, Kagua Primary School
	Mr. Harry Teika	Head Teacher, Moa Primary School
	Mr. Elton Kaitu'u	Teacher, New Place PSS
	Mr. Jenny Tangoeha	Teacher, Tupuaki Primary School
	Mr. Albert Kaipua	Principal, New Place PSS
	Ms. Judith Tuata	Supervisor, TNT Kindergarten
	Mr. Jenny Puia	Teacher, Vanua Community High School
	Ms. Alice Noaika	Teacher, Vanua Primary School
	Ms. Christina Nasiu	UNDP Program Provincial Advisor
	Mr. Victor Tekobi	Human Resource Officer
	Mr. Eddie Teika	TVET Officer
	Mr. Allan Taupongi	Provincial Education Officer
	Mr. Adrian Tuhanuku	Deputy Provincial Secretary
EARINGS HELD IN		1
Date & Location	Name	Position and Organisation
	Ms.Kathleen Darowane	Student, Ilia Primary School
	Mr. Eddie Asufaka	Student, Ilia Primary School
	Mr. Robert Misimaka	Student, Ilia Primary School
	Ms. Nancy Kosiko	Head Mistress, Ilia Primary School
	Fr. Bobby Chuchuni	Chaplian, Norman Palmer Primary School
	Ms. Stephanie Biliki	Teacher, Lungga Primary School
	Mr. Frank Toata	Head Teacher, Burnscreek Primary School
	IVII. I TAIIK TOdta	Tread Teacher, Duffiscreek Filliary School

		Mr. George Tango	Head Teacher, White River Primary School
		Ms. Doris Gaga	Teacher, Koloale Primary School
		Delwin Patovaki	Head Teacher, Kukum SDA Primary School
		Ms. Martha Tolia	Deputy Principal, Mbokonavera Community
		1/10/1/10/1/10/10/10/10/10/10/10/10/10/1	High School
		Mr. Michael Afu	Student, Mbokonavera Community High
		1/11/1/11/11/01/02 1 11/01	School
		Mr. Tome Fafe	Student, Burnscreek High School
		Ms. Grace Taro	Student, Burnscreek High School
		Mr. Heath Oti	Principal, Burnscreek High School
		Ms. Janine Simi	Dean of Education and Humanities, Solomon
		17107 Juliane Clari	Islands National University (SINU)
		Dr Patricia Rodie	Pro- Vice Chancellor Academic, SINU
		Mr. Donald Malasa	Pro – Vice Chancellor Corporate , SINU
		Ms. Ellen Gwali	President, Solomon Islands National Teachers
			Association (SINTA)
		Mr. Samson Faisi	Industrial Relations Officer SINTA
		Mr. James Lalawa	Chairman- Honiara Branch, SINTA
		Mr. Ralph Suta	Chairman Westren province Branch , SINTA
		Mr. Stanley Taungenga	Chairman, Rennell/ Bellona Branch, SINTA
Tuesday	15 th	Mr. Emmanuel Kouhota	Chairman, Leadership Code Commission
October,	2013,	Mr. Greg Hollis	Head of School, Woodford International School
National	,	Ms. Ann Thomas	Principal, Chung Wah Primary School
Parliament		Ms. Eunice Tahuniara	Deputy Principal, Chung Wah Primary School
Conference	Room	Mr. Allan Julevai	Finance Officer, Chung Wah Primary School
II, Honiara		Ms. Lina Beuka	Teacher, Zion Christian Academy
		Mr. John Beuka	Supporter, Zion Christian Academy
		Mr. Clement Aitorea	Principal, Tamlan School
		Ms. Alice Kaua	Director, Tamlan School
		Mr. Edward Ronia	Auditor General
		Mr. Roland Sikua	Teaching Service Commission, Ministry Of
			Eductaion & Human Reosurces Devlopemnt, MEHRD
		Mr. Tom Rarakani	Public Sector Policy & Procedure, Ministry of
			Public Service
		Mr. Norman Hiropuhi	Ministry of Finance & Treasury , MoFT
		Mr. Harry Kuma	MoFT
		Mr. Oswald Nelson	MoFT
		Mr. Lyall Patovaki	Salary Section, MOFT
		Mr. James Memua	Education Secretary
			Anglican Church of Melanesia -
Wednesday	16^{th}	Mr. Joseph Pitakia	Director- SDA Education Authority
October,	2013,	Mr. Joash Maneipuri	Director -SSEC Education Authority
National	_010,	Mr. Cypriano Nuaki	Education Secretary, Archdiocese of Honiara
Parliament		Mr. Brendan Schollum	Mahitahi Volunteer, Archdiocese of Honiara
	Room	Mr. Charles Kelly	Clerk to City Council – Honiara City Council
II, Honiara		_	Education Authority
		Mr. Jess Hou	Principal, Tuvaruhu Community High School
		Fr George Iniomea	Chaplain, St. John Community High School
		Mr. Abel De Niumaoma	Head Boy- St. Nicholas School
		Ms. Elizabeth Taora	Head Girl- St. Nicholas School

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Thursday 14 th	Mr. Gabriel Taloikwai	Chairman- Education Act Review
November 2013,	Mr. Tione Bugotu	Member – Act Review
11:30 am, CR II,	Mr. Kendrick Sanga	Member – Act Review
Parliament House	Mr. Walter Tesuatai	Member – Act Review
	Ms. Josephine Kama	Member – Act Review
	N GUADALCANAL PROVINC	
Date & Location	Name	Position and Organisation
Thursday 17 th	Mrs. Florence Kanijama	Principal, Turarana Community High School
October, 2013,	Mr. John Marahare-	Principal, Lunga Community High School
National	Mr. Nathaniel Mara	Teacher, Bemutu Primary School
Parliament	Mrs. Dorothy Marahare	Teacher, Lunga Community High School
Conference Room	Ms. Margret Lefu	Teacher, Kolona Primary School
II, Honiara	Ms. Maria Norua	Head Teacher, Talaura Primary School
	Ms. Berlyn Manepasege	Head Teacher, Nugulathi Primary School
	Mr. James Sikua	Deputy Principal, Numbu Community High School
	Mr. Frank Panda	Principal, Kulu Community High School
	Mr. Matthias Sale	Chairman, School Board Gilo Primary School
	John Modesto	Deputy Principal, Nguvia Community High School
	Mrs. Annethe Tobani	Principal, Sir Jacob Vouza Community High School
	Ms. Melvah Kennedy	Head Teacher, Sali Primary School
	Mr. Joseph Bage	Teacher, Turarana Primary School
	Mr. Rodney Matthias	Principal, Bolale Community High School
	Mr. Gibson Apusae	Principal, Tenakoga Community High School
	Mr. Micah Forau	Deputy Head Teacher, Susu Primary School
	Ms. Linda Leua	Deputy Head Teacher, Kobito Primary School
	Mr. Robert Kennedy	Senior Teacher, Gilo Primary School
		. ,
	Ms. Martha Rex	Ngalibiu Primary School
	Ms. Annette Akala	Head Teacher, Bola Primary School
	Mr. Steven Totorigo	Head Boy, Ruavatu PSS
	Ms. Annie Tola	Head Girl, Nguvia
	Mr. Reggie Pitisopa	Head Boy, Selwyn College
	Mr Fox Qwaina	Principal, Selwyn College
	Ms Loretta Sanga	Head Girl, Tenakoga Community High School
	Mr Lipog Palua	Head Boy, Bubunughu Community High School
	Mr Robert Kekedo	Chairman, Lambi Community High School
	Sister. Veronica Boki	Principal, Visale Community High School
	Mr John Wesley	Head Teacher, Marara Community High
		School
	Fr. John Manimala	Principal, Longukaoka Community High School
	Ms Nerida Sifoni	Deputy Head Teacher , Tanakuku Primary School
	Ms Florence Atu	Teacher , Gifu Primary School
	Mr Peter Tero	Head Teacher , Titinge Primary School
	Mr. Vincent Hanasiki	Head Teacher ,Kaekae Primary School
	Mr. Sylvester Vaoro	Chairman ,Marauipa Primary School
	1111. Dyivester vaoio	Chairman , waraan pa i minary ochoor

Mr. Nayden Mostyn	Principal, Kopiu Community High School
Ms. Joyce Bolake	Teacher, Kolobaubau Primary School
Ms. Gloria Goevania	Head Teacher, Makaruka Primary School
Mr. Chillion Nafo	Principal, Avu Avu PSS
Ms. Stella Laku	Head Girl, Avu Avu PSS
Ms. Dorcus Silas	Head Teacher, Sughu Primary School
Mr. Amson Atu	Principal, Kuma Community High School
Mr Eddie Gideon	Principal, Chapuria Community High School
Mr Samson Vacha	Head Teacher, Kolina Primary School
Ms Pricilla Keke	Teacher, Chocho Primary School
Ms Mary Kesale	Head Teacher, Babanakira Primary School
Mr. Christopher Leamana	Principal, Wanderer Bay Community High School
Mr Paul Liulave	Principal ,Tangarare Provincial Secondary School
Mr Patrick Nigel	Head Boy, Tangarare Provincial Secondary School
Mr John Chris Inu	Chairman, Talaura Primary School
Mr Casper Kokoluvia	Chairman, Solosia Primary School
Ms Thomasina Rugulonga	Teacher, Tiaro Primary School
Mr Joshua Leitavua	Chief Education Officer ,Guadalcanal Province
Mr Tim Ngele	Under Secretary Professional – Administration, MEHRD
Mr Rolland Sikua	Director, Teaching Service Division, MEHRD
Ms Constance Nasi	Director – Inspectorate, MEHRD
Mr James Bosamata	Director – Teacher Training Development Division, MEHRD
Mr . Merton Taota	CEO Secondary - Inspectorate Division, MEHRD
Mr. Clezy Rore	Undersecretary – Administration, MEHRD

Appendix 3: Minutes of Public Hearings



EDUCATION AND HUMAN RESOURCES TRAINING COMMITTEE

NATIONAL PARLIAMENT OF SOLOMON ISLANDS

Minutes of Proceedings Committee Hearing No: 01

Wednesday 2 May 2012, Luelta Conference Centre, Lata, Temotu Province 9:30 am

1. Members Present

Hon. Peter Shanel Agovaka, MP- Chairman

Hon. Manasseh Sogavare, MP

Hon. Danny Philip, MP

Hon. John Maneniaru, MP

Apologies

Hon. Douglas Ete

Secretariat

Mr. Celsus Talifilu, Committee, Secretary

Mr. Rexford Kouto, Hansard Officer

Mr. Gavin Bare, IT Officer

Mr. Stephen Hachi, Media Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Mr. Joseph Meobir Bambir School
- Mrs. Lilian Tavake Bambir School
- Mr. Simon Peter Pekau Calise Bay School
- Mr. Nelson Kwa'ade Akobl School
- Mr. Jackson Nugosime Bomata School

The evidence concluded and witnesses withdraw

- Mr. Rudgard Menapi- Nangu School
- Mr. John Loak- Nangu School
- Mrs. Grace Sade- Nangu School
- Chairman School Board

- Mr. Moffat Brock- Luengibase School
- Mrs. Nester Nubonyi Luengibase School

The following witnesses were examined

- Mr. Moses Maru Luesalemba Secondary School (LSS)
- Ms. Nancy Panibi- LSS
- Ms. Pricila Iwebu- LSS
- Mr. Mathew Vala LSS
- Mr. Brian Vildam LSS
- Ms. Daisy Mahaina- LSS
- Mr. Shadrach Sade LSS

The evidence concluded and witnesses withdraw:

The following witnesses were examined

- Mr. Mark Mekaboti- Vanga School
- Ms. Rachael Tungale- Vanga School
- Mr. George Warren Inia Baenga School
- Chairman of School Committee Baenga School
- Ms. Naomi Tevio Malo School
- Chairman School Committee Malo School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Joseph Lalebe Lata Community High School (LCHS)
- Ms. Doreen Meb LCHS
- Mr. Isaac Mbia LCHS
- Ms. Judith Nabu LCHS
- Head Boy- LCHS
- Mr. Steven Taroniara LCHS
- Mr. Silverio Jolo LCHS

The evidence concluded and witnesses withdraw:

4. Next meeting

The committee adjourned at 6.00 pm

Minutes of Proceedings Committee Hearing 02

Thursday 3rd May 2012, Lueta Conference Centre, Lata, Temotu Province 9:30 am

1. Members Present

Hon. Peter Shanel Agovaka, MP- Chairman

Hon. Manasseh Sogavare, MP

Hon. Danny Philip, MP

Hon. John Maneniaru, MP

Apologies

Hon. Douglas Ete, MP

Secretariat

Mr. Celsus Talifilu, Committee, Secretary

Mr. Rexford Kouto, Hansard Officer

Mr. Gavin Bare, IT Officer

Mr. Stephen Hachi, Media Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Fr Willie Tungale Mona School
- Ms Roselyn Lemoba Mona School
- Chairman School Borad Mona School
- Mr Tom Olu Kati School
- Mr Lionel Vaonelva Kati School
- Mr Eric Mewa Malawi School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr Pepetua Mamuli Fano Cove School
- Mrs Miriam Magou Fano Cove School
- Chairman School Committee Fano Cove School
- Mr Martin La'ale Monene
- Mr David Me'esa- Monene
- Chairman School Board- Monene

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr Ambrose Mewa Noipe School
- Mr Ini Lapli, chairman School Board Noipe School
- Mr Clement Nenapa- Luesalo training Centre(LTS)
- Fr Stanley Pae- LTS
- Mr Wilson Yamelo Meli School
- John, Chairman School Board- Meli School
- Ms Charlene Mark Mamineo School
- Mr Isaiah Mebetoli Mamineo School
- Mr Noel Keniana, Chairman School Board Mamineo School

The evidence concluded and witnesses withdraw:

The following witnesses were examined

- Hon Partick Bakolo, Minister of Education Temotu Provincial Education Authority (TPEA)
- Mr Solomon Palusi, Provincial Secretary TPEA
- Ms Mary Gape- TPEA
- Ms Grace Lyno- TPEA

The evidence concluded and witnesses withdraw

4. Adjourment

The committee adjourned at 6.00 pm

Minutes of Proceedings Hearing No.3

Monday 7th May 2012, Diocese Conference Hall, Kirakira, Makira Ulawa province, 10:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP-Chairman

Hon. Manasseh Sogavare, MP

Hon. Danny Philip, MP

Hon. John Maneniaru, MP

Apologies

Hon. Douglas Ete, MP

Secretariat

Mr. Celsus Talifilu, Committee, Secretary

Mr. Rexford Kouto, Hansard Officer

Mr. Gavin Bare, IT Officer

Mr. Stephen Hachi, Media Officer

Ms. Emily Kupenga, Senior Committee Admin Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

- Mr. Sebastin Warusi
- Mr. Dick Wao
- Mr. Henry Quasika
- Ms. Veronica Kaisi- FM Campbell School
- Mr. Silas Sitai -
- Mr. Peter Usumae St Stephens Vocationa training Centre
- Mr. Emelio Wegu-

The following witnesses were examined

- Mr. Luke Taro -
- Mr. Karl Rupen Pawa provincial Seceonday School
- Mrs. Daisy Masura'a
- Mr. Luke Tangopiru
- Mrs. Pamela Lioha
- Mr. Timan Tauni
- Mr. Ruebenson Taro

The evidence concluded and witnesses withdraw:

The following witnesses were examined

- Mr. Felix Taro Na'ana Student
- Mr. Ellison Panda Tawatana Student
- Ms. Betty Karepi- Sogotiwa Student
- Ms. Mary Waimapuru Student
- Mr. Richard Waimapuru Student
- Mr. Junior Rorai- Pawa Student
- Mr. John Waipu- Ramah Student
- Ms. Joy Marunga Student

The evidence concluded and witnesses withdraw:

The following witnesses were examined

- Mr Edrine Waoka
- Mr Severino Wapa
- Ms Gloria Aife
- Mr Peter Siola
- Mr John Muri
- Mr Albert. S. Haga
- Mr Charles Moleaniasi
- Mr Andrew Sorensen

The evidence concluded and witnesses withdraw:

- Mr Jack Gapu
- Mrs Betty Gapu
- Mrs Jenny Marita
- Mrs Susan Taniro
- Mr Derek Goraiasi
- Mr Gabriel Maesie'e
- Mr Daniel Dix- Community Representative
- Mrs Madelyn
- Mr Ambrose Hav i- Waimapuru National Secondary School
- Ms Annie Takeli- Waimapuru Primary School
- Mr Wilfred Fakataua Alagau Primary School

The public, the witnesses and the media withdraw.

4. Adjournment

The committee adjourned at 6.00 pm

Minutes of Proceedings Heraing No.4

Tuesday 8th May 2012, Diocese Conference Hall, Kirakira, Makira Ulawa province, 10:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP- Chairman

Hon. Manasseh Sogavare, MP

Hon. Danny Philip, MP

Hon. John Maneniaru, MP

Apologies

Hon. Douglas Ete, MP

Secretariat

Mr. Celsus Talifilu, Committee, Secretary

Mr. Rexford Kouto, Hansard Officer

Mr. Gavin Bare, IT Officer

Mr. Stephen Hachi, Media Officer

Ms. Emily Kupenga, Senior Committee Admin Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Mr Benson Piringi
- Mr Edward Nunua
- Mr John Mamafe
- Mr Francis Sufaka
- Mr Edmond Dangi
- Mr Derek Dio Gari
- Mr Stanley Angisi

The evidence concluded and witnesses withdraw

- Mr Ashely Hoanidangi
- Mrs Elda Waeda
- Mr Fred Wasui
- Mr Guyers Gagatawa
- Mr Francis Tagua
- Mr Edmond Keke

The following witnesses were examined

- Mr Henry Rata, Education Secretary Makira/Ulawa Province
- Mr Gilbert Tabihau, Principal Eductaion Officer
- Mr Mahlon Houruo, CEO Inspectorate
- Mr Gibson Niuhare, SEO Inspectorate
- Mr Alex Elepoha, CEO Adult Education
- Ms Julia Kabea, Finance Officer

The evidence concluded and witnesses withdraw:

The public, the witnesses and the media withdraw.

4. Adjornment

The committee adjourned at 6.00 pm

Minutes of Proceedings Hearing No.5

Wednesday 10th October 2012, Rarasu Conference Centre, Auki, Malaita province, 10:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP-Chairman

Hon. John Maneniaru, MP

Hon. Douglas Ete,MP

Apologies

Hon. Mannasseh Sogavare, MP

Secretariat

Mr. Celsus Talifilu, Director Committees

Mr. Marson Lilopeza, Committee Secretary

Mr. Sunjay Dhari, IT Officer

Mr. Lawrence Scott, Camera Officer

Ms. Joy Rikimae, Media officer

Mr. Ignatius Talifilu, Hansard Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examined

- Mr. Michael Raike,
- Mr. Joseph Hauhiona,
- Mr. Andrew Teai,
- Mr. Dominic Houanihau,
- Mr. John Wate
- Mr. Peter Haalu.
- Ms. Salome Houporokeni

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Wanegaro Maedola,
- Mr. Ronald Oisuru,
- Mr. Linsley Kwaimani,
- Mr. Kevin Sulia,
- Mr. Leslie Fugui,
- Mr. John Talosulufoloa
- Ms. Louisa Wale.

The evidence concluded and witnesses withdrawn

The following witnesses were examined

- Mr. Martin Kidmiel
- Mr. Wesley Wado
- Mr. Wesley Rubea
- Mr. Wilson Aumanu
- Ms .Christina Fugui
- Mr. Nicolas Ngidua
- Mr. Jimson Iakwai
- Mr. Colin Wanage
- Mr. Fred Bae

The evidence concluded and witnesses withdraw:

The following witnesses were examined

- Mr. John Sifomauri
- Ms. Rose Maniala
- Mr. Patrick Suakini
- Mr. Albert Maesulia
- Mr. Richie Ofani
- Mr. Timothy Aihunu
- Mr. Philip Sufiona
- Mr. Charles Muo
- Mr. Reggy Ofani

The evidence concluded and witnesses withdrawn

The public, the witnesses and the media withdraw.

4. Adjournment

The committee adjourned at 9.00 pm

Minutes of Proceedings Hearing No.6

Thursday day 11th October 2012, Rarasu Conference Centre, Auki, Malaita province, 10:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP-Chairman

Hon. John Maneniaru, MP

Hon. Douglas Ete, MP

Apologies

Hon. Mannasseh Sogavare, MP

Secretariat

Mr. Celsus Talifilu, Director Committees

Mr. Marson Lilopeza, Committee Secretary

Mr. Sunjay Dhari, IT Officer

Mr. Lawrence Scott, Camera Officer

Ms. Joy Rikimae, Media officer

Mr. Ignatius Talifilu, Hansard Officer

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Ms. Madeline Misihania
- Mr. Reuben Haurara
- •Mr. Ellison Waosi
- Mr. Paul Houmaro
- Ms. Mary Ohakeni
- Mr. Moffat Suiga
- Mr. Patrick Wate
- Mr. Tony Max
- Mr. Donation Ha'apu

The evidence concluded and witnesses withdraw

- Ms. Margaret Kiriau
- Ms. Mublyn Berry
- Ms. Wendy Maeiro
- Mr. James Birai

- Mr. Moddy Toiraena
- Mr. Charles Moore
- Mr. Alex Isuomea
- Mr. Paul Torori
- Mr. Dominic Molaiburi
- Mr. John Hoasi
- Fr. Julio Aihunu
- Mr. Slayde Ehakeni- Tawaimare Community High School

The Following witnesses were examine

- Mr. Raymond Tafi
- Mr. John Evans
- Mr. George Ologiro
- Mr. Jeremy Logo Au
- Mr. Anderson Nunuialo
- Mr. Robert Wanedala
- Mr. Derrick Liosulia
- Mr. Robert Alo
- Mr. Davidson Rilaua
- Mr. Ben Otobaea
- Mr. Evelyn Sousou
- Mr. Movin Kutai

The evidence concluded and witnesses withdraw

The Following witnesses were examine

- Mr. Allan Meke
- Mr. Jerry Manu Simiga
- Mr. Michael Faifu
- Mr. Wilson Kuru
- Ms. Judith Kafe
- Mr. Rex Tiga
- Mr. Ray Peter
- Mr. Javin Rukia
- Mr. David Maefunu

The evidence concluded and witnesses withdraw

The Following witnesses were examine

- Mr. Titus Fika
- Mr. Daniel Lulutaoloa
- Ms. Elizabeth Wahakeni
- Mr. Alfred Liata
- Mr. Dudley Siofimae
- Mr. Coleman Holi
- Mr. Fred Ramoli

The public, the witnesses and the media withdraw.

4. Adjournment

The committee adjourned at 8.00 pm

Minutes of Proceedings Committee Hearing No.7

Monday 13 May 2013, Choiseul Provincial Assembly Chamber, Taro, Choiseul Province 10:00 am

1. Members Present

Hon. Peter Shanel Agovaka - Chairman

Hon. John Moffatt Fugui, MP

Hon. Johnley Hatimoana, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Jefferson Hallu, Committee Secretary

Mr. Sunjay Dharai, IT Officer

Mr. Joy Rikimae, Media Officer

Ms. Esther Turagaluvu, Hansard officer

Mr. Lawrence Scott, Cameraman

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examined

- Redley Galo, Head Teacher, Tarama SDA Primary School
- Solomon Poloso, Parent and Speaker of the Choiseul Provincial Assembly
- Jacob Sogavare, Retired Principal, Pagoe Community
- Davis Gopu, Chairman, Pagoe Primary and Community Schools
- Emalyn Poloso, Headmistress, Lengaturu Primary School
- Joy Madada, Coordinator, Lengaruru Primary School
- Voerine Dalapa, Lukuvara School
- Lincoln Galo, Principal, Soranamola school
- Mary Leketo, Soranamola School
- Jasma Pitamama, Class Teacher, Koloe Primary school

The evidence concluded and witnesses withdraw

- Ms Zeda Zakarokole, Senior Teacher, Susuka Primary School
- Ms Agnes Pitakaka, Class Teacher, Susuka Primary School
- Mr Alistair Dore, Head Teacher, Tutu Pana Primary School
- Mr Gideon Panisaga/retired principal Bangara School
- Ms Belinda Zoba, Bangara
- Ms Anna Divesu, Voruvoru School
- Mr Matthew Eddie, Principal, Ogho CHS

- Mr Paul Kumakana, Head Teacher, Ogho CHS
- Mr Zechariah Volovana, Polo School
- Mr Nobed Lulumubatu, Class Teacher, Vurango Primary School
- Ms Doris Poloso, Head Teacher, Pirakamae CHS

The following witnesses were examined

- Ms Abigail, Student, Choiseul Provincial Secondary School
- Ms Mali, Head Girl, Choiseul Provincial Secondary School
- Mr Brian Sano, Head Boy, Choiseul Provincial Secondary School
- Mr Bruno, Student, Choiseul Provincial Secondary School
- Mr William Sapalabatu, Teacher, Pirakamae CHS
- Ms Carter Rove, Teacher, Chivoko Primary School
- Mr Peter Pugeava, Chairman, Konamana CHS
- Ms Sebra Qilamola, Principal, Konamana CHS
- Ms Naolyn Tataga, Headmistress, Poroporo Primary School
- Mr Patterson Mark, Principal, Wagina CHS
- Sr Risia Nawaia, Wagina CHS
- Ms Joyce Tamana, Boeboe Primary School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr Diosi Seama, Head Teacher, Qoqala Primary School
- Ms Sherley Ruru, Teacher, Posorae Extension Primary School
- Ms Relence Lapo, Teacher, Titiana School
- Mr Ramson Zambana, Head master Puzivai Primary School
- Ms Raylin Vava, Teacher, Anata Primary School
- Ms Junita Vilakaleke, Jangunu School
- Ms Janelyn Tanito, Head Teacher, Katurasele Primary School
- Mr Brian Roronipoge, Principal, Papara Bangara Primary School
- Ms Marless Ben, Parpara Bangara Primary School
- Ms Lavinia Loni, Nabusasa School
- Mr Abednigo Kukuti, Sepa School

4. Meeting Closed

The committee adjourned at 8.00 pm

Minutes of Proceedings Committee Hearing No.8

Tuesday 14 May 2013, Choiseul Provincial Assembly Chamber, Taro, Choiseul Province 9:30 am

1. Members Present

Hon. Peter Shanel Agovaka -Chairman Hon. John Moffatt Fugui, MP Hon. Johnley Hatimoana, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Jefferson Hallu, Committee Secretary

Mr. Sunjay Dharai, IT Officer

Mr. Joy Rikimae, Media Officer

Ms. Esther Turagaluvu, Hansard officer

Mr. Lawrence Scott, Cameraman

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Ms Welma Lupapitu, Boeboe School
- Mr Devis Pitawoga, Panarui School
- Mr Joel Dereveke, Sasamungga School
- Ms Joyce Kodosiku, Sasamungga School
- Ms Barbra Qiladudulu, Sasamungga School
- Mr Brain Tapepuda, Saqiqae School
- Ms Zamalyn Zelevolomo, Salakana School
- Mr Dennis Miavana, Voza School
- Mr Cyrine Nunala, Voza School
- Mr Wilfred Sisiki, St Joseph's Moli

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr Paul Telovai, Board Member, St Joseph's Moli School
- Ms Janice Sisiki, St Joseph's Moli School
- Ms Florence Malekomala, Nukiki School
- Mr William Loke, Taro School
- Ms Christina Vaqalo, Taro School
- Ms Teresa Lalisibatu, Choiseul Bay Provincial Secondary School
- Ms Granny Tutua, Choiseul Bay Provincial Secondary School
- Mr Herman Aruhane, Choiseul Bay Provincial Secondary School
- Mr Billy Takubala, Chairman, Taro School
- Ms Elizabeth Manusi, Deputy Head Teacher, Taro School

The evidence concluded and witnesses withdraw

- Ms Lorrine Dereveke, Taro School
- Ms Julie Dorovolomo, Taro School
- Mr Ronald Pitamama, Pangoe School
- Ms Mary Kereseka, Taro School
- Ms Esther Iputu, Taro School
- Mr Withlam Pitakaka, Taro School
- Mr Jacob Kitukana, Taro School
- Mr Tommy Mason, Oguo School
- Mr Benjamin Tekulu, Choiseul Bay Provincial Secondary School

The following witnesses were examined

- Mr Davis Pitamama, Chief Education Officer, Choiseul Provincial Education Authority
- Mr Henry Deva, Education Officer, Choiseul Provincial Education Athority
- Mr Jackson Tohurahu, Senior School Inspector
- Mr Andrew Soren, Advisor

4. Meeting Closed

The committee adjourned at 7.00 pm

Minutes of Proceedings Committee Heraing No.9

Wednesday 15 May 2013, Chacha Conference Centre, Gizo, Western Province 1:20 pm

1. Members Present

Hon. Peter Shanel Agovaka (Chair)

Hon. John Moffatt Fugui, MP

Hon. Johnley Hatimoana, MP

Hon. John Maneniaru, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Jefferson Hallu, Committee Secretary

Mr. Sunjay Dharai, IT Officer

Mr. Joy Rikimae, Media Officer

Ms. Esther Turagaluvu, Hansard officer

Mr. Lawrence Scott, Cameraman

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

- Ms. Beverly Unusu, Deputy Headmistress, Lengana CHS
- Ms Remy Vidah, TIT, Suidako Primary School
- Ms Zelley Rinae, Headmistress- Suava Primary School, Rannoga
- Ms Thelma Jion, deputy principal (acting), Penuna CHS
- Ms Alison Zaito, Probationer teacher, Koro'ovuku Kindergarten
- Mr Gibon Toata, Vice Chairman, Buri CHS
- Mr Lorence zaza, Deputy Principal, Vonunu Secondary School
- Ms Norma Ivapitu, Principal, Bilua CHS
- Mr Gordon Zebo, Eloteve CHS
- Ms June Elovuru, Deputy headmaster, Maravaghi primary school

The following witnesses were examined

- Mr Kenny Elisha , Principal, Johns Adventist college
- Mr Duddley Livah, Leona CHS
- Ms Louisa Pagepitu, Headmistress, Varese primary school
- Mr Wintson Tigulu, Principal, Poetete CHS
- Ms Biulah Lilopio, Teacher, Kukundu Adventist Primary School
- Ms Kilu Daolyn Ben, Headmistress (Ag), Epanga Primary School
- Ms Daolyn Puia, TIT, Ghatere Primary School
- Mr Ben Darcy, Head Teacher, Medina Adventist Primary School
- Mr Michael Netebatu, Deputy principal, Ringi CHS

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Kevin Paia, Deputy principal, Rarumana CHS
- Mr. Robert Tuen, Principal- Gizo CHS
- Ms. Juricho Makini, Senior Teacher, Gizo CHS
- Ms. Taumiri Anderson, Principal, Titiana CHS
- Mr. Albert Kuper, chairman, Ngari school
- Ms. Goodwill Mala, student, Gizo CHS
- Mr. Kapiri Aribaba, Head-boy of Titiana CHS
- Mr Chris Tamaka, Student, Gizo CHS
- Ms. Naomi Aviata, F3 Student, Titiana CHS
- Mr. Abraham Eke, Student, Ngari CHS
- Ms. Izian Jonah, Student, Ngari CHS
- Mr. John Suia,
- Mr. Ambros Ngatu, Chairman, Seghe Primary school
- Mr. Frank Iputu, Head teacher, Seghe Primary School
- Mr. BarCley Voze, Principal, Patutiva CHS
- Ms. Sandra Rigeo, Principal, Konguqolo CHS

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Hopeful Piosasa, Chief Education Officer, Western Province
- Mr. Willie Etopioh, MEHRD Inspector Secondary
- Mr. Rober Rigoe, Principal Eduation Offier, Western Province
- Mr. Elvis Kikolo, Inspector- Primary level
- Mr Piani Lilopio, Senior Teacher- Kukudu Adventist College
- Ms Janet Hite, Principal, Emmanuel School

The evidence concluded and witnesses withdraw

4. The Meeting Closed

The committee adjourned at 8.30 pm

Minutes of Proceedings Meeting No.10

Friday 17 May 2013, Munda Conference Centre, Munda, Western Province 8:30 am

1. Members Present

Hon. Peter Shanel Agovaka (Chair)

Hon. John Moffatt Fugui, MP

Hon. Johnley Hatimoana, MP

Hon. John Maneniaru, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Jefferson Hallu, Committee Secretary

Mr. Sunjay Dharai, IT Officer

Mr. Joy Rikimae, Media Officer

Ms. Esther Turagaluvu, Hansard officer

Mr. Lawrence Scott, Cameraman

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Mr Claudius Rence, Principal, Gerasi CHS
- Lesma Las
- Mr Scot Naisi, Head Teacher, Hovoro primary school
- Mr Kendal Napo, Aurara School
- Mr Aaron Taro, Deputy Principle, Paradise School
- Ms Rose Haro:, Representing, Viru schools; Tombe, Tetemara and Viru community school
- Mr Lindon Ligo, Principal, Buruku CHS
- Ms. Rosmer Paul, Garden Primary School
- Mr. Job Tozaka, Vancouver School
- Mr. Kenly Jerry, Principal, Lokuru School

The evidence concluded and witnesses withdraw

- Mr Foster Kari, Enogahae School
- Ms Mather Sauna, Teacher, Tambaka Vocational Rural Trainig Centre
- Ms Eta Kera, student, Dunde CHS
- Mr Bata Anga, Oliver School
- Mr Seda Siosi, Chaiman, Council of Elders Dunde
- Mr Daniel Hiva, Baruku School
- Mr Jay Hilly Kanijama, Principal, Beulah Secondary School
- Ms Dorcus Hivu, principal for Kokengolo Primary School
- Ms Lorraine Pandakana, Deputy head teacher, Nusa Roviana Primary School
- Riko Gadepeta, Principal, Noro CHS

The following witnesses were examined

- Mr Mark Bisili, Dunde School
- Mr Nelson Tozaka, Head Teacher, Saika School
- Mr Redley Tiripa, Boni School
- Mr Sam Kiko, Teacher, Goldie College
- Ms Faye Lom, Head Mistress, Panga Primary School
- Mr Warren Leanga, Mandali School
- Mr Alison Baritama, Beulah Secondary School
- Dr. Wendy Hastings, Consultant, Goldie College
- Mr Brian Bird, Goldie College
- Ms Patricia Viuru, Goldie college
- Mr. Tito Mamani, Science Teacher, Goldie College
- Mr Rex Fisango, Goldie College

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr Ezekiel Parapara, Assistant education secretary of the United Church education authority
- Mr. Freedom Tozaka, Principal education officer, Western province
- Ms Veronica Toben, Eduation Secretary, United Church

The evidence concluded and witnesses withdraw

4. The Meeting Closed

The committee adjourned at 7.00 pm

Minutes of Proceedings

Hearing No.11

Thursday 4 July 2013, Isabel Provincial Assembly Chamber, Buala, Isabel Province 4:51 pm

1. Members Present

Hon. Peter Shanel Agovaka, MP - Chairman

Hon. Douglas Ete, MP

Hon. John Moffatt Fugui, MP

Hon. Andrew Manepora, MP

Apologies

Hon. Mannasseh Sogavare, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Liam Sau, Principle Hansard Editor

Mr. Sunjay Dharai, IT Officer

Mr. Philemon Loe, Media Officer

Mr. Marson Lilopeza, Committee Secretary

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examine

- Mr. Rawcliffe Kabu, Principal- Sir Dudley Tuti College
- Mr. Reginald Sikapu, Principal- Allardyce School
- Mr. Joseph Lokupetu, Principal- Muana School
- Mr. Dudley Napoli, Principal- Kalenga School
- Mr. Dudley Uata, Principal- Visena School
- Mr. Basil Gua Gerehe, Principal- Guguha School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Bright Pele, Class Teacher- Lilika School
- Mr. Nickson Teo, Class Teacher Baolo School
- Mr. Ruth Kariuvi, Head Teacher Rasa School
- Mr. Charles Kafa, Head Teacher Samasodu School
- Mr. Japheth Tada, Head Teacher Jejevo School
- Mr. Dickson Togosania, Head Teacher Tamahi School
- Mr. Robinson Tofidi, Head Teacher- Kumaga School

The evidence concluded and witnesses withdraw

4. Adjournment

The committee adjourned at 9.30 pm

Minutes of Proceedings Hearing No.12

Friday 5 July 2013, Isabel Provincial Assembly Chamber, Buala, Isabel Province 9:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP - Chairman

Hon. John Moffatt Fugui, MP

Hon. Douglas Ete, MP

Hon. Andrew Manepora, MP

Apologies

Hon. Mannasseh Sogavare, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mr. Liam Sau, Principal Hansard Editor

Mr. Sunjay Dharai, IT Officer

Mr. Philemon Loe, Media Officer

Mr. Marson Lilopeza, Committee Secretary

Inquiry into the Teacher Absenteeism

Pubic Hearing

Witnesses, the public and media were admitted

The Chair made a brief opening statement.

The Following witnesses were examined

- Mr. Silas Era, Head Teacher, Deva School
- Mr. Godfrey Mola, Head Teacher, Lilura School
- Mr. Paul Ledley, Class Teacher, Sigana School
- Ms. Judy Nihar, Class Teacher, Magotu School
- Mr. Samuel Bako, Class Teacher, Furona School
- Mr. Moses Bako, Class Teacher, Nagolau School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Mark Wado, Head Teacher, Goveo School
- Mr. David Talu, Head Boy, Guguha Community high School
- Ms. Ursuia Mamati, Head Girl, Guguha School
- Mr. Lot Kamanegna, Parent, San Gorge
- Mr. Basil Gift, Parent, Visena, School
- Ms. Rachael Leka, Parent, Jejevo School
- Mr. Linald
- Mr. Robinson Tofidi, Head Teacher, Kumaga School

The evidence concluded and witnesses withdraw

4. Adjournment

The committee adjourned at 3.30 pm

Minutes of Proceedings

Hearing No.13

Wednesday 21st August 2013, CIP Education Conference Room, Tulagi, Central Islands Province 2:00 pm

1. Members Present

Hon. Peter Shanel Agovaka, MP- Chairman

Hon. John Moffatt Fugui, MP

Hon. Douglas Ete, MP

Hon. John Maneniaru, MP

Hon. Johnley Hatimoana, MP

Apologies

Hon. Mannasseh Sogavare, MP

Hon. Andrew Manepora'a, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mrs. Jasmine Waleafea, Committee Secretary

Mrs Emily Kupenga, committee Secretary

Mr. Whitmon Tabiru, Principal Hansard Reporter

Mr. Stephen Hachi, Media Officer

Mr. Sunjay Dhari, ICT Officer

Inquiry into the Teacher Absenteeism

Public Hearing

Welcome remarks by the Premier of Central Islands Province

Witnesses, the public and media were admitted

The Chairman made a brief opening statement.

The Following witnesses were examine

- Mr. Lawrence Tiva, Student, Siota Provincial High School
- Mr. Fred Samora, Chairman, McMahon School Board
- Mr. Benjamin Boape, Chairman, Siro School Board
- Mr. Steward Tiva, Chairman, Doto School Board
- Mr. Gravis Sina, Student, Siro Community High School
- Mr. Robert Nongia, Chairman, Gela Ilau Community High School
- Ms. Fanny Lilomo, Student, McMahon Community High School
- Ms. Laisa Rova, Student, McMahon Community High School
- Ms. Muriel Manebona, Student, Siota Provincial Secondary School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Patrick Vasuni, Principal, Siro Community High School
- Ms. Margret Pule, PTA, McMahon School Board
- Mr. Mathias Kwaili, Student, McMahon Community High School
- Mr. Silas Sina, Student, McMahon Community High School
- Ms. Marilyn Hakalano, Teacher, McMahon Community High School
- Mr. Richard Sapia, Teacher, McMahon Community High School
- Ms. Margret Manele, Teacher, McMahon Community High School

The evidence concluded and witnesses withdraw

4. Adjournment

The committee adjourned at 6:30 pm

Minutes of Proceedings Hearing No.14

Thursday 22nd August 2013, CIP Education Conference Room, Tulagi, Central Islands Province 9:00 am

1. Members Present

Hon. Peter Shanel Agovaka, MP Chairman

Hon. John Moffatt Fugui, MP

Hon. Douglas Ete, MP

Hon. John Maneniaru, MP

Hon. Johnley Hatimoana, MP

Apologies

Hon. Mannasseh Sogavare, MP Hon. Andrew manepora'a, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mrs. Jasmine Waleafea, Committee Secretary

Mrs Emily Kupenga, committee Secretary

Mr. Whitmon Tabiru, Principal Hansard Reporter

Mr. Stephen Hachi, Media Officer

Mr. Sunjay Dhari, ICT Officer

Inquiry into the Teacher Absenteeism

Public Hearing

Witnesses, the public and media were admitted

The Chairman made a brief opening statement.

The Following witnesses were examine

- Mr. James Dick Veah, Teacher, Voloa Primary School
- Mr. John Mark Vili, Head Teacher, Bonarogu Primary School
- Mr. Mophet Lusa, Principal, Halavo Community High School
- Mr. John Koete, Teacher, Haroro Primary School
- Ms. Raena Ehonoda, Teacher, Marvin Primary School
- Ms. Lucy Lautalo, Teacher, Dala Primary School
- Ms. Mary Au'u, Teacher, Leitongo Primary School
- Mr. Joe Kulebe, Teacher, New Vunuha ECE
- Ms. Hellen Dalomae, Dep. Principal, Halavo Community High School
- Ms. Timothy Kiriau, Head Teahcer, Dala Primary School

The evidence concluded and witnesses withdraw

- Mr. Joseph Hangi, Teacher, Doto Community High School
- Mr. Simon Maekokomu Teacher, Siota Provincial Secondary School
- Mr. Thomas Beu, Teacher, Siota Provincial Secondary School
- Ms. Ethel Sulu, Tutor, Koete Rural Training Centre
- Ms. Emily Nagive, Teacher, Vuranimala Community High School
- Mr. Jeremiah Kake, Teacher, Taroniara Primary School
- Mr. James Vea, Teacher, Doto Community High School
- Fr. Patterson Tako, Teacher, Gela Ilau Community High School

- Mr. Peter Kobai, Teacher, Gela Ilua Community High School
- Mr. Alban Maekokomu, Deputy Principal, Vuranimala Community High School

The following witnesses were examined

- Fr. John Talsisi, Teacher, Polomuhu Community High School
- Mr. ohn Mark, Principal, Fly Harbour Community High School
- Mr. John Kava, Head Teacher, Nukufero Primary School
- Mr. Winnie Ratu, Teacher, Fly Harbour Community High School
- Mr. Wendy Ngina, Teacher, Community High School
- Mr. Michael Kent Sopamana, Teacher, Vatilau Primary School
- Mr. Andrew Niuausi, Principal (Acting), Nukufero Community High School
- Mr. Robert Irana, Teacher, Leitongo Primary School
- Mr. Tome Kiki, Teacher, Yandina High School
- Mr. Patrick Kaoni, Principal, McMahon Community High School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Ms. Eunice Kaumavi Agutu, Non-Formal Education officer, Central Islands Province
- Mr. Alfred Kasuni, Provincial Education Officer, Central Islands Province

The evidence concluded and witnesses withdraw

4. Adjournment

The committee adjourned at 6:15 pm

Minutes of Proceedings Hearing No.15

Wednesday 28th August 2013, Moreno Resort Conference Room, Tigoa, Rennell/ Bellona Province 9:33 am

1. Members Present

Hon. Peter Shanel Agovaka, MP-Chairman

Hon. John Moffatt Fugui, MP

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. Johnley Hatimoana, MP

Apologies

Hon. Mannasseh Sogavare, MP

Hon. Douglas Ete, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mrs. Jasmine Waleafea, Committee Secretary

Mr Wilson Orisi, Committee Secretary

Mr. Davidson Kukutu, Principal Hansard Reporter

Mr. Philemon Loe, Media Officer

Mr. Sunjay Dhari, ICT Officer

Inquiry into the Teacher Absenteeism

Public Hearing

Witnesses, the public and media were admitted

The Chairman made a brief opening statement.

The Following witnesses were examine

- Mr. Ramsey Saueha, Student, New Place Provincial Secondary School
- Ms. Fiona Tangata, Student, New Place Provincial Secondary School
- Ms. Nadia Hakataia, Student, New Place Provincial Secondary School
- Ms. Brinneth Teno, Student, Tupuaki Primary School
- Mr. David Taki'ika, Student, Tupuaki Primary School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Lence Tago, Premier, Rennell/ Bellona Province
- Mr. Michael Maine, Dep. Chairman, Tenua Primary School
- Mr. Dick Sau, Chairman, Kagua Primary School
- Mr. Adams Teika, Chairman, Kanaba Primary School
- Mr. Anthony Tauika, Chairman Mugibai Primary School
- Mr. John Haueke, Chairman, Moa Primary School
- Mr. Jonah Saumoana, Chairman, Vanua Community High School
- Mr. Ajilon Nasiu, Dep. Principal, New Place Provincial Secondary School
- Mr. Steward Puia, Chairman, Tahanuku Primary School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Jimmy Teosi, Head Teacher, Mugibai Primary School
- Mr. Paul Tetuha, Dep. Principal, Vanua Community High School
- Mr. Eric Saueha, Principal, Vanua Community High School
- Mr. Sanders Tuhamano, Head Teacher, Tuouaki Primary School
- Mr. Judith Teika, Head Teacher, Kanaba Primary School
- Mr. John Baiabe, Head Teacher, Tuhanuku Primary School
- Mr. Ridley Peseika, Teacher, Tupuaki Primary School

The evidence concluded and witnesses withdraw

4. Adjournment

The committee adjourned at 3:15 pm

Minutes of Proceedings Hearing No.16

Thursday 29th August 2013, Moreno Resort Conference Room, Tigoa, Rennell/ Bellona Province 9:30 am

1. Members Present

Hon. Peter Shanel Agovaka, MP, Chairman

Hon. John Moffatt Fugui, MP

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. Johnley Hatimoana, MP

Apologies

Hon. Mannasseh Sogavare, MP

Hon. Douglas Ete, MP

Secretariat

Mr. Celsus Talifilu, National Project Manager, UNDP PSP

Mrs. Jasmine Waleafea, Committee Secretary

Mr Wilson Orisi, Committee Secretary

Mr. Davidson Kukutu, Principal Hansard Reporter

Mr. Philemon Loe, Media Officer

Mr. Sunjay Dhari, ICT Officer

Inquiry into the Teacher Absenteeism

Public Hearing

Witnesses, the public and media were admitted

The Chairman made a brief opening statement.

The Following witnesses were examine

- Mr. Moses Tegheta, Dep. Principal, Tebaehe TRC
- Mr. Patrick Moa, Principal, Henua Community High School
- Ms. Melly Teno, Teacher, New Place Provincial Secondary School
- Mr. Francis Paikea, Principal, Henua Community High School
- Mr. Elton Puia, Dep. Principal, New Place Provincial Secondary School
- Mr. Ashley Tepuke, Head Teacher, Kagua Primary School
- Mr. Harry Teika, Head Teacher, Moa Primary School

The evidence concluded and witnesses withdraw

The following witnesses were examined

- Mr. Elton Kaitu'u, Teacher, New Place Provincial Secondary School
- Mr. Jenny Tangoeha, Teacher, Tupuaki Primary School
- Mr. Albert Kaipua, Principal, New Place Provincial Secondary School
- Ms. Judith Tauata, Teacher, TNT ECE School
- Ms. Jenny Puia, Teacher, Tupuaki Primary School
- Ms. Alice Noaika, Teacher, Vanua Community High School

The evidence concluded and witnesses withdraw

- Ms. Christina Nasiu, UNDP Provincial Advisor, Rennell/ Bellona Province
- Mr. Victor Tekobi, Provincial Administration Officer, Rennell / Bellona Province

- Mr. Eddie Teika, TVET Education Officer, Rennell/ Bellona Province
- Mr. Allan Taupongi, Provincial Education Officer, Rennell/ Bellona Province
- Mr. Adrian Tuhanuku, Deputy Provincial Secretary, Rennell/ Bellona Province

4. Adjournment

The committee adjourned hearing at 3:50 pm

Minutes of Proceedings Committee Hearing No:17

Monday 14th October, 2013, National Parliament Conference Room II, Honiara; 10:17 am

1. Members Present

Hon. Peter Shanel Agovaka, MP - Chairman

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. John Moffat Fugui, MP

Hon. Johnley Hatimoana, MP

Hon Douglas Ete, MP

Secretariat

Ms. Jasmine Waleafea- Committee Secretary

Ms. Vanessa Rodie-Committee Secretary

Mr. Whitmon Tabiru- Hansard Officer

2. Opening Statement

The Chairman of the Education and Human Resources Training Committee Hon. Peter Shanel made his opening remarks. The Chair inform the witnesses of the Parliamentary privileges.

3. Committee Hearing into Teacher Absenteeism

The witness appeared before the committee in the following order:

Group 1

- Ms. Blondie Sitobata Student, Ilia Primary School
- Ms. Kathleen Darowane Student, Ilia Primary School
- Mr.Eddie Asufaka Student, Ilia Primary School
- Mr. Robert Misimaka Student, Ilia Primary School
- Ms.Nancy Kosiko Head Mistress, Ilia Primary School
- Fr. Bobby Chuchuni Chaplain, Norman Palmer Primary School
- Ms. Stephanie Biliki Teacher, Lungga Primary School
- Mr. Frank Toata Head Teacher, Burns Creek Primary School
- Mr. George Tango Head Teacher, White River Primary School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Group 2

• Ms. Doris Gaga – Teacher, Koloale Primary School

- Delwin Patovaki Head Teacher, Kukum SDA Primary School
- Ms. Martha Tolia Deputy Principal, Mbokonavera Community High School
- Mr. Michael Afu Student, Mbokonavera Community High School
- Mr. Tome Fafe Student, Burnscreek High School
- Ms. Grace Taro Student, Burnscreek High School
- Mr. Heath Oti Principal, Burnscreek High School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Break for Lunch. Hearing resumes at 2:36 pm

Group 3

- Ms. Janine Simi Dean of Education and Humanities, Solomon Islands National University- SINU
- Dr Patricia Rodie Pro- Vice Chancellor Academic, SINU
- Mr. Donald Malasa Pro Vice Chancellor Corporate, SINU

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Group 4

- Ms. Ellen Gwali President, Solomon Islands National Teachers Association (SINTA)
- Mr. Samson Faisi Industrial Relations Officer, SINTA
- Mr. James Lalawa Chairman Branch, SINTA
- Mr. Ralph Suta Western Province Chairman, SINTA
- Mr. Stanley Taungenga Renbel Chairman

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

4. Adjournment

The hearing adjourned at 5:30 pm

Minutes of Proceedings Committee Hearing No:18

Tuesday 15th October, 2013, National Parliament Conference Room II, Honiara; 10:15 am

1. Members Present

Hon. Peter Shanel Agovaka, MP- Chairman

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. John Moffat Fugui, MP

Hon. Johnley Hatimoana, MP

Hon Douglas Ete, MP

Secretariat

Ms. Jasmine Waleafea- Committee Secretary

Mr. Davidson Kukuti- Hansard officer

2. Opening Statement

The Chairman of the Education and Human Resources Training Committee Hon. Peter Shanel made his opening remarks. The Chair informs the witnesses of the Parliamentary privileges.

3. Committee Hearing into Teacher Absenteeism

The witnesses appeared before the committee in the following order:

Group 1

• Mr. Emmanuel Kouhota – Chairman, Leadership Code Commission

The witness made his presentation before the committee. The committee questioned the witness based on evidences presented. Evidenced concluded.

Group 2

- Mr. Greg Hollis Head of School, Woodford International School
- Ms. Ann Thomas Principal, Chung Wah Primary School
- Ms. Eunice Tahuniara Deputy Principal, Chung Wah Primary School
- Mr. Allan Julevai Finance Officer, Chung Wah Primary School
- Ms. Lina Beuka Teacher, Zion Christian Academy
- Mr. John Beuka Supporter, Zion Christian Academy
- Mr. Clement Aitorea Principal, Tamlan School
- Ms. Alice Kaua Director, Tamlan School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Break for Lunch. Hearing resumes at 2:40 pm

Group 3

• Mr. Edward Ronia – Auditor General

The witness made his presentation before the committee. The committee questioned the witness based on evidences presented. Evidenced concluded.

Group 4

- Mr. Roland Sikua Teaching Service Commission, MEHRD
- Mr. Tom Rarakani Public Sector Policy & Procedure, Ministry of Public Service

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

Group 5

- 1. Mr. Norman Hiropuhi Ministry of Finance & Treasury (MoFT)
- 2. Mr. Harry Kuma MoFT
- 3. Mr. Oswald Nelson MoFT
- 4. Mr. Lyall Patovaki Salary Section, MoFT

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

4. Adjournment

The hearing adjourned at 5:25 pm

Minutes of Proceedings Committee Hearing No.19

Wednesday 16th October, 2013, National Parliament Conference Room II, Honiara; 10:19 am

1. Members Present

Hon. Peter Shanel Agovaka, MP Chairman

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. John Moffat Fugui, MP

Hon. Johnley Hatimoana, MP

Secretariat

Ms. Jasmine Waleafea- Committee Secretary

Ms. Arol Kimi- Hansard officer

2. Opening Statement

The Chairman of the Education and Human Resources Training Committee Hon. Peter Shanel made his opening remarks. The Chair informs the witnesses of the Parliamentary privileges.

3. Committee Hearing into Teacher Absenteeism

The witnesses appeared before the committee in the following order;

Group 1

- Mr. James Memua ACOM Education Secretary
- Mr. Joseph Pitakia SDA Education Director
- Mr. Joash Maneipuri SSEC Education Director
- Mr. Cypriano Nuaki Education Secretary, Archdiocese of Honiara
- Mr. Brendan Schollum Mahitahi Volunteer, Archdiocese of Honiara
- Mr. Charles Kelly Honiara City Clerk, Rep. HCC Education Authority
- Mr. Jess Hou Principal, Tuvaruhu Community High School
- Fr George Iniomea Chaplain, St. John Community High School
- Mr. Abel De Niumaoma Head Boy, St. Nicholas School
- Ms. Elizabeth Taora Head Girl, St. Nicholas School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Adjournment

The hearing adjourned at 1:17 pm

Minutes of Proceedings Committee Hearing No.20

Thursday 17th October, 2013, National Parliament Conference Room II, Honiara; 10:19 am

1. Members Present

Hon. Peter Shanel Agovaka, MP - Chairman

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. John Moffat Fugui, MP

Hon. Johnley Hatimoana, MP

Secretariat

Ms. Jasmine Waleafea- Committee Secretary Ms. Esther Turangaluvu- Hansard Officer

2. Opening Statement

The Chairman of the Education and Human Resources Training Committee Hon. Peter Shanel made his opening remarks. The Chair informs the witnesses of the Parliamentary privileges.

3. Committee Hearing into Teacher Absenteeism

The witnesses appeared before the committee in the following order;

Group 1

- Ms. Florence Kanijama Principal, Turarana Community High School
- Mr. John Marahare- Principal, Lunga Community High School
- Mr.Nathaniel Mara Teacher, Bemutu Primary School
- Mrs. Dorothy Marahare Teacher, Lunga Community High School
- Ms. Margret Lefu Teacher, Kolona Primary School
- Ms. Maria Norua Head Teacher, Talaura Primary School
- Ms. Berlyn Manepasege Head Teacher, Nugulathi Primary School
- Mr. James Sikua Deputy Principal, Numbu Community High School
- Mr. Frank Panda– Principal, Kulu Community High School

Group 2

- Mr. Matthias Sale Chairman, Gilo Primary School
- Mr. John Modesto Deputy Principal, Nguvia Community High School
- Ms. Annethe Tobani Principal, Sir Jacob Community High School
- Ms. Melvah Kennedy Head Teacher, Sali Primary School
- Mr. Joseph Bage Teacher, Turarana Primary School
- Mr. Rodney Matthias Principal, Bolale Community High School
- Mr. Gibson Apusae- Principal, Tenakoga Community High School
- Mr. Micah Forau

 Deputy Head Teacher, Susu Primary School
- Ms. Linda Leua Deputy Head Teacher, Kobito Primary School
- Mr. Robert Kennedy-Senior Teacher, Gilo Primary School
- Ms. Martha Rex Ngalibiu Primary School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded.

Lunch Break and the inquiry commences at 3:00 pm

Group 3

- Ms. Annette Akala Head Teacher, Bola Primary School
- Mr. Steven Totorigo Head Boy, Ruavatu PSS
- Ms. Annie Tola Head Girl, Nguvia Community High School
- Mr. Reggie Pitisopa Head Boy, Selwyn College
- Mr. Fox Qwaina Principal, Selwyn College
- Ms. Loretta Sanga Head Girl, Tenakoga Community High School
- Mr. Lipog Palua Head Boy, Bubunughu Community High School
- Mr. Robert Kekedo Chairman, Lambi Community High School
- Sister. Veronica Boki Principal, Visale Community High School
- Mr .John Wesley –Head Teacher, Marara Community High School
- Fr. John Manimala Principal, Longukaoka Community High School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

Group 4

- Ms. Nerida Sifoni Dep. Head Teacher, Tanakuku Primary School
- Ms. Florence Atu Teacher, Gifu Primary School
- Mr. Peter Tero Head Teacher , Titinge Primary School
- Mr. Vincent Hanasiki Head Teacher ,Kaekae Primary School
- Mr. Sylvester Vaoro Chairman , Marauipa Primary School
- Mr. Nayden Mostyn Principal, Kopiu Community High School
- Ms. Joyce Bolake Teacher, Kolobaubau Primary School
- Ms. Gloria Goevania Head Teacher, Makaruka Primary School
- Mr. Chillion Nafo Principal, Avu Avu PSS
- Ms. Stella Laku Head Girl, Avu Avu PSS
- Ms. Dorcus Silas Head Teacher, Sughu Primary School

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

Adjournment

The hearing adjourned at 5:54 pm

Minutes of Proceedings

Committee Hearing No.21

Friday 18th October, 2013, National Parliament Conference Room II, Honiara; 11:15 am

1. Members Present

Hon. Peter Shanel Agovaka, MP Chairman

Hon. Andrew Manepora'a, MP

Hon. John Maneniaru, MP

Hon. John Moffat Fugui, MP

Hon. Johnley Hatimoana, MP

Committee Secretary

Ms. Jasmine Waleafea- Committee Secretary

Mr. Whitmon Tabiru - Hansard Officer

2. Opening Statement

The Chairman of the Education and Human Resources Training Committee Hon. Peter Shanel made his opening remarks. The Chair informs the witnesses of the Parliamentary privileges.

3. Committee Hearing into Teacher Absenteeism

The witnesses appeared before the committee in the following order;

Group 5

Mr. Amson Atu – Principal , Kuma Community High School

Mr. Eddie Gideon – Principal, Chapuria Community High School

Mr. Samson Vacha - Head Teacher, Kolina Primary School

Ms. Pricilla Keke - Teacher, Chocho Primary School

Ms. Mary Kasale - Head Teacher, Babanakira Primary School

Mr. Christopher Leamana - Principal, Wanderer Bay Community High School

Mr. Paul Liulave - Principal, Tangarare Provincial Secondary School

Mr. Patrick Nigel - Head Boy, Tangarare Provincial Secondary School

Mr. John Chris Inu - Chairman, Talaura Primary School

Mr Casper Kokoluvia - Chairman, Solosia Primary School

Mr. Thomasina Rugulonga – Teacher, Tiaro Primary School

Group 6

Mr Joshua Leitavua – Chief Education Officer, Guadalcanal Province

The witness made his presentation before the committee. The committee questioned the witness based on evidences presented. Evidenced concluded.

Lunch Break and the inquiry resumes at 3:00 pm. The Ministry of Education Human Resource Development proceeds hence.

Group 3

- Mr. Tim Ngele Under Secretary Professional Admin
- Mr. Rolland Sikua Director, Teaching Service Division
- Mrs. Constance Nasi Director Inspectorate
- Mr. James Bosamata Director Teacher Training Development Division
- Mr .Merton Taota CEO Inspectorate Secondary
- Mr. Clezy Rore Undersecretary Admin

The witnesses made their presentation before the committee. The committee questioned the witnesses based on evidences presented. Evidenced concluded

Adjournment

The hearing adjourned at 4:11 pm

Minutes of Proceedings Committee Hearing No: 22

Thursday 14th November 2013, Conference Room II Room, Parliament House, 11:30 am

1. Members Present

Hon. Peter Shanel Agovaka, Chairman Hon. Andrew Manepora'a, MP Hon. John Maneniaru, MP

Apologies

Hon. Johnley Hatimoana, MP

Secretariat

Mrs. Emily Kupenga – Committee Secretary Mr. Jefferson Hallu- Committee Secretary

Mr. Marson Lilopeza- Director Committees Mr. Whitmon Tabiru- Principal Hansard Reporter

Mr. Sunjay Dhari - ICT Officer

Audience with Education Act Review Task Force

Chairman and members of the Taskforce were admitted

The Chairman of Education & Human Resources Training Committee firstly made an apology to the Task Force committee for bad time management in that this meeting started very late. The Chair then clarified the purpose of the meeting and invites the Chairman of the committee to make a statement.

The Chairman of the Task Force, Mr. Gabriel Taloikwai introduced his team;

- Mr. Gabriel Taloikwai- Chairman- Education Act Review.
- Mr. Tione Bugotu- Member Act Review
- Mr. Kendrick Sanga "Mr. Walter Tesuatai "
- Ms. Josephine Kama "
- Mr. Johnson Fangalasu'u "

Each member of the team then made brief presentations on the review to the committee. The committee question the taskforce team based on presentations given. Evidence concluded.

4. Adjournment

The meeting adjourned at 1:30 pm

Appendix 4: Functions of Eductaion Authorities

G. Roles and Functions of Education Authorities

Each Authority shall ensure that the requirements of the Act and any requirements of the Minister or Ministry made in accordance with the Act are complied with in respect of each school for which it is responsible. Consistent with Section 12 of the Act, the functions of an education authority, in addition to those stated in the Act include:

- 1. To provide land, buildings, facilities, financial resources and amenities and carry out infrastructure development for the establishment and maintenance of schools registered under the Authority.
- 2. To prepare bi-annual financial and narrative reports, annual budget and work programmes, manpower establishments and budgets for submission to the Ministry.
- 3. To monitor the completion of the SIEMIS-forms by its schools and ensure timely submission (before 31st of March) each year to the Ministry.
- 4. To advertise teaching vacancies, recruit and deploy staff as and when required.
- 5. To regularly visit all schools at least once a year under their authority and to assist or advise in all school matters and in particular monitor the appropriate implementation of the curriculum and the performance of teachers.
- 6. Monitor the development, annual review of a whole school development plan and assist with the management of grants and grant reporting.
- 7. Ensure that a consolidated retirement report for all schools under their authority is submitted to the Ministry on time to guarantee an uninterrupted flow of grants to the schools.
- 8. To investigate teachers who are in breach of code of professional conduct and take disciplinary action where required.
- 9. To recommend teachers to the National Teacher Training and Development Committee for further in-service studies or short-term professional development courses.
- 10. To provide advisory service to schools.
- 11. To liaise with the Ministry and the School Committee and Board in all matters relating to the development of their school.

(Source: Solomon Islands Teaching Service Handbook

December 2011)

Appendix 5: Roles and Functions of School Committees and Boards

School Boards operate at the school level, and currently they function under different names e.g. School Committee, School Council, School Board or Board of Governors. For the purposes of this handbook and for consistency with other education sector policies, these bodies are called School Committees (for primary schools) or School Boards (for secondary schools).

Head Teachers or Principals are responsible to the Authority for leading and administrating their schools. Part of their responsibility is to ensure that they work cooperatively with the School Committee or Board to ensure planning, budgeting, monitoring, reporting and communication to the wider community is well arranged for.

Education Authorities may delegate additional functions to School Boards and School Committees; however, their main functions shall include:

- 1. To provide a governing body to the school.
- 2. The basic functions of the School in good collaboration with the (deputy) head teacher or principal are:
- To govern the school as delegated from the Education Authority;
- To approve and endorse school policies;
- To recommend school fees and contributions and get approval from the Education Authority
- To endorse rules and regulations including disciplinary recommendations from the Disciplinary Sub-committee through the Head Teacher or Principal;
- To promote community support for the school;
- ⊚ To develop every three years a school development plan and annually review the plan;
- To prepare bi-annual financial reports and budgets of all school finances of the school, reporting to parents, guardians, the Education Authority and Ministry;
- To monitor the implementation of the school development plan;
- To monitor school management, teachers' and children attendance;
- To monitor students' behaviour and collaborate with the head teacher or the principal on disciplinary matters for students
- To monitor financial management of school grants and encourage transparency in financial reporting;
- To liaise with Inspectorate and Education Authorities and to co-monitor the appropriate implementation of the curriculum, school hours and infrastructure, health and environmental standards;

- To organise regular school committee or board meetings (minimum of 4 times per year) and write minutes;
- To convene meetings of parents and guardians to deal with matters relating to the school;
- To monitor and report any cases of inappropriate, non-professional behaviour of teaching staff and corruption to the Education Authority and to report to the police serious cases of misbehaviour;
- To be responsible for school land registered under the Trustees of the Board;
- To seek funding in aid of the school from sources outside of the education authority and SIG;
- © To liaise with the education authority and the SIG on matters relating to the school;
- To assist with the selection of teachers.

(Source: Solomon Islands Teaching Service Handbook December 2011)

Appendix 6: MEHRD's Reponse to Recommendations from Auditor General's Report

Ministry Response to the Report

The response by the Ministry of Education and Human Resource Development is reproduced in full below:

Good clear report and we agree with most of the recommendations, though we think that the report presents teacher absenteeism mainly as an administrative and management problem. However, teacher absenteeism is far more complex than it seems in first instance.

In the latest Annual Joint Review July 20 and 21, we discussed this as in a more comprehensive manner. Many factors and actors play a role in the causes of teacher absenteeism. Motivation is one of the main causes and this is dependent on a mix of factors such as low salary, late payments, administrative problems, no career perspective or encouragement from the education and public service system to perform better, few opportunities for in-service training, difficult living and working conditions in the rural areas, distance etc. This means as long as these causes are not seriously tackled, it would be almost impossible to improve teacher attendance. yes, the administrative and supporting mechanisms to encourage a teacher to perform better are within our control, but not the general living and working conditions for most teachers. We therefore think, teacher absenteeism needs a more comprehensive, joint and creative approach in which different Ministries (such as Public Service, Provincial Government, Finance), Education Authorities, schools and teachers and community members should all actively involve themselves. This almost needs an awareness and mobilization of the whole country. Only administrative solutions will not work.

A few new and alternative approaches could be the following:

Start an experiment in a few schools that are allowed to address the problem themselves.

Reward those schools with the best solutions and education results.

- Allow head teachers and school boards to set their own locally appropriate timetables which can take account of all the other things that teachers need to do with their time in that environment under the condition that the school takes full responsibility for delivering the syllabus and preparing students for the national tests
- Organise a simple campaign. Start talking to the absentees about this and tell them that we know what's going on and ask them for the best solutions. Utilise radio, newspapers and organise a national debate to bring this negative behaviour into the public eye and encourage communities to set higher expectations, find solutions and provide better support to the teachers of their children.
- Some IT-solutions might be piloted as well. The use of mobile phones by Education Authorities and school committees/ boards to collect attendance reports on a daily basis. Even the payment of teacher salaries could be transferred to 'mobile wallets' in their phones. This technology is already in the villages in Malaita and elsewhere, is owned by the stakeholders - parents and teachers - and is simple to use.

MEHRD Reactions to the Recommendations

The MEHRD response to the individual recommendations is provided in the table below.

Recommendation No.1

OAG recommends that MEHRD should

d)Simplify its organisational structures where possible

- e) review the necessity of all current Education Authorities; and
- f) give serious consideration to the possibility of streamlining the education system by centralising responsibility for all education matters in a single ministry

Agreed with recommendation

- The Ministry is already implementing its education sector structure review (ESSR); 4 pilots supported by a Change Manager will be implemented to improve education services by selected Education Authorities (EA's).
- List of performance criteria to be provided to all EA's.
- Sufficient funds and facilities need to be provided to EA's, not only from central government but also from provincial government

Within the ESSR strengthening of the Makira & Western province and SSEC & COM Church Authority's will take place. The Ministry will base its decision to (de)centralise on the capacity of EA's and actual performance of ENs. The general aim is to decentralize and gradually hand over more responsibilities to ENs which are capable to reduce the work load of Teacher Service Division (TSD), but where capacity is inadequate TSD will maintain its role in teacher recruitment, payment and budgeting.

Recommendation No.2

OAG recommends that MEHRD and the Education Authorities should place greatly increased emphasis on appropriate resourcing and streamlining of administrative processes for resolving teacher conditions of service matters

Agreed

- HRD/Admin division plans to undertake more visits to all provincial education authorities in 2012
- HRD/ Admin division will organise trainings on Code of Conduct, staff appraisals, computer training in provincial ENs
- Change Managers (international and local) are recruited to strengthen at least 4 piloted areas in particular in the area of teacher management

Documentation is needed from school level (school committees, boards) to EA's on teacher performances. This is already part of new policies to support the Inspectorate.

Recommendation No.3

OAG recommends that MEHRD should collect accurate absenteeism data across all provinces in order to fully understand the extent of the teacher absenteeism problem and to highlight areas most requiring corrective action.

Agree with recommendations

The Ministry will announce to all EA's:

- 2-Weekly collection of teacher attendance data by EN s from all schools
- Monthly summary Reports to be submitted by EA's to TSD/Ministry
- Ministry and EA's must act on most serious cases

Recommendation No.4

OAG recommends that MEHRD should enforce a policy whereby all schools maintain an accurate and complete register of daily attendance by all teachers and that the actual time teachers spend working at school

Agree with recommendation

- Issue of attendance register already captured in Teaching Service Handbook (TSHB).
- Actions to be taken by EA's after every 15th days, including on the accumulated absenteeism up to 15 days as stated in TSHB. (dismissal).

each day be recorded.

Recommendation No.5

OAG recommends that MEHRD should:

- d) enforce a policy whereby all schools are required to report fortnightly to the relevant. Education Authority on unauthorized teacher absences:
- e) ensure that Education Authorities act on the absence reports and forward their decisions to MEHRD; and
- f) act on the absence reports by with holding teacher salaries for unauthorized periods of absence from school.

Agree with recommendations

- The Permanent Secretary informs all teachers regarding the teacher absenteeism issues raised through a Press Statement.
- EA's will be monitored by MEHRD on their adherence to monthly submit summarized attendance reports to TSD/ Ministry. MEHRD can withdraw right of EA's in cases of non-performance.
- Agreed; TSDs and in good coordination with EA's which are the employers will follow up on most serious cases and report this to payroll staff in Ministry of Finance and Treasury.

Recommendation No.6

OAG recommends that MEHRD should fully resource its Inspectorate and Monitoring Division and that it should endeavour to complete a full cycle of school inspections each year.

Agree on recommendation

- Contact visits to schools are now tasked to EA's
- Ministry expects also collaboration from Ministry of Public Service to allow for the recruitment of some extra staff for the Inspectorate
- The Inspectorate should focus on meeting clear targets and increase the number of visits, assessments and whole school evaluations. School committees/boards, head teacher and principals are now already part of this inspectorate system and have a clear role in monitoring and reporting on teacher attendance.

Professional Divisions in the Ministry (such as for ECE, Primary, Secondary, TVET) should prioritise the monitoring of teacher attendance and assist the Inspectorate.

Recommendation No. 7

OAG recommends that Agree with recommendation MEHRD should undertake the following policy review actions:

g) amend section 11.4.1 of the Teaching Service Handbook to require all primary schools to record the actual time teachers spend at school;

h)revise the policy on the payment of teacher's annual leave travel expenses to reflect any changed responsibilities and amend section 13.1.2 of the Teaching Service Handbook accordingly;

- i) OAG recommends that arrangements for payment of Teachers Travel Allowances be appropriately identified well in advance each year to ensure that teachers are paid only their entitlement in a timely manner and that appropriate controls be enforced including:
- Establishing an appropriate disbursement method which ensures that the intended

Agree with recommendation

- Consultation will take place soon with all EA's (both church, private & public) to look at all issues from (a e)
- TSHBK review currently in progress and will include most of the recommendations proposed
- Policies and interim agreement with SINTA (for 50% SIG and 50% EA- support) need to be discussed and revised (item for consultationwith EA's)
- EA's to meet Performance criteria for Setting up and managing a professional education office with clear responsibilities for teacher management (they are the employer). The PS of MEHRD holds the right to de-register those EA's that don't perform and don't meet the performance criteria (see recommendation 1).

recipients receive their entitlement

- Making alternative arrangements for distributing the moneys other than through individual officers personal accounts
- Verifying entitlements and formulating the annual budget well before Christmas vacation period commences
- i) undertake steps to provide a more equitable receipt undertake steps to provide a more equitable receipt by teachers of allowances paid by different Education Authorities and clarify responsibilities for the provision of the various allowances to teachers in the Teaching Service Handbook;
- k) tighten the requirements of the compassionate leave policy and reinforce its requirements with all Education Authorities and Head Teachers, particularly in respect of the period of leave and the interpretation of an immediate family member; and
- ensure that all primary schools and new teachers have access to an up to date copy of the Teaching Service Handbook.

- Agreed; however this needs strong collaboration with EA's who are employers
- Legal definition of entitlements needs to be sought from AGC
- Agreed, there should be stricter monitoring by EA's on the adherence to TSHB regulations on this matter.
- Ministry will tighten the rules on this matter in the revised TSHB.

Agreed

Recommendation No. 8

OAG recommends that the MEHRD and EA's should foster a professional culture in teachers and ensure that those teachers without a professional qualification are provided with supplementary training which covers their ethical responsibilities.

Agreed with Recommendation for both MEHRD & EA's.

- Short in-service training Induction trainings/refresher course to be scheduled during term breaks.
- Induction trainings to be undertaken by MEHRD's professional divisions for teachers at SOE.
- Train all EA's in these matters.
- SoE to take on board professional studies in the pre-service training.

Recommendation No. 9

OAG recommends that MEHRD and EA's should enforce a policy whereby all teachers must return to their schools in time to commence classes at the beginning of week one in each academic year.

Agree with recommendation for both MEHRD and EA's.

- Confirmation of posting to be concluded by end of year by F Δ's
- Teachers to be at school a week before academic year starts.
- Attendance forms should include start before academic year and also continue to be filled in precisely for periods after examinations (SISE, SIF3, SISC).
- These agreements will be part of the revised TSHB.

Recommendation No. 10

OAG recommends that MEHRD should initiate discussions with the banking sector to expand its banking service in the provinces and should actively pursue the feasibility of sending out pay teams to some of the more remote areas, to reduce the need for teachers to travel long distances to collect their pay.

Agree with recommendation, however

 Permanent Secretary to follow up with Ministers (Ministerial level) and Permanent Secretaries to collaborate with MoFT, MPGIS, MPS& RDIA on this financial service and banking issue.

Recommendation No.11

OAG recommends that MEHRD should provide supplementary funding for the construction of additional teacher housing at

Agrees with recommendation

 Co-sharing between EA's & Community and central Government in the provision of teacher housing need to be reestablished and strengthened by policies, annual work

those schools most in need and help co- ordinate the construction of teacher housing with local communities.	programmes and good communications between the different state actors. • Roles & responsibilities in this matter to be shared with Ministry of Provincial Government and Institutional Strengthening (MPGIS), Ministry of Development Planning (MDP) and Ministry of Infrastructure Development, MID • Provinces should prioritise teachers 'most in need' and to include these projects in annual work or provincial education action plans and link these to budgets and funding from different resources.
Recommendation No.12	Agree with recommendation
OAG recommends that MEHRD should initiate a dialogue with the Ministry of Infrastructure Development to improve the transport and communication infrastructure requirements of schools	Dialogue is indeed needed and joint planning with MID & MEHRD



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