

MEHRD Performance Assessment Report

2006-2013

November 2013

Acknowledgement

The Performance Assessment Report (PAR) previously known as the Performance Assessment Framework (PAF) is a product of a cooperative effort by the Planning Division and other Divisions in MEHRD with the support from the Australian and New Zealand Governments through their aid programs. The indicators used in this report were compiled by the MEHRD Planning Division with the support from UIS-AIMS, SPC and NZAid. The PAR is aligned with the 2013-2015 National Education Action Plan and the international Education For All and Millennium Development Goal 2 (To achieve universal primary education) and Goal 3 (To promote gender equality and empowering women).

The 2013 PAR uses a new reporting format. We report on enrolment and staffing data from 2006. This longer series of data shows trends for consistency or any irregularity in reporting this statistical information over the years. It also provides comment on Solomon Islands Education Management Information System (SIEMIS) data reliability and accuracy. Financial data is reported for a slightly shorter timeframe. Previous PAF reports only provided three years of data.

The PAR is a statistical report that uses as its core information from the annual school census data stored in the SIEMIS. Population data, student performance information and financial information is also included. The SIEMIS has the current and historical data for all education subsector levels except for tertiary level and includes: Early Childhood Education, Primary, Secondary and the Technical Vocational Education and Training.

The School Head Teachers, Principals and Education Authorities are acknowledged for submitting to MEHRD all the distributed school census forms which have been updated annually by this huge national data collection process. Appreciation is also given to the MEHRD Planning Division for their input of data from the school census forms and for taking the leadership in the production of this document.

Special gratitude is given to Dr. Ian Cosier, an Independent Assessor and Scot Pontifex from Secretariat to Pacific Communities (SPC) for supporting the Planning Division in the finalisation of the 2006-2013 Performance Assessment Report.

Though there are still numerous challenges exists in MEHRD to achieve its three overarching goals on Access, Quality and Management, the main message in this Performance Assessment Report 2013 is that we have made considerable progress with access at all levels with increased number of children going to school over this reporting period 2006-2013. Early Childhood (17.7%), Primary (22.1%), Junior Secondary (59.6%) and Senior Secondary (77.5%). However, there is a need for more effective and efficient allocation and usage of resources to improve quality and management at all sub-sector levels. **There is a need that all actors in the Education Sector at the National, Provincial, Education Authority, School and Community levels to collaborate and provide the necessary support and**

assistance to improve the education of our children. It is very important that we work together in a team spirit and avoid being confined to departmental settings to achieve more. Let this report be our tool for better monitoring to ensure achievement of our short and long term goals and also to assist better quality planning, decision making and policy development.

Dr. Fred Isom Rohorua

Permanent Secretary

Ministry of Education and Human Resources Development

Key Messages of Performance Assessment Report 2006-2013

Challenges and Issues

ECE

- The data has indicated that there is low participation at the ECE level. It seems that there is not enough space available to accommodate all ECE statutory age children. The geographical distance from ECE centres and low government financial support to ECE may also have contributed to this low participation. The summary graphs on pages 46-48 clearly indicate this scenario. There is very low participation for the age 3-5 years for this whole reporting period and there seems to be no progress being made over this period.
- SIEMIS data returns show that only a few ECEs have water and sanitation facilities, the most essential important service that this age group needs.

Primary

- Though the Basic Education policy was adopted in 2009 it has not been comprehensively implemented. A key aspect of this policy was to phase out the prep component from the primary education level. About 87.7% (636) of primary schools still offer prep with the total enrolment of 23,282 pupils in 2013. About 18.8% of the total enrolment in Primary Education is at the Prep Level.
- The low performance in literacy and numeracy of primary pupils in year 4 and 6 as indicated in the SISTA results is a critical issue that also needs to be addressed. These results show that a focus on improving student learning outcomes needs to continue, and that increased effort and resources needs to be put into the basic education sector in the Solomon Islands.
- The changes in population growth, student access, retention, repeat rates, and moving to the correct age are all factors which have implications for capital works and teacher supply and demand.

Secondary

- The participation indicators (GER, NER, Transition Rate) for the Secondary level indicate that there is not enough space available at both the Junior Secondary and Senior Secondary Education level to accommodate all children currently enrolled in Primary.

- The summary graphs on pages 46-48 also denotes that there is less support provided for the Secondary Sector especially the Senior Secondary level by the decline in the participation of age 16-19 in schools. This brings into question the issues associated with school, student and teacher supply and demand. There is more demand for higher education but there is not enough supply available to meet this demand in terms of space and other resources.

Management

- There is a need to improve the execution of the development budget (472). By comparison, the development budget execution is quite low compared to the recurrent (272) and the budget support (372). This has resulted in late and no implementation of some development projects.
- The linking of the PAR to MEHRD Strategy and Operational Policy ensuring that emerging strategic priorities are included in annual operational planning and accountability systems
- The timeliness and comprehensiveness of SIEMIS returns is required to allow the production of the PAR on time and for it to be used for decision makings and sub national data analysis to assist provincial governance and Educational Authorities.
- The need for more comprehensive and useful measures to identify teacher quality and to measure school leadership and effective community partnerships.
- Incorporation of the tertiary and technical vocational data analysis in the Performance Assessment Report.
- Some important MEHRD data such as the Inspectorate data, establishment data, scholarship data, teacher development training data, curriculum resources distribution data are only stored in spread sheets which is very vulnerable for being lost and may affect the reporting of this information for planning and decision making.

Recommendations

ECE

- The ECE policy should be reviewed and the Government should provide more support for this sub-sector since it is the initial starting base for the primary and upper education levels. ECE provides the foundation for students to be ready for school. If this sub-sector is not stabilise and the issues surrounding the ECE in terms of access, teachers, resources, finance and community supports are not addressed then the issue of overage and late starters at the entry year at primary level will continue for some more years.
- All ECE centres and possible places that ECE centres can be established in the Solomon Islands should be mapped. This shall provide information for better planning for the ECE sub-sector.
- Research should be conducted to investigate the possible causes of the low participation at the ECE sub-sector level so that appropriate strategies can be developed and put in place to address the issues that the ECE-Subsector is facing.
- The ECE centres should have proper and better sanitation providing healthy environments that meet the needs of all young children.

Primary

- The policy/ implementation issues associated with Prep needs to be resolved because they have funding, staffing and infrastructure impacts which also have flow through impacts across many areas of the education portfolio. There is a need to get a much clearer direction to address this issue because this move will affect the availability of space, curriculum resources and transition between the prep curriculum to year 1 curriculum, teacher competencies and policy areas then a research should be conducted to clearly identify what strategies to take as the way forward. Some of the possible alternatives that can be considered with the prep component in primary include:
 - Legalise the prep component to become the first year in Primary and that the primary education level to have 7 years of schooling.
 - Omit the prep from the primary by 2014 by moving all children in year 3 ECE and Prep in 2013 to year 1 primary in 2014.

There should be enough space at year one in all primary education level to accommodate this. All Education Authorities will need to take note of this and be directed as stipulated in the Basic Education Policy. If some schools have prep and not ECE then change the name of the prep component to ECE. When the ECE policy is reviewed it should provide provisions to accommodate this transition.

3. Transfer school age Prep students into Standard 1 within their existing schools and transfer students below school age to ECE programs. This would then be 6 years of primary schooling.

- There is a need for a research to be conducted on what factors influence the performance of students in Literacy and Numeracy in Primary schools in Solomon Islands to identify clear strategies to improve literacy and numeracy.

Secondary

- There is a need to provide more infrastructures at the Senior Secondary Education level to provide adequate space for the current demand.
- Assessment has to be done on the space availability and particularly on infrastructure at the Senior Secondary level to improve on enrolment in the future.

Management

- Preparation and proper planning should be done on time with the respective Ministries to avoid lateness and running out of time to improve on the execution of the development budget.
- Ensure that sub-sector policies and other policy development and implementation is included in future PAR reports.
- The Planning Division should be well coordinated with other Divisions, MEHRD Management and other important stakeholders so that the SIEMIS data can be used for planning, decision making and reporting. This link needs to be strengthened with clear understanding and directions to make informed decisions based on data.

- A data quality assurance output should be factored in the National Education Action implementation Plan for 2014 to check on school enrolments. This will further enhance the quality of data provided by schools which will correctly inform decision makers of the real sub-sectoral needs.
- Ensure that the PAR is reliable, accurate and has a wider coverage of the important key indicators that replicates the need of the Ministry to make productive and fruitful decisions. The PAR should be made available to all stakeholders when it is needed.
- Some issues identified from the PAR should be well monitored and researched to provide the correct evaluation reports to develop right strategies to address these issues.
- This quantitative report should be complimented by other qualitative reports such as the inspectorate reports and other monitoring and evaluation reports to clearly identify the historical and current status of the Ministry of Education implementation progress. This will provide clear information and direction for the future of the Ministry.
- The challenges and difficulties faced in reporting the Tertiary, TVET and curriculum resources information for decision making should be addressed. Since the SCOHAR is no longer working, an effective and efficient information system should be created to support the tertiary sector to store all management and scholarship information. The technical problem encountered with entering the TVET SIEMIS forms should be attended to immediately to enter this sector data for reporting and decision making purposes.
- A parallel Education Management Information System (EMIS) to the SIEMIS is needed to replace the current pineapple software to ease the difficulty in decentralizing it at the Education Authority level. The information system should be driven by the monitoring and Evaluation (M&E) needs rather than the system driven the M&E needs. This will allow flexibilities in amending the system to collect data on our changing needs which should be reflected as indicators.

- An EMIS policy should be developed to provide guidance and procedures for all important data source from the collection process to data analysis and information dissemination for better decision making across the education sector. An Output for the development of the EMIS policy should be incorporated in the 2014 National Education Action Implementation Plan.
- Information System (s) should be developed to store the scholarship data, the Inspectorate monitoring qualitative data and the Human Resources Establishment data. These data sets are important to compliment the SIEMIS, ATLAS, Teacher Master File and the financial data stored in the Mind Your Own Business software to have a clear information baseline to plan and make decisions in the Education Sector.

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Acronyms and Abbreviations

ASER	Age Specific Enrolment Rate
ATLAS	Assessment of Teaching Learning Administration System
CHS	Community High Schools
ECE	Early Childhood Education
EFA	Education for All
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
JS	Junior Secondary Education
MDG	Millennium Development Goals
MDPAC	Ministry of Development Planning and Aid Coordination
MEHRD	Ministry of Education and Human Resources Development
MoFT	Ministry of Finance and Treasury
NER	Net Enrolment Rate
NIR	Net Intake Rate
NESU	National Examination and Selection Unit
NSS	National Secondary School
PAR	Performance Assessment Report
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
SE	Secondary Education
SIEMIS	Solomon Islands Education Management Information System
SIF3	Solomon Islands Form 3 Examination
SISC	Solomon Islands Secondary Certificate

SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Test of Assessment
SPBEA	Secretary to Pacific Board of Education Assessment
SPC	Secretary to the Pacific Communities
SS	Senior Secondary Education
UIS-AIMS	UNESCO Institute for Statistics- Assessment, Information Systems, Monitoring and Statistics

Introduction

The Performance Assessment Report 2006-2013 (PAR) provides the national progress in correlation with the international agreements to achieve the EFA and Millennium Development Goals (MDG's, 2 and 3) and to identify the areas of improvement in the Solomon Islands Education Sector to offer good and relevant learning opportunities for all children, youths and adults in the Solomon Islands.

The purpose for developing the PAR is to facilitate the monitoring of the general progress of the National Education Action Plans and the Sector Wide Approach education programmes as incorporated in the longer term plan, the National Education Strategic Framework 2007-2015. The PAR was developed on the basis of a comprehensive set of agreed indicators related to all the main expected outputs and outcomes of the three overarching goals of the Education Sector. Access, Quality and Management in accordance to the Education For All and Millennium Development goals.

The PAR aims to give a 'quick scan' of the education sector progress towards the level of achievements of the three main goals in the medium term plans, the National Education Action Plans. It also helps the Ministry to identify and locate existing gaps and challenges related to planning, decision making and policy areas in access, quality and equity and management, and to focus on disadvantaged and underserved areas in the Solomon Islands.

The data captured in the school census forms for sub-sector levels ranges from general information about school; statistical data about student enrolment that includes repeaters, drop outs, transfers and grade progression; teacher and teacher training; statistical data about schools and classroom facilities and other education resources.

By using 2009 population census data as the baseline for all participation indicators, it clarifies some of the doubts that we have about the irregularities and differences reported on NIR, GIR, NER, GER in the previous PAFs.

We also realise that the PAR (as a summary report of data) and SIEMIS and ATLAS (the complete database) as statistic tools, they are not sufficient to understand all details of the progress and challenges in the education sector. Qualitative analysis of the quality of education is very much needed. In order to provide more data and information on the quality of teaching and learning in the schools, more classroom observations, assessments and research is needed.

Though the PAR can be still improved in terms of data quality, this year is the first time that the current year is included in the report. Corrections of some assumptions are highly likely to impact on future reporting of SIEMIS data. This 2013 performance assessment report should be regarded as the end of a consistent time series of activity measurement since it still include the prep as the first year in the Primary Education level.

We hope that this PAR 2006-2013 will be used by all Ministry staff and other stakeholders to measure general progress. We also hope that it will encourage staff to utilise data for more

result oriented reporting and planning. In the meantime we will make an effort to ensure that all important indicators that report the MEHRD progress are incorporated in this report and are factored in the newly revised school census form which will be used at a later stage in the near future. I wish you all a decisive and fruitful year 2014.

A handwritten signature in black ink, appearing to read 'NBiliki'.

Noelyne Biliki

Director Planning, Coordination and Research Unit

Ministry of Education and Human Resources Development

Glossary

Access Indicators

1. Net enrolment Ratio (NER)

Number of official age student enrolled per 100 population official age

- 3-5 years for Early Childhood
- 6-12 years for primary level (this analysis include prep as the first year in primary)
- 13-15 years for Junior Secondary
- 16-19 years for Senior Secondary

2. Gross Enrolment Ratio (GER)

Number of students enrolled per 100 population official age

- 3-5 years for Early Childhood
- 6-12 years for primary level (this analysis include prep as the first year in primary)
13-15 years for Junior Secondary
- 16-19 years for Senior Secondary

3. Gender Parity Index (GPI)

- Ratio of total enrolment for female to total enrolment for male. It measures the relative education participation of boys and girls. A GPI of 1 reflects equal enrolment rate for boys and girls, whereas a GPI greater than 1 shows disparity in favour of girls.

4. Transition Rate

- The proportion of pupils/students progressing from the last year of a given school cycle to the first year of the next school cycle expressed as a percentage of the number of pupils/students in the previous last year of a given school cycle. For Instance year 6 to year 7, year 9 to year 10, year 11 to year 12 and year 12 to year 13.

5. Percentage of examination enrolment

- The total number of pupils/students who has sat for a given examination expressed as a percentage of the total enrolment for the examination year.

6. Pass Rate

- The number of children who passed a given examination expressed as a percentage of the total pupils/students who sat for the examination.

7. Age Specific Enrolment Rate (ASER)

- The children aged 5 to 25 years who are enrolled in the education system irrespective of the education level, expressed as a percentage of the total number of pupils/students of that age in the population.

8. Gross Intake Rate (GIR)

- The total number of new entrants in the first year primary as a percentage of all children eligible for admission at the official or statutory age of 6 years in the population.

9. Net Intake Rate (NIR)

- The ratio of new entrants in the first year primary education who are of 6 years of age expressed as the percentage of the total population of the same age. It gives a more precise measurement of the first time-access to primary education of the eligible age 6 than the GIR. It is a key parameter used for projecting school enrolment, taking into account future developments as the new entrants either progress to higher grades, repeat the same grade, or drop out of school. This analysis includes Prep as the first year in primary.

10. Percentage of new entrants to primary first year who have attended some form of organised ECE programmes

- Number of new entrants to first year primary who have attended some form of organised ECE programmes expressed as the percentage of the total enrolment at the first year of primary enrolment which is prep.

11. Pupil Classroom Ratio

- Each classroom should have a maximum of pupils in ECE 1:15, Primary 1:35 and Secondary 1:40

12. Nr. of schools with safe and clean water supply

- Total number of schools with drinkable water supply systems that meets the MEHRD infrastructure standards.

13. Pupil Toilet Ratio

- Number of toilets that met the MEHRD infrastructure standard per school. - 1:40 (female) and 1:60 (male) for both Primary and Secondary

14: Student Dormitory Ratio

- The number of children who should be accommodated in a standardised dormitory as specified in the MEHRD infrastructure standards.

Quality Indicators

14. Pupil/Teacher Ratio

- The average number of pupils per teacher at a given level of education.

15. Pupil/Certified Teacher Ratio

- The average number of pupils per certified teacher at a given level of education.

16. Pupil/Qualified Teacher Ratio

- The average number of pupils per qualified teacher at a given level of education.

17. Literacy Rate at year 4 and 6

- Number of pupils in years 4 and 6 who can understand, and read and write a simple statement, expressed as a percentage of the total number of pupils enrolled in these grades.

18. Numeracy Rate at year 4 and 6

- Number of pupils in years 4 and 6 who can do and understanding, basic mathematical calculations, expressed as a percentage of the total number of pupils enrolled in these grades.

19. Survival Rate

- Is the estimated proportion of a cohort of students who may reach the last year of an education level cycle expressed as the percentage of the total students enrolled in the first year of the same cycle in a given school year. This indicator is used to show the extent to which the school system can retain students in the education system.

20. Repetition Rate

- The proportion of pupils who repeat a year level. Pupils who repeat a level tend to occupy school places which otherwise could be used to accommodate other eligible children. A high repetition rate therefore implies a low internal efficiency in education when a part of the resources inputs are being used by repeaters.

Management Indicators

21. Public expenditure on Secondary Education level as a percentage of total public expenditure

- Percentage of total public expenditure on education devoted for each sector. It reflects the degree of government emphasis and priority on investment in ECE, Primary, Secondary, TVET and Tertiary level of education.

22. Nr. of policies implemented to support Primary Education level

- Total number of policies implemented to support the Education Sector levels. ECE, Primary, Secondary, TVET and Tertiary.

23. SIEMIS Return Rate

- Number of SIEMIS forms sent, received and entered as percentage of the total number of SIEMIS forms sent to schools.

Strategic Goal 1: To increase equitable access to education for all people at all levels of education in Solomon Islands

Early Childhood Education

Table 1. 0. Access Indicators for ECE, 2006 - 2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Gross Enrolment Rate (GER)	46.4%	44.5%	1.0	49.9%	48.1%	1.0	47.2%	46.3%	1.0	45.5%	45.4%	1.0	47.9%	47.4%	1.0	47.6%	47.8%	1.0	44.4%	44.4%	1.0	43.7%	43.8%	1.0
Net Enrolment Rate (NER)	32.3%	30.6%	1.1	35.1%	33.3%	1.1	34.0%	32.8%	1.0	32.9%	32.4%	1.0	34.6%	33.9%	1.0	34.1%	34.0%	1.0	31.3%	30.9%	1.0	30.9%	30.5%	1.0
Proportion of enrolled girls to boys	97.2%			96.8%			95.0%			93.8%			94.8%			93.5%			94.3%			94.2%		
Proportion of female enrolment	49.3%			49.2%			48.7%			48.4%			48.7%			48.3%			48.5%			48.5%		
Age specific enrolment rate for age 3	27.6%	25.9%	1.07	30.6%	27.5%	1.11	27.3%	25.0%	1.09	28.0%	26.9%	1.04	28.5%	27.7%	1.03	28.7%	28.6%	1.00	26.8%	26.1%	1.03	25.1%	25.0%	1.01
Age specific enrolment rate for age 5	63.5%	60.7%	1.05	64.4%	61.9%	1.04	67.6%	66.9%	1.01	64.5%	62.4%	1.03	63.4%	61.0%	1.04	61.7%	60.1%	1.03	58.3%	57.6%	1.01	58.4%	56.6%	1.03
% of schools with access to safe and clean water supply	48.5%			52.5%			44.4%			50.9%			52.6%			54.2%			54.0%			47.2%		
Pupil Toilet Ratio	19.6			21.4			19.9			19.5			23.6			23.2			23.2			26.7		

Source: SIEMIS

- The GER and NER declines over this reporting period. The reason for this decline is that ECE enrolments have not kept up with the rate of population growth for 3 to 5 year olds. This is also reflected in the decline of the Age Specific Enrolment Rate (ASER) for age 3 and 5. The decline in GER highlights that the space available at the ECE level to accommodate students of the official age of 3-5 years is not improving.
- While the GPI for GER, NER and ASER has indicated more female children participation than boys at the ECE level, there are still more boys enrolled at the ECE level as reflected in the proportion of girls to boys and percentage of female enrolment.
- There is no improvement done on the provision of providing safe cleaning water for ECE Centres. The total number of ECE centres that have safe clean water is still below 40% for the whole 8 years of this reporting period. Also the pupil toilet ratio is worsening in 2013 compared to 2006. The standard pupil toilet ratio as stipulated in the ECE policy is 1:15.

Primary Education

Table 1. 1. Access Indicators for Primary Education for 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Gross intake rate	120.6%	123.5%	0.98	117.9%	121.7%	0.97	124.0%	130.1%	0.95	124.0%	130.1%	0.95	125.0%	127.9%	0.98	121.1%	126.7%	0.96	118.9%	123.5%	0.96	123.9%	125.0%	0.99
Net Intake Rate	49.8%	50.8%	0.98	50.2%	50.4%	1.00	49.2%	50.1%	0.98	48.8%	48.1%	1.02	49.4%	49.2%	1.00	45.9%	45.2%	1.02	46.2%	45.5%	1.02	42.7%	41.1%	1.04
Gross Enrolment Rate (GER)	108.5%	114.0%	0.95	107.7%	113.7%	0.95	111.4%	116.0%	0.96	115.2%	120.1%	0.96	114.7%	119.2%	0.96	114.6%	119.3%	0.96	112.4%	115.7%	0.97	111.6%	113.9%	0.98
Net Enrolment Rate (NER)	85.0%	88.0%	0.97	84.5%	88.5%	0.95	87.5%	90.1%	0.97	90.5%	93.4%	0.97	89.8%	92.6%	0.97	90.2%	93.0%	0.97	88.5%	90.5%	0.98	88.5%	89.2%	0.99
% of children with disabilities attended school	1.9%	2.3%	0.82	2.5%	2.8%	0.87	2.1%	2.5%	0.83	1.4%	2.1%	0.68	1.4%	2.1%	0.68	1.8%	2.2%	0.83	1.9%	2.4%	0.79	2.1%	2.5%	0.84
Transition Rate (primary year 6 to secondary year 7)	78.1%	79.7%	0.98	79.2%	83.8%	0.95	81.2%	81.3%	1.00	93.9%	92.7%	1.01	83.9%	86.1%	0.98	86.3%	85.5%	1.01	86.2%	87.8%	0.98	88.8%	88.8%	1.00
Nr. of year 6 students who sat the SISEE as a percentage of all year 6 pupils	90.9%	92.8%	0.98	86.7%	85.2%	1.02	92.4%	88.3%	1.05	89.9%	89.2%	1.01	89.9%	87.0%	1.03	86.6%	86.3%	1.00	93.9%	93.2%	1.01			
Pass Rate at year 6 to year 7	95.4%	95.3%	1.00	94.6%	95.5%	0.99	94.3%	95.3%	0.99	88.0%	88.1%	1.00	89.8%	88.8%	1.01	92.9%	93.2%	1.00	90.5%	89.3%	1.01			
Age specific enrolment rate for age 6	80.6%	81.4%	0.99	81.3%	80.8%	1.01	77.7%	80.3%	0.97	82.6%	81.7%	1.01	84.5%	84.9%	1.00	79.5%	79.9%	0.99	81.1%	79.5%	1.02	77.4%	75.6%	1.02
Age specific enrolment rate for age 12	95.0%	105.2%	0.90	91.8%	103.3%	0.89	98.1%	105.6%	0.93	100.2%	107.2%	0.94	97.4%	105.4%	0.92	102.4%	106.2%	0.96	102.7%	111.1%	0.92	101.6%	103.3%	0.98
Proportion of enrolled girls to boys	89.7%			89.3%			90.6%			90.7%			91.1%			91.2%			92.4%			93.5%		
Proportion of female enrolment	47.3%			47.2%			47.5%			47.6%			47.7%			47.7%			48.0%			48.3%		
% of new entrants to primary first year who attended some form of organised ECE programmes	82.3%	79.4%	1.04	89.2%	83.4%		89.0%	84.1%		80.3%	78.2%		92.4%	90.5%		98.2%	95.0%		96.6%	97.6%		92.8%	93.5%	
Pupil Classroom ratio		161.7			107.2			47.3			54.0			57.1			54.2			0.0			0.0	
% of schools with safe and clean water supply		75.0%			81.3%			81.3%			81.3%			81.3%			94.1%			87.5%			93.3%	
Pupil Toilet Ratio		20.1			28.2			24.1			29.6			33.9			24.6			22.0			33.9	

Source: SIEMIS and ATLAS

- The GIR analysis indicates that there are still many over age children admitted to the first level (prep) in primary in 2013. However, the above 100% GIR and GER also reflects that the entry space availability for persons aged six is adequate to accommodate all persons aged six in the population data and there is enough space at the primary level to admit all age 6-12 in the population. This is also reflected in the declining trend shown for the NIR over this reporting period that the number of official age children admitted to prep has never been improved. The many late starters at the primary entry level have also reflected in the decline in NER over this reporting period.

- The participation rate of disabled children at the primary level has shown a fluctuation trend. There is not much increase in 2013 compared to 2006. It is evident from this data that there are more male disabled children than female disabled children attending primary schools. However, children with disabilities of both genders should be provided with the same opportunity as other children without disabilities to attend primary schools.
- The transition rate for year 6-7 has made good progress in 2009 compared with 2006 but the rate dropped in 2010 and has gradually made progress again in 2013. In comparison, the transition rate between 2006 and 2013 has increased by 12.5%. This is assumed to be the result of the increasing infrastructure development at the Junior Secondary level to cater for the high number of primary school children. It also seems from the data that the drop in 2010 of fewer children attending year 6 in 2009 and the lower transitioned to year 1 in 2010. The number of pupils who sat for the SISEE in 2013 has also increased by 1.9% in 2013 compared to 2006. However, there is a fluctuating trend shown for the pass rate over this reporting period with the highest shown in 2006 and the least in 2009.
- Though the total enrolment of male pupils in primary is still the highest over the years compared to female, out of the total increase of 21.1% enrolment in 2013 compared with 2006, the female enrolment has increased at a higher rate, of 23.8% compared with the male rate of 18.8%. All gender parity indexes for the participation indicators are also in favour of female except for the disabled children in 2013. This has indicated that there are more female going to school compared to male as indicated in the increase of the proportion of girls to boys and the proportion of girls enrolment.
- The pupil classroom ratio at the national level seems to be less than the required ratio of 1:35. However, this only indicates that there are not enough rooms or space to accommodate all primary enrolled children across all primary schools in the Solomon Islands. Practically, this is not true for all urban primary schools, especially for some Honiara schools where the pupil teacher ratio is well above the requisite ratio.
- The number of primary schools with clean safe water is the lowest in 2013. Just only about above 40% of primary schools have safe and clean water.
- The pupil toilet ratio indicates some improvement in 2013 but the question on whether the reported numbers of toilets are usable or not usable needs to be verified.

Secondary Education

Table 1.2. Access Indicators for Secondary Education for 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Net Enrolment Rate for year 7-9	27.2%	31.1%	0.87	29.4%	26.6%	1.11	29.5%	30.9%	0.96	37.6%	37.1%	1.01	36.0%	35.4%	1.02	37.6%	35.8%	1.05	38.0%	36.6%	1.04	39.1%	37.1%	1.05
Gross Enrolment rate for year 7-9	47.9%	62.5%	0.77	53.4%	60.8%	0.88	55.7%	51.2%	1.09	66.2%	72.2%	0.92	65.9%	70.5%	0.94	68.3%	71.1%	0.96	68.7%	70.6%	0.97	67.7%	69.0%	0.98
Transition rate (Year 9-10)	75.8%	89.2%	0.85	70.7%	76.5%	0.92	76.5%	78.1%	0.98	81.5%	78.8%	1.03	71.1%	71.0%	1.00	66.5%	72.9%	0.91	72.0%	73.6%	0.98	75.7%	76.7%	0.99
Nr. of year 9 students who sat the SIF3 as a percentage of all year 9 students	87.6%	88.9%	0.99	88.8%	89.5%	0.99	93.4%	49.8%	1.88	82.4%	83.3%	0.99	77.9%	84.1%	0.93	82.5%	81.6%	1.01	89.3%	93.2%	0.96			
Pass Rate year 9-10	89.4%	90.4%	0.99	89.7%	90.9%	0.99	82.2%	85.3%	0.96	68.8%	73.9%	0.93	58.8%	68.7%	0.86	65.8%	69.4%	0.95	71.5%	73.6%	0.97			
Age specific enrolment rate for age 13	92.3%	112.6%	0.82	96.9%	100.3%	0.97	98.7%	102.6%	0.96	104.4%	108.9%	0.96	104.2%	106.2%	0.98	102.9%	104.7%	0.98	103.3%	103.9%	0.99	104.1%	105.8%	0.98
Age specific enrolment rate for age 15	61.4%	80.7%	0.76	67.8%	74.6%	0.91	68.3%	74.6%	0.92	79.7%	85.9%	0.93	79.1%	82.7%	0.96	81.6%	82.4%	0.99	79.2%	81.9%	0.97	77.5%	79.8%	0.97
Proportion of girls to boys year 7-9	81.3%			82.9%			84.7%			86.5%			88.3%			90.6%			91.8%			99.4%		
Proportion of female enrolment year 7-9	44.8%	55.2%	0.81	45.3%	54.7%	0.83	45.9%	54.1%	0.85	46.4%	53.6%	0.86	46.9%	53.1%	0.88	47.5%	52.5%	0.91	47.9%	52.1%	0.92	48.1%	51.9%	0.93
Net Enrolment Rate for year 10-13	16.6%	22.8%	0.73	15.6%	21.5%	0.72	17.1%	21.1%	0.81	19.8%	22.5%	0.88	20.6%	23.5%	0.87	21.2%	24.9%	0.85	22.5%	24.6%	0.92	24.4%	26.1%	0.94
Gross Enrolment rate for year 10-13	17.0%	23.4%	0.73	16.9%	24.8%	0.68	18.8%	24.7%	0.76	22.8%	27.6%	0.83	24.0%	29.4%	0.81	24.6%	31.7%	0.78	26.1%	30.9%	0.84	28.0%	32.0%	0.88
Transition rate SS (Yea 11-12)	28.6%	32.7%	0.88	31.3%	46.3%	0.68	40.5%	45.3%	0.89	47.3%	53.5%	0.88	42.6%	56.0%	0.76	46.2%	51.7%	0.89	41.8%	43.8%	0.95	54.4%	56.4%	0.97
Transition rate SS (Yea 12-13)	26.8%	28.4%	0.94	33.1%	37.4%	0.88	34.4%	30.1%	1.14	27.3%	34.1%	0.80	29.7%	25.6%	1.16	26.3%	33.3%	0.79	32.0%	29.8%	1.07	28.4%	28.8%	0.98
Nr. of year 11 students who sat the SISC as a percentage of all year 11 students	97.4%	95.4%	1.02	99.0%	87.8%	1.13	95.2%	92.2%	1.03	80.1%	84.5%	0.95	85.0%	83.3%	1.02	85.5%	83.4%	1.02	90.1%	92.0%	0.98			
Pass Rate (year 11-12)	46.4%	58.0%	0.80	51.9%	53.0%	0.98	38.1%	46.1%	0.83	40.4%	50.2%	0.80	34.9%	38.7%	0.90	36.1%	40.1%	0.90	39.9%	38.1%	1.04			
Pass Rate (year 12-13)										21.4%	21.0%	1.02	22.5%	22.2%	1.02	22.2%	24.9%	0.89	18.5%	22.7%	0.82			
Age specific enrolment rate for age 16	44.7%	51.8%	0.86	51.5%	58.1%	0.89	56.2%	60.8%	0.92	64.2%	70.4%	0.91	65.4%	68.7%	0.95	66.0%	68.3%	0.97	68.7%	67.2%	1.02	65.8%	68.0%	0.97
Age specific enrolment rate for age 17	37.6%	48.1%	0.78	38.1%	50.4%	0.76	41.3%	52.3%	0.79	50.1%	58.1%	0.86	54.7%	61.5%	0.89	54.3%	62.5%	0.87	56.3%	59.6%	0.95	55.4%	58.9%	0.94
Age specific enrolment rate for age 18	28.9%	41.9%	0.69	28.1%	41.0%	0.69	30.8%	42.3%	0.73	36.7%	47.2%	0.78	39.7%	51.2%	0.77	41.3%	50.7%	0.81	39.5%	50.6%	0.78	42.8%	49.2%	0.87
Age specific enrolment rate for age 19	20.5%	39.8%	0.52	20.3%	37.7%	0.54	20.3%	32.8%	0.62	21.5%	30.7%	0.70	22.2%	32.8%	0.68	25.1%	37.1%	0.68	25.8%	34.2%	0.75	25.2%	32.8%	0.77
Proportion of girls to boys (year 10 -13)	68.4%			64.6%			71.9%			78.0%			77.0%			73.4%			79.9%			82.9%		
Proportion of female enrolment (year 10-13)	40.6%	59.4%	0.68	39.2%	60.8%	0.65	41.8%	58.2%	0.72	43.8%	56.2%	0.78	43.5%	56.5%	0.77	42.3%	57.7%	0.73	44.4%	55.6%	0.80	45.3%	54.7%	0.83
% of children with disabilities attended CHS	1.8%	2.2%	0.82	1.8%	2.2%	0.80	1.5%	1.8%	0.84	1.2%	1.4%	0.86	1.3%	1.7%	0.77	1.4%	1.7%	0.84	1.3%	1.7%	0.75	0.9%	1.0%	0.87
% of children with disabilities attended PSS	2.2%	3.2%	0.69	0.5%	0.3%	1.65	0.2%	0.1%	3.60	0.3%	0.4%	0.73	1.8%	1.6%	1.10	0.9%	1.5%	0.61	0.3%	0.4%	0.90	2.7%	2.1%	1.29
% of children with disabilities attended NSS	0.1%	0.3%	0.45	0.4%	0.2%	2.17	0.2%	0.2%	1.12	0.2%	0.4%	0.66	0.6%	1.2%	0.50	2.3%	1.8%	1.30	0.3%	0.3%	0.78	0.3%	0.3%	1.00

Source: SIEMIS and ATLAS

	2006	2007	2008	2009	2010	2011	2012	2013
Student Classroom ratio (CHS)	31.2	31.1	34.6	30.8	30.4	29.9	29.9	30.3
Student Classroom ratio (PSS)	0.0	0.0	0.0	0.0	0.0	0.0	29.9	30.3
Student Classroom ratio (NSS)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
% of schools with access to safe and clean water supply (CHS)	87.5%	100.0%	100.0%	100.0%	100.0%	55.6%	70.0%	81.8%
% of schools with access to safe and clean water supply (PSS)	50.0%	58.3%	100.0%	100.0%	50.0%	54.5%	56.8%	56.8%
% of schools with safe and clean water supply (NSS)	44.7%	45.4%	44.6%	44.3%	43.1%	43.3%	43.0%	42.3%
Student Toilet Ratio (CHS)	23.2	14.6	15.7	29.7	20.3	17.8	27.4	24.1
Student Toilet Ratio (PSS)	13.6	14.3	19.5	19.5	20.6	11.8	1.8	0.0
Student Toilet Ratio (NSS)	13.6	14.3	19.5	19.5	20.6	11.8	1.8	0.0
Student dormitory ratio (CHS)	15.6	28.6	33.8	23.2	36.6	37.6	39.2	33.3
Student dormitory ratio (PSS)	45.1	44.4	39.2	42.5	47.3	53.6	55.7	50.4
Student dormitory ratio (NSS)	43.0	42.6	36.5	35.3	48.7	52.3	56.5	68.9

Source: SIEMIS and ATLAS

- The NER for Junior Secondary (year 7-9) increased by 31.9% with female (44.1%) and male (19.9%) in 2013 compared to 2006 with more female of the official age attending relatively to male from 2006-2013 except for 2006 and 2008. The GER for the whole reporting period also denotes that there is not enough space available to absorb all the statutory age 13-15 at the Junior Secondary and the 16-19 years of age in the Senior Secondary respectively. The GER for the Senior Secondary level also increase by 50.8% in 2013 compared to 2006 with an increase of 65.1% female and 36.5% male. This is also reflected in the increase of 30.8% in the NER with the most increase on female (47.1%) and male (14.6%). The total enrolment for the JS increases by 59.6% with an increase of 70.8% female and 50.5% male. The SS total student enrolment also greatly increase over this reporting period by 77.5% with an increase of 97.2% female and 64.0% male.
- The transition rate from year 9 to 10, year 11 to 12 and year 12 to 13 has shown a fluctuation trend from 2006-2013. The pass rate for SIF3, SISC also indicates the lowest pass rate in 2010 while there are some gradual improvements shown from 2011 to 2012. The PSSC has also indicated the lowest pass rate in 2012. The reason for this decline is due to the limited number of space available to cater for all the students at the lower levels in Secondary at the higher levels.

- Most of the participation indicators have shown that there are more female students attending secondary schools than boys. This has been reflected in the improvement of the GPI over this reporting period and the proportion of girls to boys and to the total enrolment. The low NER in JS and SS also indicates that there are many students not of the statutory age attending these two education levels, especially over aged children. The ASER for age 16 to 19 clearly illustrates this overage age issue.
- The student to classroom ratio is growing worse at the National Secondary Education level compared to the PSS and CHS while the CHS has the lowest number of schools with safe and clean water and the highest student's toilet ratio in 2013. The student dormitory ratio is growing worse at the National Secondary Schools in this reporting period from 2006-2013.

Strategic Goal 2: To improve the quality of education in the Solomon Islands

Table 1.3. Quality Indicators ECE, 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Pupil Teacher Ratio	20.1			18.9			18.5			19.5			19.3			17.8			17.8			16.3		
Pupil/Certified Teacher Ratio	270.8			116.0			85.2			71.3			61.1			50.8			43.5			32.3		
Pupil/Qualified Teacher Ratio	259.4			75.7			49.4			40.2			36.0			30.1			29.3			24.1		
Trained Teachers	61	7	8.7	68	22	3.1	202	23	8.8	272	33	8.2	345	31	11.1	376	38	9.9	438	438	1	570	81	7.0
Untrained Teachers	724	127	5.7	851	132	6.4	541	112	4.8	484	91	5.3	467	90	5.2	557	78	7.1	416	64	6.5	382	62	6.2

Source: SIEMIS

- The pupil teacher ratio for ECE has indicated some improvements over this reporting period to reach the 1:15 ratio. The same trend is also evident in the pupil/certified ratio and pupil qualified ratio. This has been improved because more ECE teachers have been trained through Field Base Training, at the Solomon Islands National University, University of the South Pacific and other institutions under national and provincial initiatives and donor funded programmes such as APTC. However, the data in annex 2, table 3.2 has shown there are still many untrained teachers teaching in this education level. The gender parity index is biased towards female teachers compared to male. This means more female have been teaching at the ECE than male teachers.

Table 1.4. Quality Indicators Primary, 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Survival and completion Rate at year 6 (1 cycle)													42.0%	41.7%	1.01	44.1%	41.9%	1.05	45.3%	44.9%	1.01	43.7%	43.5%	1.00
Repetition Rate (average)	7.6%	7.9%	0.96	9.7%	10.0%	0.97	7.0%	7.8%	0.90	7.5%	8.1%	0.93	8.4%	9.4%	0.89	7.9%	8.6%	0.92	7.5%	8.3%	0.90	7.4%	8.2%	0.90
Pupil Teacher Ratio	26.0			25.2			25.5			24.0			24.9			24.0			23.9			25.4		
Pupil/Certified Teacher Ratio	323.9			47.9			46.6			41.5			42.8			42.7			42.5			41.0		
Pupil/Qualified Teacher Ratio	311.9			45.9			43.8			38.5			40.1			39.7			39.6			38.2		

Source: SIEMIS

- The survival rate for the full cycle cohort (1 cycle) calculated is the lowest in 2013 compared to 2010 to 2012. This has indicated that some pupils who have started with this cohort have been repeated and even drop out of the schooling system. Another set of data in Table 3.5 in annex 2 shows the survival rate for the reconstructed cohort which is has shown higher percentage for survival rate because the calculation only considers number of pupils enrolled for two consecutive years and the number of repeaters by grade in the second year and number of drop outs.
- The pupil teacher ratio for primary remains consistent from 2006-2013. There is also improvements in the pupil certified ratio but is still above the required ratio 1:35. This means that there is still less number of trained teachers in place to cater for the total enrolment in primary as reflected in the pupil qualified ratio and there is still many untrained teachers teaching at the primary level. See the data in annex 2, table 3.3.

Table 1.5. Quality Indicators Secondary, 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Survival Rate year 9 compared to year 7 (JSS cycle)				12.2%	11.1%	1.10	13.9%	12.7%	1.10	15.5%	13.7%	1.13	13.7%	13.8%	0.99	18.6%	15.2%	1.22	15.4%	15.0%	1.03	12.6%	11.9%	1.06
Survival Rate year 12 compared to year 7 (Secondary cycle)													26.4%	33.1%	0.80	25.2%	31.9%	0.79	24.4%	28.6%	0.85	31.3%	36.4%	0.86
Repetition Rate JSS (average)	2.6%	3.2%	0.80	2.0%	2.3%	0.88	3.4%	2.9%	1.19	1.7%	2.1%	0.82	1.4%	1.7%	0.84	1.5%	1.6%	0.95	1.3%	1.3%	0.99	1.3%	1.3%	0.99
Repetition Rate SS (average)	2.1%	2.6%	0.81	2.2%	2.1%	1.03	1.5%	1.6%	0.95	1.6%	1.4%	1.13	1.7%	2.4%	0.73	1.2%	1.1%	1.08	1.5%	1.7%	0.88	1.3%	1.6%	0.83
Pupil Teacher Ratio	23.3			22.1			21.4			24.9			26.0			23.7			25.9			26.0		
Pupil/Certified Teacher Ratio	112.3			36.5			33.3			34.5			35.9			32.2			35.7			31.5		
Pupil/Qualified Teacher Ratio	97.0			30.4			27.9			28.9			30.3			27.4			30.5			28.7		

Source: SIEMIS

- The pupil to teacher ratio analysed at the national level seems to be well below the required ratio of 1:40 but this is not practical in most urban schools, especially Honiara where most schools have overcrowded classrooms. The survival rate for the 3 year cycle in JSS and for the 6 year cycle for year 7 to year 12 has shown some improvement in 2012 compared to 2007 but it was not consistent with 2009, 2010, 2011

and 2012 which have higher survival rates than the cohort completing their studies in 2013. The repetition rate for secondary level seems low over this reporting period.

Literacy and Numeracy Achievement Levels¹

The literacy and numeracy rates reported in this PAR are based on the Solomon Islands Standardized Tests of Achievements 1 and 2 of year 4 and 6 in selected schools in November and August 2010 respectively. The baseline for the SISTA 1 and 2 were set in the year 2005/2006. The detailed report from NESU covers literacy and numeracy by gender, province, strands and skills. However, only the overall data at national level are presented here. There are six levels of achievement that are used to benchmark the pupils' level of achievement as outlined below.

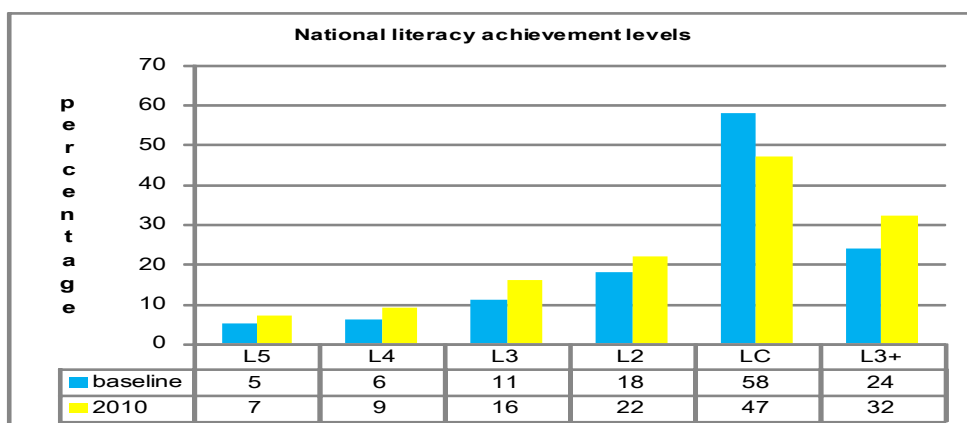
- L5: Full mastery of the learning outcome
- L4: Substantial mastery of the learning outcome
- L3: Moderate mastery of the learning outcome
- L2: Minor mastery of the learning outcome
- L1: Minimal mastery of the learning outcome
- L0: No mastery of the learning outcome

L1 and L0 are denoted as the Lc (critical underachievement levels).

Solomon Islands Standardized Tests of Achievement 1- SISTA 1²

Literacy achievement level at Year 4

Figure 1.1: The national overall literacy achievement levels at year 4 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA., SPC

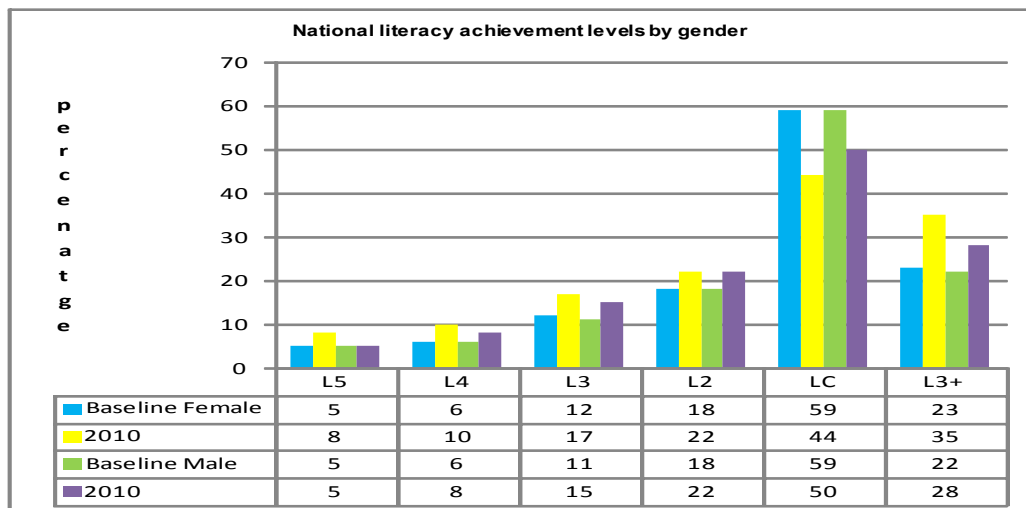
The overall national literacy data indicate some improvements on the different literacy achievement levels in 2010 compared to the baseline year 2005/2006 which is reflected in the

¹ Solomon Islands Standardized Tests of Achievement SISTA 1 & 2, 2011 reports.

² Solomon Islands Standardized Tests of Achievement SISTA 1, August 2011 report.

decrease of the critical levels (Lc) of achievement and an increase in the satisfactory level (L3+). Though there were some improvements made, the overall level of Lc for literacy which is still 47% in 2010 is still a matter of significant concern. This implies that of every pupils who sat for SISTA 1, about 1 in every 2 pupils is struggling with the year 4 English curriculum learning outcomes in certain strands skill areas.

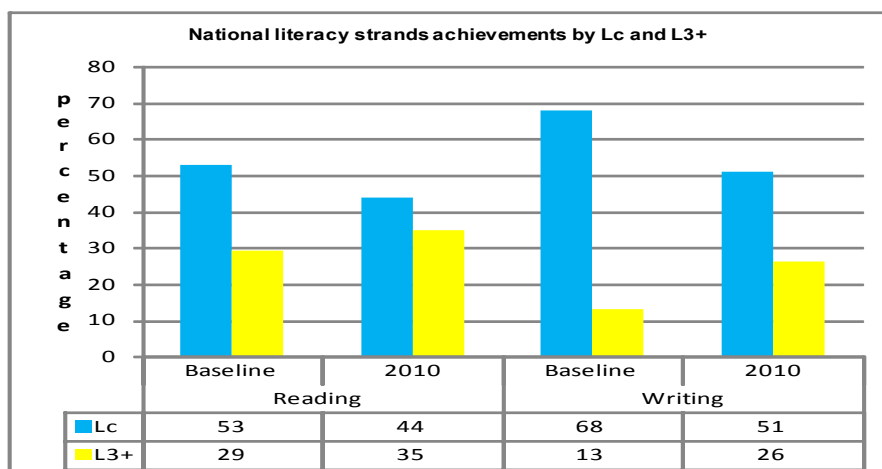
Figure 1.2: The national overall literacy achievement levels by gender at year 4 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA., SPC

Gender performance in literacy shows little significant difference by levels. On the overall, the females performed better than the males as evident in the overall L3+ level. However, there are still concerns that the Lc values are still higher at 44% and 50% than the L3+ values 35 and 28 respectively for female and male children.

Figure 1.3: The national overall literacy achievement by Lc and L3+ at year 4 in 2010 compared to the baseline year 2005/2006

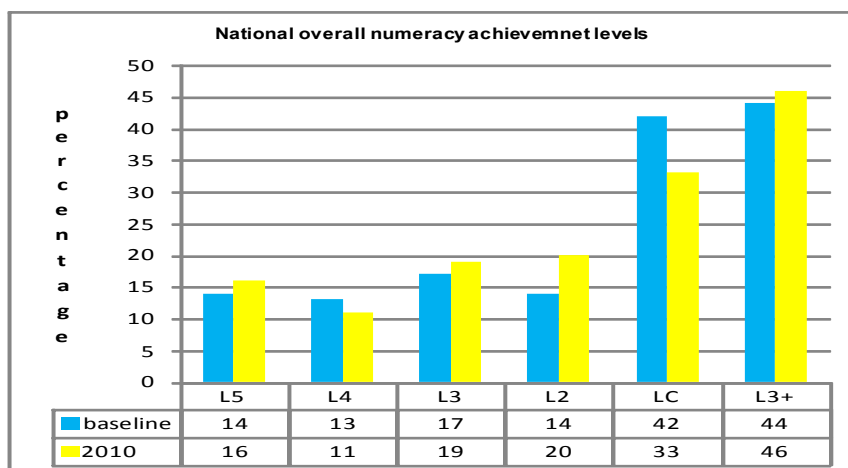


Source: NESU, SPBEA., SPC

The results have indicated that there are decrease in the critical levels (Lc) of under-achievement for both the key strands, Reading and Writing. Though there are some significant improvements in the L3+ levels the writing strand still shows higher Lc value of 51% for all achievements. This has implied that that 1 of every 2 pupils still have serious problems in Writing at the end of year 4.

Numeracy achievement level at Year 4

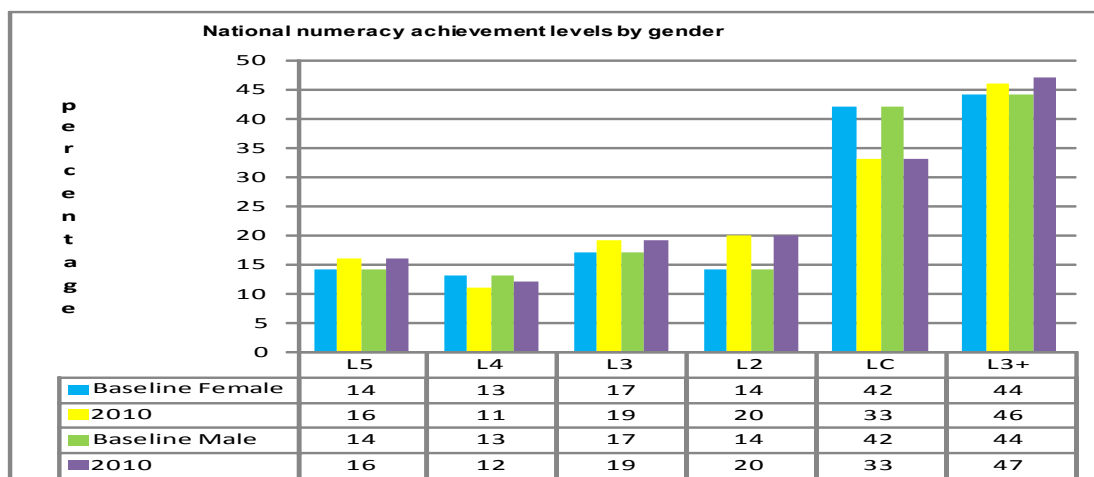
Figure 1.4: The national overall numeracy achievement levels at year 4 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA,, SPC

There are slight significant improvements in all achievement levels, except for level 4. The critical level has been reduced by 9% in 2010 compared to 2005/2006. Despite the improvement, the relatively high Lc level of 33% is still a cause for concern and should be a target for priority interventions. This implies that 1 in every 3 pupils is struggling with year 4 mathematics curriculum learning outcomes.

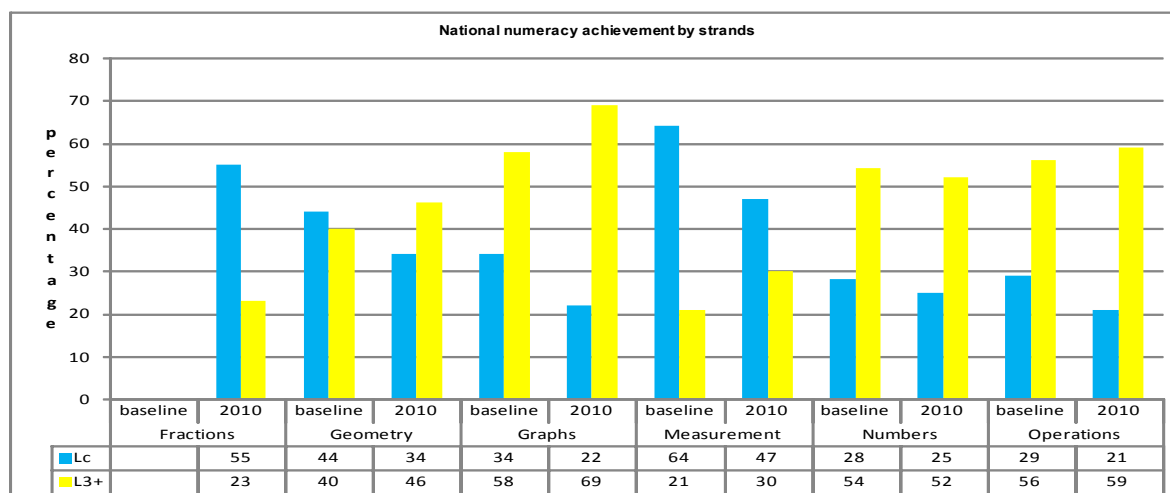
Figure 1.5: The national numeracy achievement levels by gender at year 4 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA,, SPC

The numeracy data shows that both males and females have similar level of achievement for all levels. This corresponds to the decrease in the underachievement levels except for level 4. The Lc shows a reduction of 9% in both genders and the increase in the satisfactory level, L3+, showing an increase of an average of 2.5% for both genders as compared to the baseline.

Figure 1.6: The national numeracy achievement levels by strands at year 4 in 2010 compared to the baseline year 2005/2006

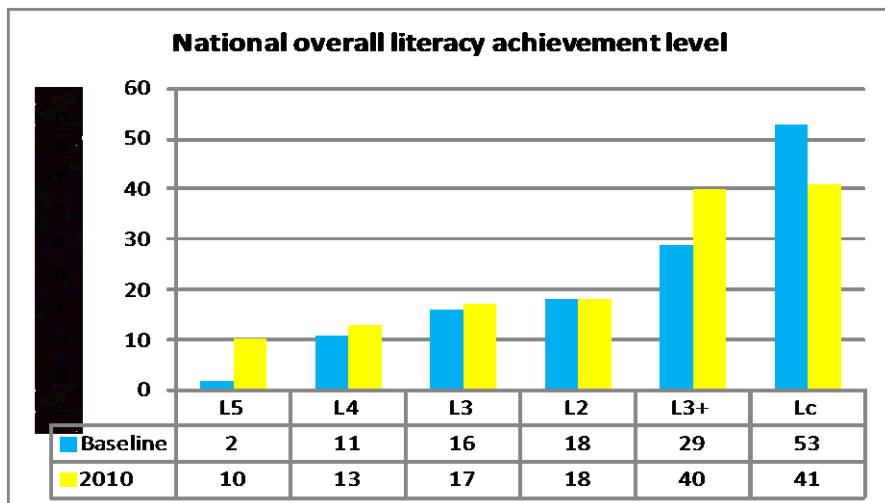


Source: NESU, SPBEA, SPC

Improvements are evident in terms of the decrease in Lc levels and increase in L3+ levels, which are noted in all the numeracy strands, except a marginal decrease in L3+ for the Number strand by 2%. Two strands have shown significant improvements, graphs (11%), Measurement (9%), in relation to performance at the satisfactory level of achievements. The increase in L3+ levels are accompanied by decrease in Lc levels for the following strands: Geometry (10%), Graphs (12%), Measurement (17%) and Operation (8%). The Fraction strand has shown the high Lc level of 55%. In figure 3.9, the baseline report of 2007 for the Fraction strand was not reported as a separate strand. However, in 2010 it was extracted separately to give a clearer picture of achievement levels in this important area of Numeracy. Despite the significant progress made, the Lc levels are still high for Measurement (47%), and Fractions (55%). These two strands therefore need to be given priority intervention in order to reduce the Lc levels.

Literacy Achievement Level at Year 6

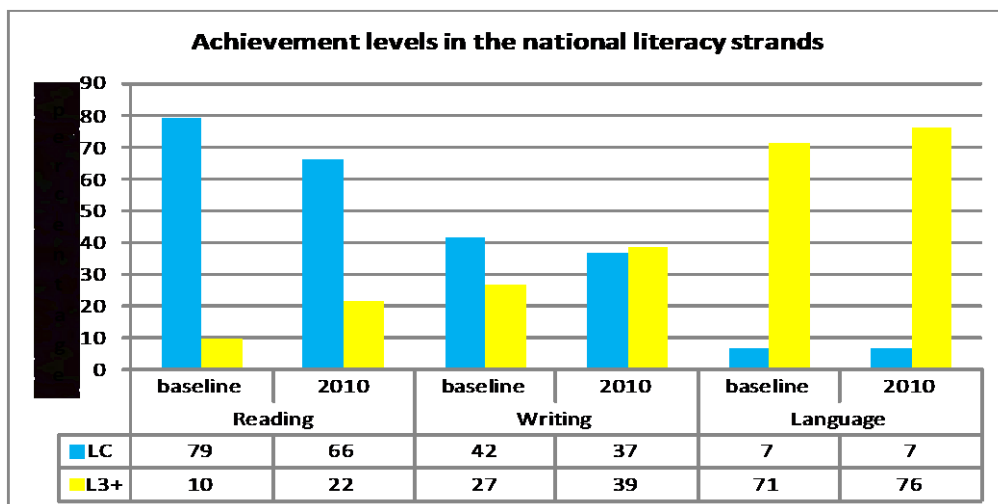
Figure 1.7: The national overall literacy achievement levels at year 6 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA, SPC

- There is positive progress which indicates the reduction of the Lc levels with 12% while at the same time the L3+ levels grows by 11% in 2010 compared to the baseline year. This means an overall improvement in literacy rate at year 6. The disaggregation of this result by province is shown in figure 3.7. Though there is improvement in the literacy rate, there is also still a significant concern for the overall Lc which is 41% in 2010. This reflects that just 59% performs satisfactorily in literacy.

Figure 1.8: Achievement levels in the national literacy strands at year 6 in 2010 compared to 2005/2006.

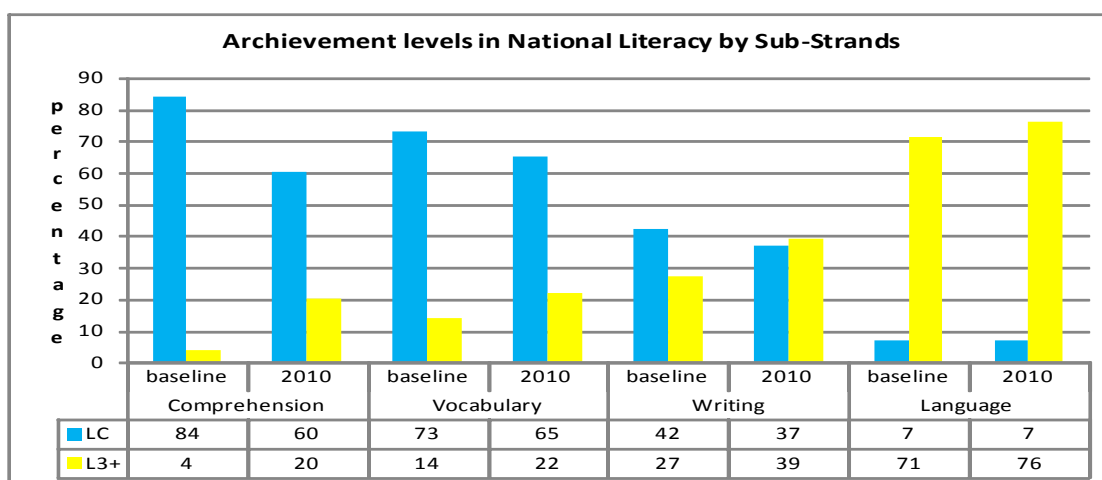


Source: NESU, SPBEA, SPC

³ Solomon Islands Standardized Tests of Achievement 2 report, February 2011.

- The results shown for the three key strands have indicated that there are some improvements at the L3+ levels for Reading skills (12%), Writing skills (12%) and Language skills (6%) compared to the baseline year. However, at the Lc level, though there are improvements in Reading (17%) and Writing (5%) there is no change in the Language skills which still remains at 7% in 2010. The high level of L3+ achievement for Language skills which is 76% is encouraging but the high Lc level of 62% for Reading skills is a concern. .

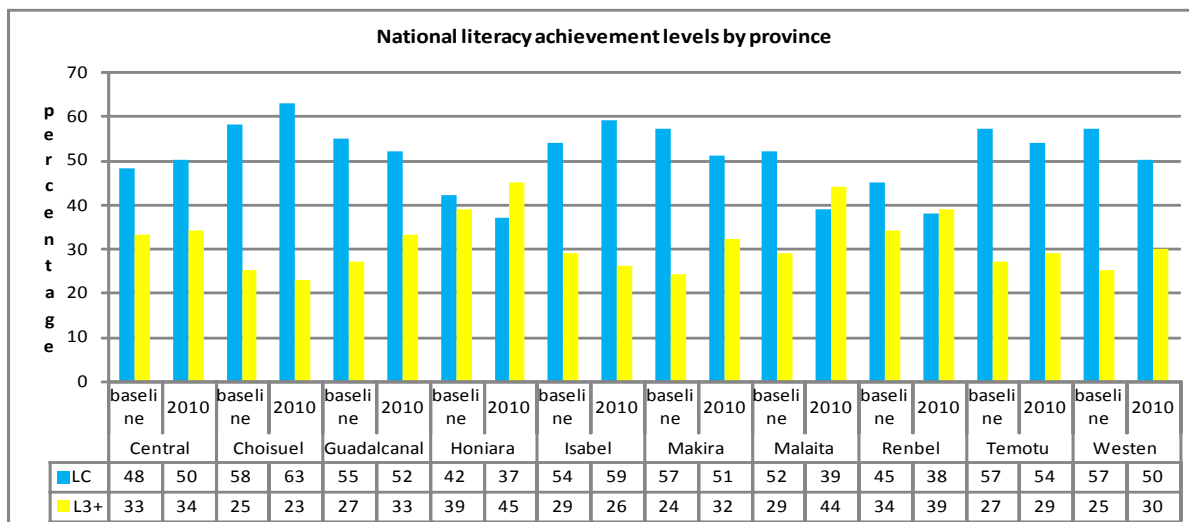
Figure 1.9: Achievement levels in National Literacy by Sub-Strands at year 6 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA, SPC

The Lc level for comprehension and vocabulary shows some positive progress by 24% and 8% respectively in 2010 compared to 2005/2006, but these Lc levels are still high indicating that the majority of the learners don't perform satisfactorily in these areas.

Figure 2.0: National Literacy achievement levels by Province at year 6 in 2010 compared to the baseline year 2005/2006

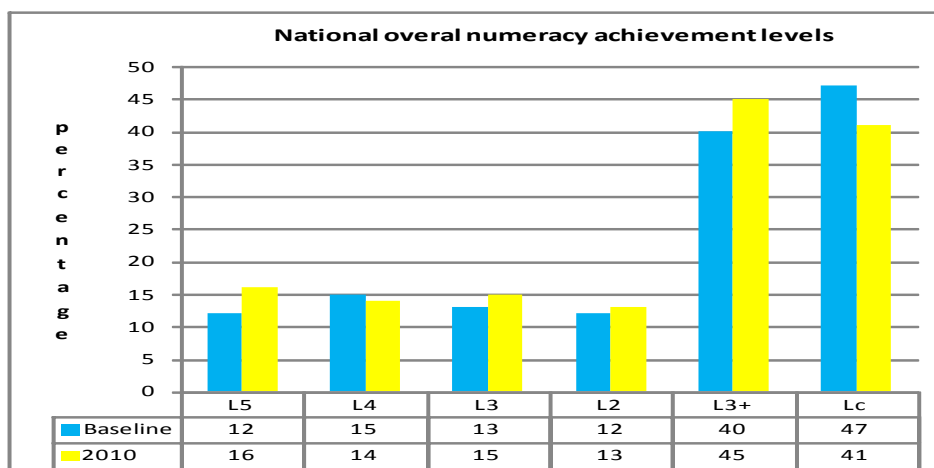


Source: NESU, SPBEA, SPC

- While the critical level has been reduced nationally, the results for Central, Choiseul and Isabel indicated a negative trend compared to the baseline year. .

Numeracy Achievement Level at year 6

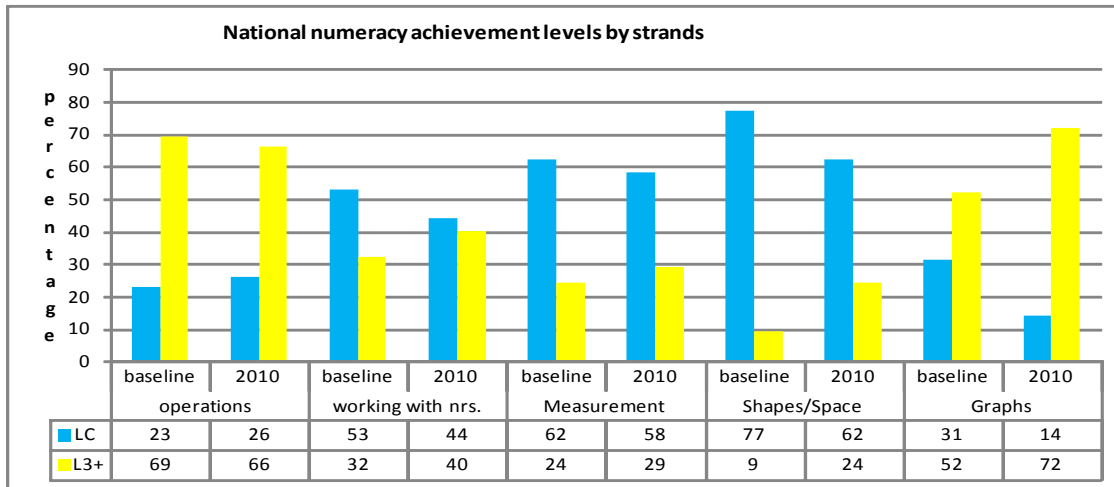
Figure 2.1: National Overall Numeracy Achievements levels in 2010 compared to 2005/2006.



Source: NESU, SPBEA, SPC

- It is encouraging to note that the L3+ level increased by 5% with L5 (full mastery) showing the greatest improvement of 4%. Overall numeracy results have improved, corresponding with a 6% decrease in the Lc level, yet the Lc level of 41% indicates that there is a large share of students (59%) still underperforming

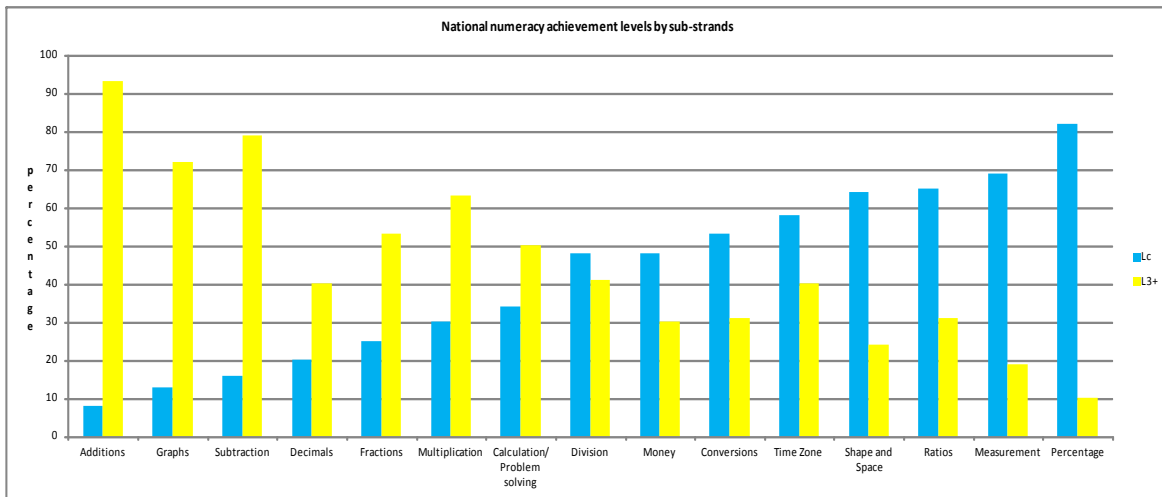
Figure 2.2: National Numeracy Achievements levels by strands in 2010 compared to 2005/2006



Source: NESU, SPBEA, SPC

- A progressive improvement at the Lc level for working with numbers (9%), Measurement (4%), Shapes/Space (15%), and Graphs (17%) is reflected in the graph above. Yet there is more work to do for education policy makers and teachers in improving Shapes/Spaces and Measurement where more than half of the students are underperforming.

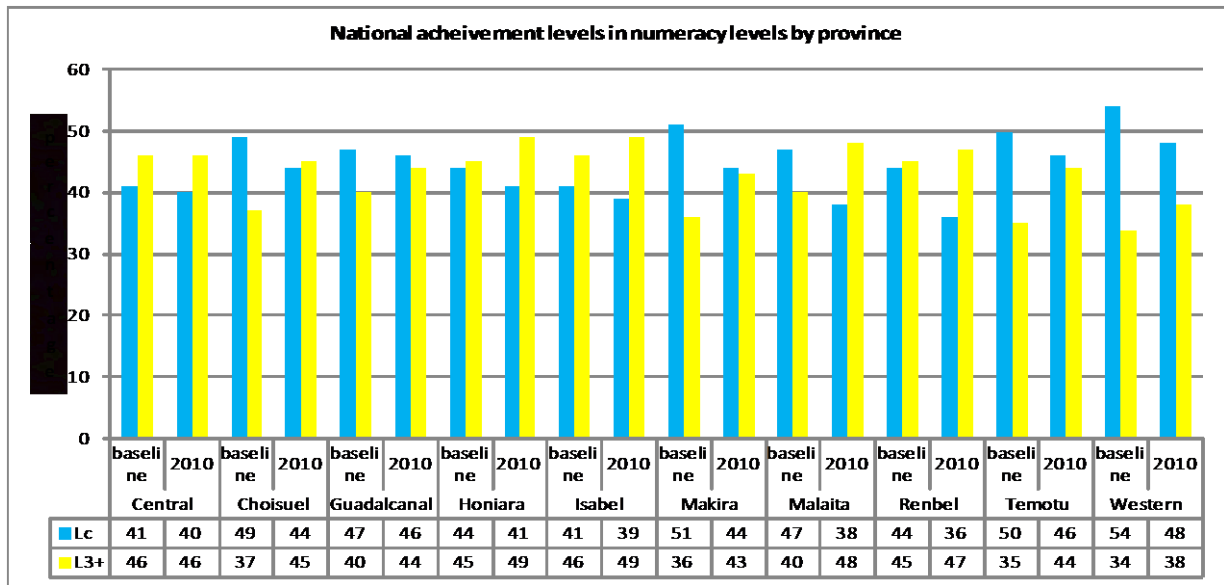
Figure 2.3: National Numeracy Achievements levels by sub-strands in 2010 compared to 2005/2006



Source: NESU, SPBEA, SPC

- The data indicate that Conversions, Time zone, Shape and Space, Ratios Measurement and Percentage have a Lc level of above 50% and relatively a L3+-level. It is important NESU and other responsible divisions in MEHRD identify the reasons behind these scores and identify strategies on how to improve learners' achievement at year 6.

Figure 2.4: National Numeracy achievement levels by Province at year 6 in 2010 compared to the baseline year 2005/2006



Source: NESU, SPBEA, SPC

- A general improvement at L3+ level is demonstrated by all provinces with Malaita Province showing the best improvement in 2010 compared to the baseline year. This also corresponds to the general decrease in the Lc level. However, all provinces have indicated a high Lc ranging from 36% to 48% that means that in some provinces just over half of the students do perform satisfactorily (e.g in Guadalcanal and Temotu)

Strategic Goal 3: To Improve Management in the Education Sector in the Solomon Islands

Finance⁴

Table 1.6. MEHRD share in total SIG Budget including Non-Appropriated, 2007-2012

MEHRD Share in SIG Budget Include Non-Appropriated	2007 Budget	2007 Actual	2008 Budget	2008 Actual	2009 Budget	2009 Actual	2010 Budget	2010 Actual	2011 Budget	2011 Actual	2012 Budget	2012 Actuals
272 - Recurrent	23.7%	23.9%	22.6%	22.2%	26.4%	24.2%	25.4%	23.9%	28.1%	28.9%	21.4%	27.5%
372 - Budget Support	100.0%	100.0%	27.4%	27.4%	40.6%	40.5%	47.8%	39.2%	47.8%	34.8%	44.9%	35.1%
472 - Development	9.2%	6.6%	7.7%	6.1%	7.5%	10.7%	8.8%	4.4%	10.2%	8.5%	16.8%	7.5%

Source. MoFT

The MEHRD budget share in total SIG budget is 21% in 2012. The actual increase of the recurrent MEHRD budget over this period is 99.6%. The 372 MEHRD budget has significantly increased in 2012 relatively to 2007 by 254.2%. The development budget for MEHRD has decreased by 22.7% between 2007 to 2012 although there have been significant variations in allocations on a year basis, the decrease is mainly due to less resources allocated to the non-appropriated development budget. It also reflects the increased use of national systems for disbursement of donor funds which has resulted in more funds being channelled through the budget support.

Table 1.7. MEHRD performances compared to MEHRD budgets, 2007-2012

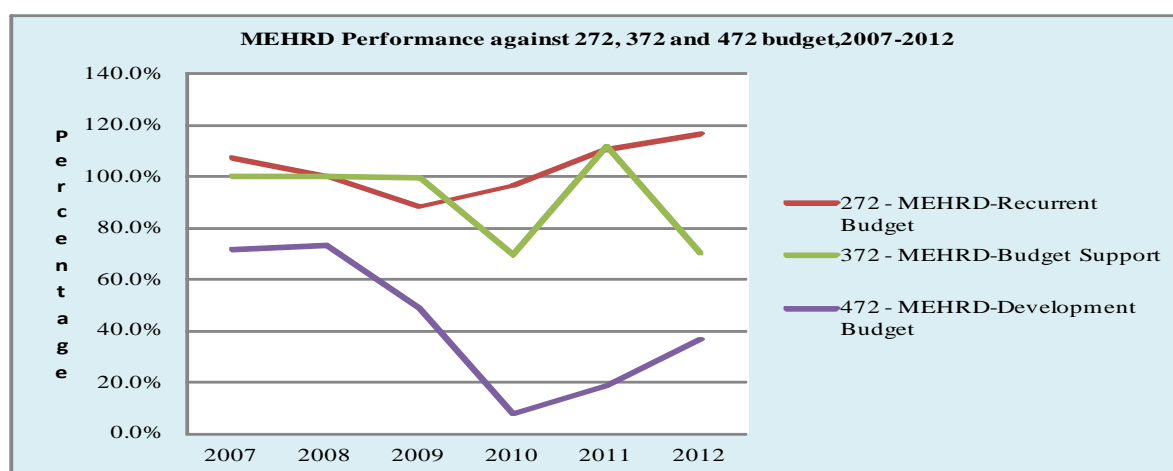
MEHRD Performance in MEHRD Budget vs Actuals	2007	2008	2009	2010	2011	2012
272 - MEHRD-Recurrent Budget	107.3%	100.1%	88.0%	96.3%	110.4%	116.9%
372 - MEHRD-Budget Support	100.0%	100.0%	99.8%	69.7%	111.5%	70.0%
472 - MEHRD-Development Budget	71.9%	73.2%	48.7%	7.4%	18.6%	36.6%

Source. MoFT

⁴ MEHRD Line Ministry Expenditure 2013 report.

- The largest share of the recurrent budget in MEHRD is payroll for teachers in the primary and secondary sectors, thus the recurrent budget is usually fully utilized with some overspending evident in 2007, 2011 and 2012. The aggregate numbers has evidently shown that MEHRD budget execution performance is strong over this period for the recurrent budget. This is largely driven by expenditures in payroll for teachers' salaries in the recurrent 272 budget. The least executed budget is 472 where MEHRD's performance in executing this budget is the lowest compared to 272 and 372 for this whole reporting period.

Figure 2.5: Line graph of MEHRD's Performance against 272, 372 and 472 budget, 2007-2012



Source. MoFT.

- Budget support as a component of recurrent expenditures has shown significant increase over this period and accounts for 24.9% of MEHRD recurrent budget in the 2012 budget (\$115 SBD million). This increase is largely due to increased support from the main education sector donors, NZAID and AusAID to support expenditure in school infrastructure, basic education policy and school curriculum resources. However, the average execution rate in 2012 is low compared to 2007, 2008 and 2009.

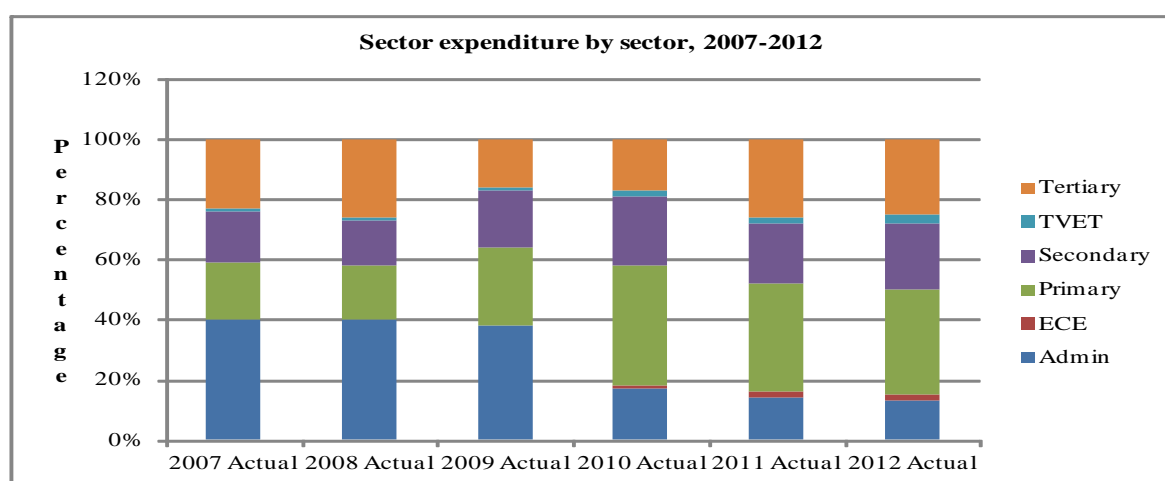
Table 1.8. Sector expenditure and Administration cost for 2007-2012

Sector Expenditure by sector, 2007-2012	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual
Admin	40%	40%	38%	17%	14%	13%
ECE	0%	0%	0%	1%	2%	2%
Primary	19%	18%	26%	40%	36%	35%
Secondary	17%	15%	19%	23%	20%	22%
TVET	1%	1%	1%	2%	2%	3%
Tertiary	23%	26%	16%	17%	26%	25%

Source. MoFT

- Total expenditures across sectors in 2012 shows that spending in the primary sector (35%) accounts for the largest proportion of all education expenditures. The next highest level of spending is in the tertiary sector (25%) followed closely by expenditures in secondary education sector (22%). Trends in spending across sectors shows that spending in primary sector has increased over the period, from 19% in 2007 to 35% in 2012, whilst allocations to the tertiary sector average 22% over the 5 year period. Whilst the tertiary sector does not show significant changes in allocations over the period, the composition of the spending is an important indicator. The main driver for tertiary sector spending has been spending on tertiary scholarships (classified under ‘other charges’ expenditures) which have increased significantly in recent years. In 2012 spending on tertiary scholarships amounted to \$103 million. The expenditure for ECE and TVET is the lowest of all the sectors as indicated in table 1.8 and figure 1.2. The reason for this is they also have the smallest budget share compared to other sectors.

Figure 2.6: Expenditure by Sector and admin cost for 272, 372 and 472 budget, 2007-2012



Source. MoFT

- Total expenditures in the administrative sector have decreased significantly between 2009-2010 as ‘Grants to SICHE’ have moved out of administration and into the tertiary sector. The decline as a percentage share of spending has been due to the relocation of ‘grants to SICHE’ which has moving out of from under the UNESCO line item under the administration sector component. In 2010 these grants moved into the tertiary support line item and have since been captured in expenditures in the tertiary sector.

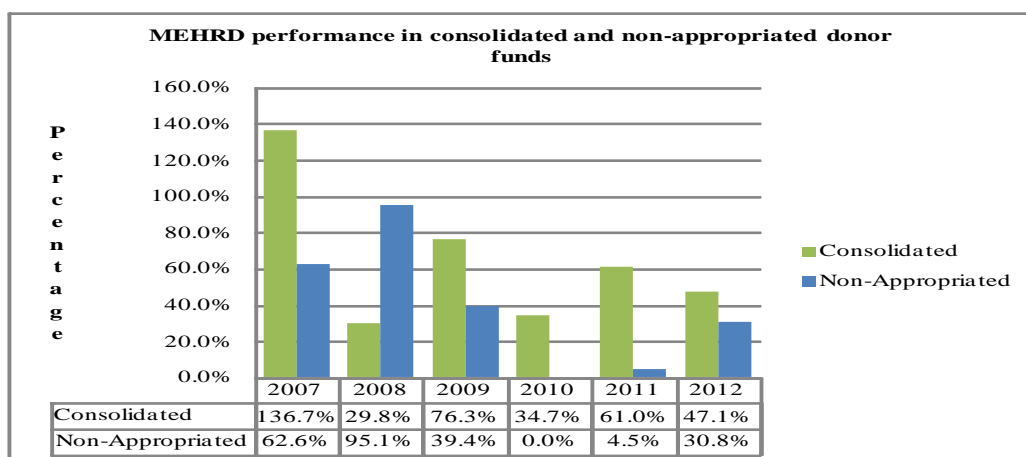
Table 1.9. MEHRD performance against donor consolidated and non-appropriated funds, 2007-2012

MEHRD performance in consolidated and non-appropriated donor funds	2007	2008	2009	2010	2011	2012
Consolidated	136.7%	29.8%	76.3%	34.7%	61.0%	47.1%
Non-Appropriated	62.6%	95.1%	39.4%	0.0%	4.5%	30.8%

Source. MoFT

- Data inconsistencies on the non-appropriated development budget have made it not possible to make clear conclusive analysis on the performance of the non-appropriated budget as in 2010 with no data. This analysis is therefore done on the performance of MEHRD in executing the SIG funded development budget.
- MEHRD average for SIG development budget execution is at 64% showing above average execution of the development budget when compared to other line ministries. The SIG funded component of the development budget has shown periods of stronger budget execution especially in 2009 and 2011 with execution rates of 76.3% and 61% respectively. These higher than average budget execution rates can be explained by the stronger execution in those years for the Waimapuru and KGVI school renovations (which form a significant part of the MEHRD SIG funded development budget portfolio) than in previous years. There was significant overspending observed in 2007 with actual spending at 136.7% when compared to the 2007 development budget. The cause of the overspending is due to the 2007 supplementary budget not being included in the budget figures available on the MoFT PER database to reflect the revised 2007 budget.

Figure 2.7: Percentage of MEHRD performance weight against the consolidated and non-appropriated donor funds, 2007-2012



Source. MoFT

- The years with lower rates of budget execution 2008, 2010 and 2012 for the development budget can be well explained by the delays incurred in the development and submission of work plans for MDPAC’s approval, procurement process and tendering process for projects which sometimes takes almost 2 months. An example analysis of development budget disbursements by month for 2011 in annex 3, table 4.2 shows that most of the projects disbursements occurred in the last 6 months of the year. There have been steps taken to improve this process for the 2013 budget process since MDPAC has launched a more integrated approach to the development budget which should result in improved planning and include more realistic estimates for both SIG funded and donor funded projects.

School Census Form Records

Table 2.0. SIEMIS records on sent and collected for all school type, 2006-2013

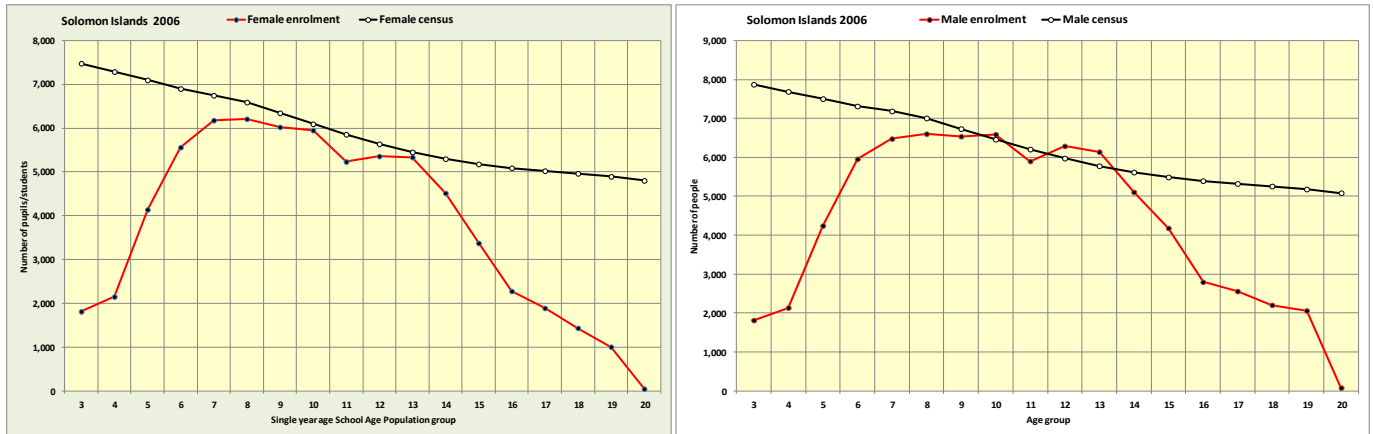
Survey Data	2006			2007			2008			2009			2010			2011			2012			2013					
	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime	Sent	Collected	OnTime			
SchoolType																											
Kindergarten	450	65.3%	20.4%	586	46.2%	18.3%	562	57.8%	32.4%	536	51.7%	17.7%	549	52.3%	35.9%	578	52.1%	37.2%	521	57.4%	36.1%	512	67.6%	40.8%			
Primary School	462	88.7%	43.1%	454	83.9%	42.3%	462	90.5%	37.9%	470	92.1%	14.0%	527	93.5%	56.7%	541	96.7%	72.5%	536	95.7%	67.2%	527	92.8%	47.8%			
Community High School	140	82.1%	22.9%	149	78.5%	30.9%	160	87.5%	20.0%	168	98.2%	8.9%	177	98.3%	49.7%	178	99.4%	59.6%	192	98.4%	53.6%	205	93.2%	39.0%			
National Secondary School	9	44.4%	0.0%	9	22.2%	11.1%	9	44.4%	0.0%	10	90.0%	0.0%	10	100.0%	60.0%	10	100.0%	10.0%	11	100.0%	36.4%	12	91.7%	25.0%			
Provincial Secondary School	16	50.0%	6.3%	16	81.3%	25.0%	16	68.8%	37.5%	16	100.0%	6.3%	16	100.0%	43.8%	17	100.0%	52.9%	16	93.8%	43.8%	15	93.3%	26.7%			
Rural Training Centre	25	80.0%	0.0%	23	47.8%	8.7%	25	96.0%	20.0%	27	100.0%	18.5%	24	70.8%	50.0%	33	84.8%	54.5%	35	88.6%	45.7%	10	70.0%	40.0%			
Grand Total	1102	77.2%	29.4%	1237	64.3%	28.5%	1234	74.7%	32.4%	1228	75.5%	14.8%	1303	76.5%	46.7%	1357	77.8%	54.6%	1311	80.7%	51.7%	1281	82.6%	43.1%			

Source. SIEMIS

- The school census form collected rate for the ECE is the least of all the other sectors even if it has shown some improvement in 2013 compared to the other years. The issue with ECE is that it only has 223 registered ECE centres in 2012 but there are many other unregistered ECE centres that are operating under communities and other ECE providers which do not have the same privilege like the registered ones who have registered teachers. This might result in the closure of some ECEs who have been registered in the SIEMIS. Also, this year the MEHRD Planning Division has decided not to enter the enrolments of unregistered ECE centres into SIEMIS.
- The collection rate for Primary, CHS, NS and PSS is above 90% with the CHS the highest. However, there is a decline in the collected rate for these sectors in 2013 compared to 2009, 2010, 2011 and 2012 respectively. The reason for this decline might be related to these schools not submitting their SIEMIS form on time and the Planning Division is not allowed to enter their data into SIEMIS and some of these schools did not submit their census forms back to MEHRD.
- The collected on time becomes an issue here. It seems from this data that most of the school census data reached MEHRD after the 31st of March, the dateline for the SIEMIS forms to reach MEHRD from schools through Education Authorities over this whole reporting period.

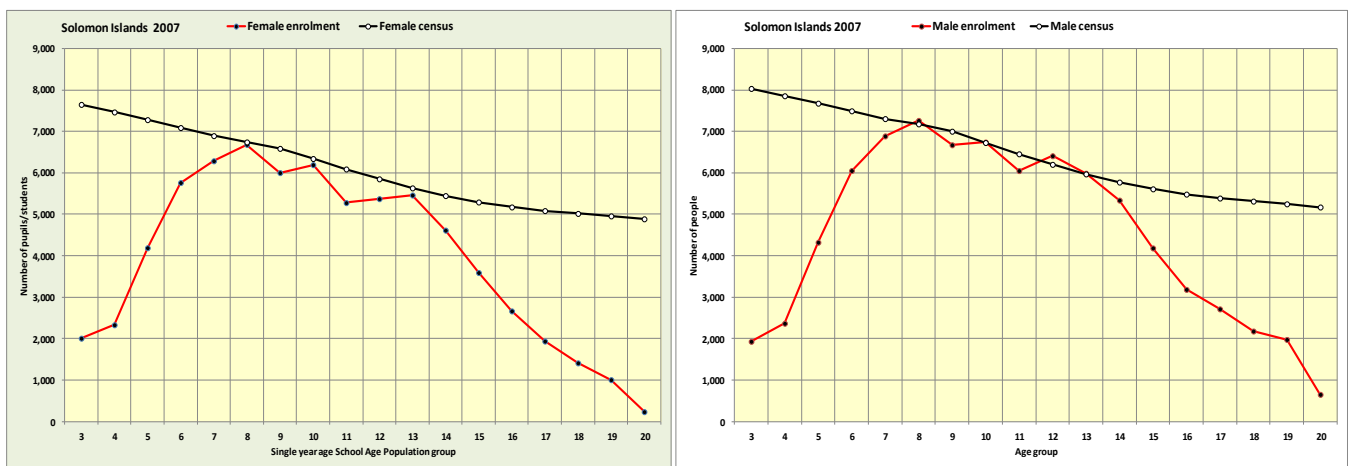
Summary line graphs on enrolment compared to projected population data 2006-2013

Figure 2.8: Shows the estimated enrolment data and projected population data for 2006



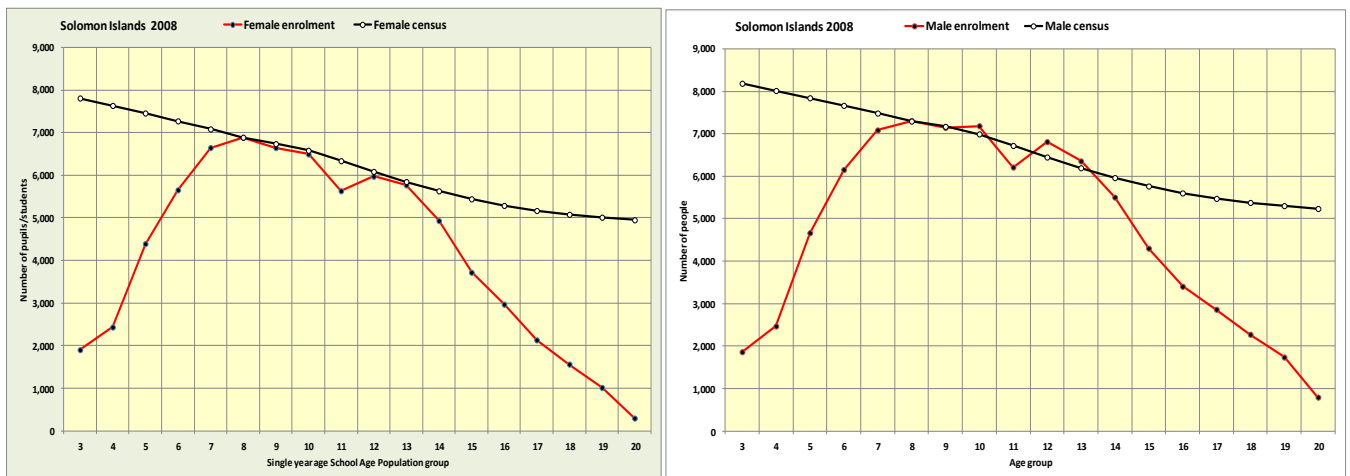
Source; SIEMIS and National Statistics Office

Figure 2.9: Shows the estimated enrolment data and projected population data for 2007



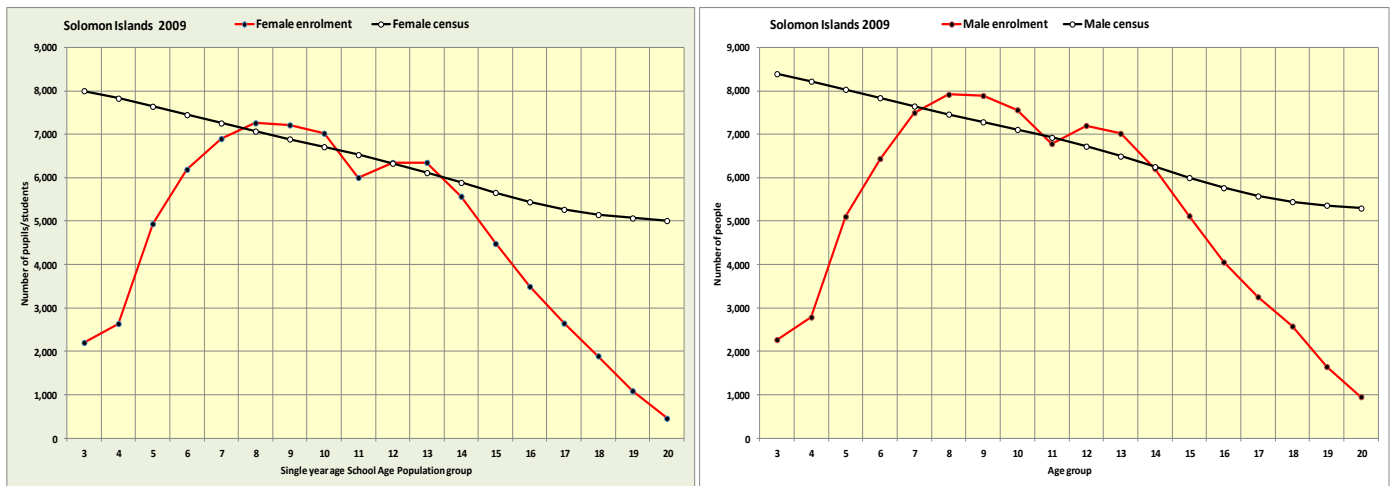
Source; SIEMIS and National Statistics Office

Figure 3.0: Shows the estimated enrolment data and projected population data for 2008



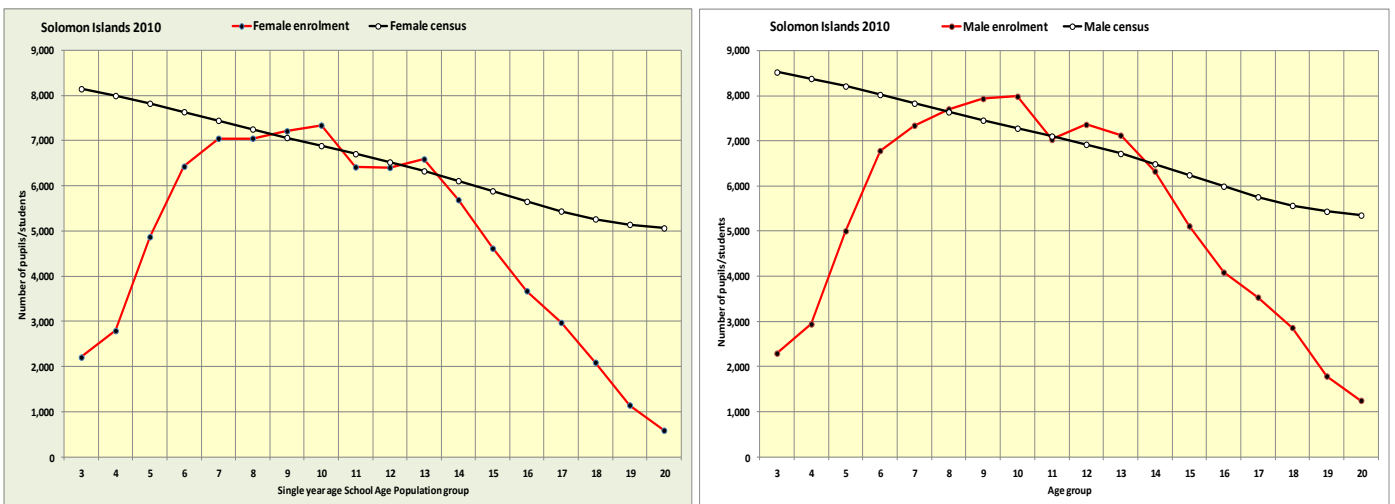
Source; SIEMIS and National Statistics Office

Figure 3.1: Shows the estimated enrolment data and projected population data for 2009



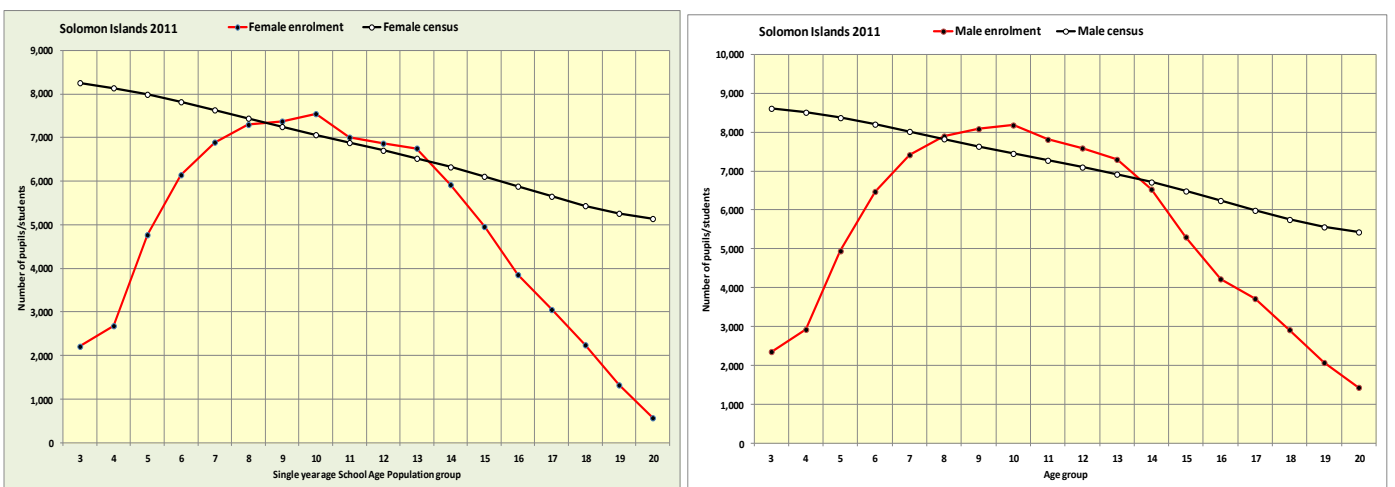
Source; SIEMIS and National Statistics Office

Figure 3.2 Shows the estimated enrolment data and projected population data for 2010



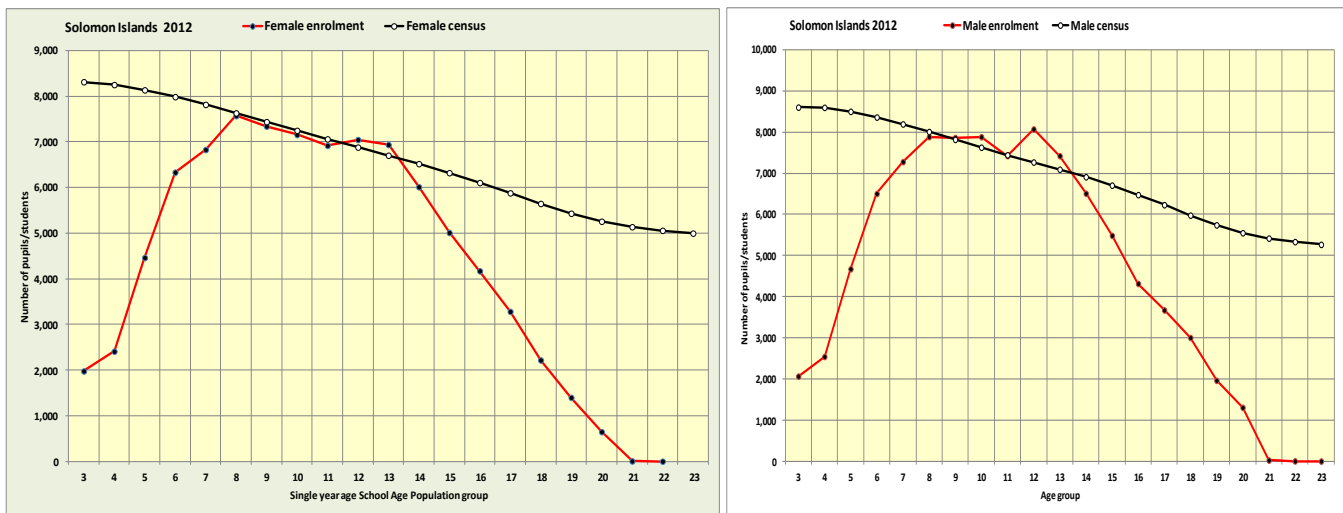
Source; SIEMIS and National Statistics Office

Figure 3.3: Shows the estimated enrolment data and projected population data for 2011



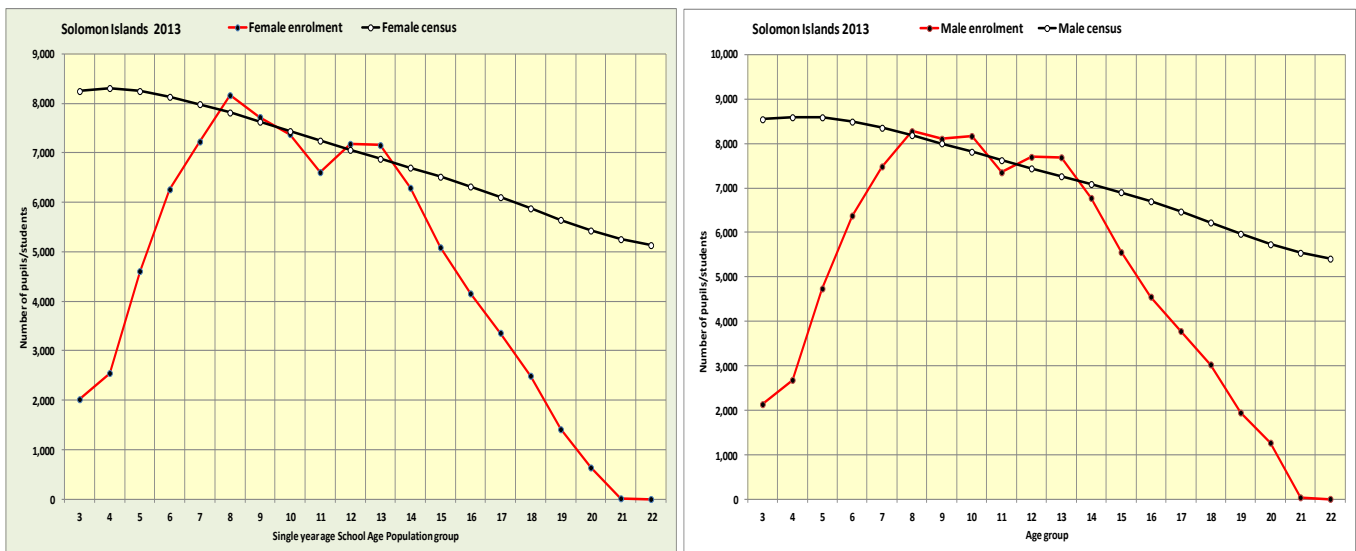
Source; SIEMIS and National Statistics Office

Figure 3.4: Shows the estimated enrolment data and projected population data for 2012



Source; SIEMIS and National Statistics Office

Figure 3.5: Shows the estimated enrolment data and projected population data for 2013



Source; SIEMIS and National Statistics Office

Annex 1. Data Tables on Strategic Goal 1: Access

Table 2.1. Population census projected data, 2006-2013

Projected year	2006			2007			2008			2009			2010			2011			2012			2013		
Population Age	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
3	7872	7478	15350	8032	7647	15679	8185	7808	15993	8391	8000	16391	8521	8145	16666	8609	8257	16866	8601	8313	16914	8543	8247	16791
4	7688	7288	14976	7855	7464	15319	8015	7634	15649	8219	7827	16046	8378	7994	16372	8508	8139	16647	8596	8251	16848	8588	8308	16896
5	7503	7097	14600	7676	7279	14955	7843	7456	15299	8032	7640	15672	8210	7823	16032	8369	7990	16359	8499	8135	16634	8587	8247	16835
Total	23063	21863	44926	23563	22390	45953	24043	22898	46941	24642	23467	48109	25109	23962	49070	25486	24386	49872	25696	24699	50396	25718	24802	50522
6	7313	6900	14213	7492	7088	14580	7665	7271	14936	7838	7448	15286	8023	7636	15659	8201	7819	16020	8360	7986	16346	8490	8131	16621
7	7186	6747	13932	7304	6893	14197	7483	7082	14565	7646	7256	14901	7830	7445	15275	8015	7633	15648	8193	7816	16009	8352	7983	16335
8	7007	6591	13598	7177	6741	13918	7296	6887	14184	7460	7069	14529	7639	7253	14892	7824	7442	15265	8008	7630	15639	8186	7813	15999
9	6733	6345	13079	7000	6586	13586	7170	6736	13906	7283	6888	14171	7454	7066	14520	7633	7250	14883	7818	7439	15257	8002	7628	15630
10	6461	6094	12555	6727	6341	13067	6993	6581	13575	7108	6710	13817	7277	6886	14163	7449	7064	14512	7627	7248	14875	7812	7437	15248
11	6207	5856	12063	6455	6089	12544	6721	6336	13057	6925	6526	13451	7102	6707	13810	7272	6883	14155	7443	7061	14505	7622	7245	14867
12	5976	5638	11614	6201	5851	12052	6449	6085	12534	6722	6329	13051	6920	6524	13444	7097	6705	13802	7267	6881	14147	7438	7059	14497
Total	46883	44171	91054	48356	45589	93944	49777	46978	96757	50982	48226	99206	52245	49517	101763	53491	50796	104285	54716	52061	106778	55902	53296	109197
13	5779	5452	11231	5970	5633	11604	6195	5847	12042	6493	6113	12606	6717	6327	13044	6915	6522	13436	7092	6703	13794	7261	6878	14140
14	5617	5298	10915	5773	5447	11220	5964	5629	11593	6250	5887	12138	6488	6110	12598	6712	6324	13036	6909	6519	13428	7086	6700	13786
15	5491	5179	10669	5610	5293	10903	5766	5442	11208	5999	5656	11655	6244	5885	12129	6482	6108	12589	6705	6321	13027	6902	6516	13419
Total	16887	15929	32815	17353	16373	33727	17925	16918	34843	18742	17656	36399	19449	18322	37771	20109	18954	39061	20706	19543	40249	21249	20094	41345
16	5396	5090	10487	5483	5173	10656	5603	5288	10890	5765	5441	11206	5992	5653	11645	6237	5882	12119	6475	6105	12580	6698	6318	13017
17	5324	5024	10347	5388	5085	10472	5475	5168	10643	5575	5267	10842	5757	5438	11196	5984	5650	11635	6230	5879	12109	6467	6102	12569
18	5258	4964	10222	5314	5017	10332	5379	5079	10458	5446	5147	10593	5567	5264	10831	5749	5435	11184	5976	5647	11623	6221	5876	12097
19	5182	4894	10076	5248	4957	10205	5304	5011	10316	5362	5069	10431	5437	5144	10581	5558	5260	10819	5740	5432	11172	5967	5644	11611
Total	21160	19972	41132	21433	20232	41665	21761	20546	42307	22148	20924	43072	22753	21499	44253	23528	22227	45757	24421	23063	47484	25353	23940	49294
20	5086	4803	9889	5172	4887	10058	5237	4950	10188	5296	5009	10305	5352	5065	10418	5428	5140	10568	5549	5257	10806	5731	5428	11159
21	4975	4699	9674	5074	4796	9870	5160	4880	10040	5226	4944	10170	5287	5005	10292	5343	5062	10404	5418	5137	10555	5539	5253	10792
22	4862	4590	9452	4964	4691	9655	5063	4788	9851	5147	4871	10019	5216	4941	10156	5277	5001	10278	5333	5058	10390	5408	5133	10541
23	4760	4493	9252	4850	4582	9433	4952	4683	9636	5050	4780	9830	5137	4867	10004	5206	4936	10142	5266	4997	10263	5322	5054	10376
24	4672	4413	9085	4748	4485	9232	4839	4575	9413	4941	4676	9618	5040	4776	9816	5127	4863	9990	5195	4932	10128	5256	4993	10249
25	4605	4356	8961	4660	4404	9065	4736	4477	9213	4829	4568	9397	4931	4672	9603	5030	4771	9801	5117	4859	9975	5185	4928	10113

Source: SIEMIS

Table 2.2. Enrolment by education level and gender, 2006-2013

Survey Year	2006			2007			2008			2009			2010			2011			2012			2013		
Level	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
ECE	9080	9336	18416	9759	10085	19844	9389	9865	19254	10528	11207	21735	11245	11845	23090	11249	12009	23258	10527	11153	21680	10529	11152	21681
Total	9080	9336	18416	9759	10085	19844	9389	9865	19254	10528	11207	21735	11245	11845	23090	11249	12009	23258	10527	11153	21680	10529	11152	21681
Prep	9906	10646	20552	10191	11211	21402	10984	12004	22988	11719	12666	24385	11408	12425	23833	11441	12478	23919	11631	12305	23936	11329	11958	23287
Std 1	8320	9030	17350	8358	9120	17478	8814	9704	18518	9238	10189	19427	9528	10223	19751	9425	10323	19748	9444	10249	19693	10079	10597	20676
Std 2	7390	8367	15757	7454	8383	15837	7894	8653	16547	8325	9300	17625	8429	9368	17797	8846	9723	18569	8695	9457	18152	8818	9705	18523
Std 3	6729	7429	14158	6959	7882	14841	7383	8129	15512	7843	8574	16417	8108	9096	17204	8221	9151	17372	8411	9191	17602	8476	9194	17670
Std 4	5911	6829	12740	6190	7055	13245	6667	7441	14108	6871	7816	14687	7300	7918	15218	7537	8455	15992	7576	8338	15914	7869	8547	16416
Std 5	5170	6082	11252	5433	6130	11563	5851	6485	12336	6387	7066	13453	6501	7269	13770	6844	7436	14280	6834	7499	14333	7215	7678	14893
Std 6	4507	5062	9569	4509	5192	9701	4762	5346	10108	5263	5767	11030	5587	6125	11712	5871	6234	12105	5844	6174	12018	5934	6380	12314
Total	47933	53445	101378	49094	54973	104067	52355	57762	110117	55646	61378	117024	56861	62424	119285	58185	63800	121985	58435	63213	121648	59720	64059	123779
Form 1	3328	3924	7252	3571	4244	7815	3663	4220	7883	4470	4955	9425	4418	4964	9382	4828	5237	10065	5059	5472	10531	5256	5612	10868
Form 2	2544	3175	5719	2892	3484	6376	3183	3622	6805	3839	4541	8380	4107	4522	8629	4302	4717	9019	4501	4881	9382	4556	4957	9513
Form 3	2217	2852	5069	2281	2817	5098	2585	3294	5879	3307	3933	7240	3499	4132	7631	3819	4339	8158	3920	4332	8252	4007	4405	8412
Total	8089	9951	18040	8744	10545	19289	9431	11136	20567	11616	13429	25045	12024	13618	25642	12949	14293	27242	13480	14685	28165	13819	14974	28793
Form 4	1630	2212	3842	1568	2183	3751	1746	2201	3947	2107	2597	4704	2352	2792	5144	2328	3011	5339	2749	3193	5942	2951	3367	6318
Form 5	1310	1951	3261	1330	1989	3319	1446	2010	3456	1836	2143	3979	1812	2420	4232	2084	2765	4849	2105	2724	4829	2364	2873	5237
Form 6	357	612	969	410	904	1314	539	902	1441	684	1075	1759	782	1200	1982	837	1252	2089	871	1212	2083	1145	1535	2680
Form 7	94	179	273	118	229	347	141	272	413	147	308	455	203	275	478	206	399	605	263	373	636	227	349	576
Total	3391	4954	8345	3426	5305	8731	3872	5385	9257	4774	6123	10897	5149	6687	11836	5455	7427	12882	5988	7502	13490	6687	8124	14811

Source: SIEMIS

Table 2.3. Enrolment by age and gender for ECE and Primary, 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Early Childhood																									
	3	1812	1815	3627	2008	1932	3940	1902	1864	3766	2190	2255	4445	2251	2334	4585	2276	2408	4684	2117	2179	4296	2049	2163	4212
	4	2151	2137	4288	2331	2368	4699	2434	2471	4905	2611	2758	5369	2844	2987	5831	2760	2991	5751	2569	2678	5247	2580	2709	5289
	5	2367	2469	4836	2527	2687	5214	2448	2663	5111	2819	2996	5815	3042	3152	6194	3033	3140	6173	2737	2923	5660	2811	2891	5702
	6	1688	1806	3494	1706	1797	3503	1577	1771	3348	1858	1997	3855	1997	2153	4150	1991	2206	4197	2105	2231	4336	1946	2095	4041
	7	627	673	1300	716	777	1493	645	731	1376	686	814	1500	706	809	1515	776	826	1602	653	733	1386	773	847	1620
	8	245	261	506	253	284	537	223	195	418	222	219	441	222	241	463	233	259	492	225	293	518	232	287	519
	9	139	125	264	138	142	280	98	108	206	87	93	180	106	109	215	102	117	219	78	83	161	78	106	184
	10	51	50	101	80	98	178	62	62	124	55	75	130	77	60	137	78	62	140	43	33	76	60	54	114
Early Childhood Total		9080	9336	18416	9759	10085	19844	9389	9865	19254	10528	11207	21735	11245	11845	23090	11249	12009	23258	10527	11153	21680	10529	11152	21681
Primary																									
	5	1772	1774	3546	1662	1636	3298	1942	2003	3945	2088	2076	4164	1863	1885	3748	1797	1876	3673	1855	1904	3759	1814	1865	3679
	6	3873	4150	8023	4056	4255	8311	4076	4384	8460	4296	4406	8702	4443	4630	9073	4199	4307	8506	4337	4366	8703	4302	4302	8604
	7	5550	5804	11354	5569	6109	11678	6000	6355	12355	6202	6667	12869	6340	6530	12870	6157	6612	12769	6242	6599	12841	6471	6657	13128
	8	5963	6341	12304	6429	6977	13406	6659	7111	13770	7032	7691	14723	6827	7462	14289	7081	7648	14729	7379	7629	15008	7973	8040	16013
	9	5884	6413	12297	5863	6530	12393	6546	7037	13583	7125	7795	14920	7106	7824	14930	7296	7992	15288	7284	7802	15086	7688	8054	15742
	10	5898	6539	12437	6113	6641	12754	6432	7122	13554	6966	7485	14451	7264	7924	15188	7477	8141	15618	7124	7866	14990	7352	8173	15525
	11	5168	5826	10994	5274	6044	11318	5629	6212	11841	6001	6783	12784	6415	7029	13444	7013	7822	14835	6930	7438	14368	6670	7394	14064
	12	5216	6166	11382	5195	6230	11425	5781	6618	12399	6094	6926	13020	6122	7091	13213	6562	7247	13809	6729	7706	14435	6793	7360	14153
	13	4650	5405	10055	4750	5189	9939	4896	5493	10389	5169	5832	11001	5473	6012	11485	5381	6024	11405	5564	6027	11591	5730	6289	12019
	14	2852	3367	6219	2912	3547	6459	3018	3538	6556	3196	3741	6937	3349	3812	7161	3482	3980	7462	3425	3842	7267	3439	3981	7420
	15	1103	1653	2756	1127	1554	2681	1138	1507	2645	1249	1619	2868	1337	1727	3064	1454	1767	3221	1321	1674	2995	1261	1647	2908
	16	4	6	10	112	204	316	199	305	504	190	283	473	243	365	608	233	292	525	192	284	476	181	229	410
	17				22	44	66	34	67	101	35	56	91	63	102	165	41	75	116	40	51	91	41	57	98
	18		1	1	10	13	23	5	10	15	3	18	21	16	31	47	12	17	29	13	25	38	5	11	16
Primary Total		47933	53445	101378	49094	54973	104067	52355	57762	110117	55646	61378	117024	56861	62424	119285	58185	63800	121985	58435	63213	121648	59720	64059	123779

Source: SIEMIS

Table 2.4. enrolment by age and gender Junior Secondary and Senior Secondary, 2006-2013

	2006			2007			2008			2009			2010			2011			2012			2013			
Junior Secondary	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
	11	65	75	140	3	6	9	2	1	3															
	12	141	122	263	177	178	355	191	193	384	253	272	525	281	267	548	322	352	674	333	377	710	433	409	842
	13	685	735	1420	708	796	1504	871	861	1732	1180	1184	2364	1116	1109	2225	1381	1279	2660	1379	1396	2775	1451	1458	2909
	14	1661	1736	3397	1694	1783	3477	1905	1961	3866	2344	2450	4794	2335	2508	4843	2430	2552	4982	2575	2657	5232	2839	2830	5669
	15	2240	2475	4715	2407	2552	4959	2512	2713	5225	3069	3265	6334	3125	3220	6345	3322	3364	6686	3497	3555	7052	3578	3669	7247
	16	1909	2403	4312	2153	2546	4699	2308	2639	4947	2678	3135	5813	2730	3080	5810	2991	3254	6245	3161	3239	6400	3134	3475	6609
	17	925	1412	2337	1059	1626	2685	1090	1671	2761	1391	1905	3296	1613	2017	3630	1692	2215	3907	1725	2144	3869	1632	1990	3622
	18	322	660	982	396	726	1122	415	776	1191	550	890	1440	670	1053	1723	687	993	1680	632	972	1604	612	884	1496
	19	129	318	447	121	287	408	111	230	341	126	247	373	130	272	402	112	233	345	154	283	437	116	210	326
	20	8	10	18	26	45	71	26	91	117	25	81	106	24	92	116	12	51	63	24	62	86	24	49	73
	21	4	5	9																					
Junior Secondary Total		8089	9951	18040	8744	10545	19289	9431	11136	20567	11616	13429	25045	12024	13618	25642	12949	14293	27242	13480	14685	28165	13819	14974	28793
Senior Secondary																									
	12													2	2										
	13				3	1	4	2	2	4	0	1	1	2	1	3				1	1		1	1	
	14	2	4	6	8	8	16	8	6	14	29	17	46	6	6	12	7	3	10	8	16	24	7	14	21
	15	31	53	84	57	78	135	69	83	152	163	235	398	154	166	320	181	169	350	192	256	448	243	253	496
	16	364	388	752	400	435	835	464	462	926	625	636	1261	701	643	1344	629	674	1303	819	794	1613	886	897	1783
	17	965	1148	2113	857	1044	1901	1008	1127	2135	1222	1292	2514	1298	1417	2715	1319	1424	2743	1518	1478	2996	1735	1789	3524
	18	1113	1544	2657	1006	1441	2447	1144	1489	2633	1340	1671	3011	1407	1778	3185	1543	1904	3447	1573	2006	3579	1880	2165	4045
	19	875	1743	2618	886	1690	2576	905	1510	2415	964	1399	2363	1016	1516	2532	1210	1836	3046	1245	1679	2924	1306	1742	3048
	20	39	69	108	209	608	817	272	706	978	431	872	1303	565	1158	1723	556	1379	1935	624	1242	1866	614	1221	1835
	21	2	5	7													8	28	36	7	25	32	15	38	53
	22																2	6	8	2	4	6	1	4	5
	23																	1	1		1	1			
	24																	1	1						
	25																	1	1						
	26																	1	1						
Senior Secondary Total		3391	4954	8345	3426	5305	8731	3872	5385	9257	4774	6123	10897	5149	6687	11836	5455	7427	12882	5988	7502	13490	6687	8124	14811

Source: SIEMIS

2008	Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Grand Total
	Kinder	3766	4905	5111	3348	1376	418	206	124																	19254
	Prep			3916	7417	6793	3495	1183	158	19	2	2		3												22988
	Std 1			29	997	4658	6200	4098	2043	392	86	11	3	1												18518
	Std 2				43	872	3451	5034	4216	2190	583	132	25	1												16547
	Std 3				1	30	589	2699	4568	3840	2898	685	157	39	6											15512
	Std 4					2	35	531	2078	3566	4220	2805	686	139	41	3	2									14108
	Std 5							38	476	1592	3398	3728	2388	596	90	28	2									12336
	Std 6				2				15	242	1212	3026	3297	1866	367	70	11									10108
	Form 1									3	376	1372	2538	2104	1136	271	61	13	9							7883
	Form 2										8	348	1075	2181	1899	906	270	95	23							6805
	Form 3											12	253	940	1912	1584	860	233	85							5879
	Form 4											4	5	133	758	1433	983	541	90							3947
	Form 5												9	19	166	666	1331	854	411							3456
	Form 6														2	36	305	793	305							1441
	Form 7																14	227	172							413
2008 Total		3766	4905	9056	11808	13731	14188	13789	13678	11844	12783	12125	10436	8022	6377	4997	3839	2756	1095							159195
2009																										
	Kinder	4445	5369	5815	3855	1500	441	180	130																	21735
	Prep			4135	7402	7267	3886	1392	251	49	1	2														24385
	Std 1			29	1285	4746	6359	4468	2017	370	134	18	1													19427
	Std 2				15	839	3730	5520	4483	2198	619	200	17	3		1										17625
	Std 3					17	740	3044	4970	4083	2769	638	132	23	1											16417
	Std 4						7	475	2263	4009	4240	2882	655	127	22	6	1									14687
	Std 5						1	21	461	1755	3750	4175	2615	585	85	5										13453
	Std 6								6	320	1507	3086	3517	2130	365	79	20									11030
	Form 1										520	1848	2758	2518	1333	326	93	26	3							9425
	Form 2										5	501	1493	2566	2260	1111	339	88	17							8380
	Form 3											15	543	1250	2220	1859	1008	259	86							7240
	Form 4											1	46	383	1029	1505	1127	494	119							4704
	Form 5													15	224	823	1375	1057	485							3979
	Form 6														8	186	452	623	490							1759
	Form 7																57	189	209							455
2009 Total		4445	5369	9979	12557	14369	15164	15100	14581	12784	13545	13366	11777	9600	7547	5901	4472	2736	1409							174701

2010	Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Grand Total	
	Kinder	4572	5820	6183	4150	1511	457	215	137																	23045	
	Prep			3728	7698	7130	3705	1358	188	19	7															23833	
	Std 1			20	1355	4867	6265	4535	2223	384	90	12														19751	
	Std 2				20	841	3455	5414	4974	2324	595	159	12	3												17797	
	Std 3					32	833	3021	4994	4535	2867	720	170	27	4	1										17204	
	Std 4						31	591	2257	3963	4393	3077	732	144	25	5										15218	
	Std 5							11	530	1949	3646	4106	2752	606	134	29	7									13770	
	Std 6					5			22	270	1615	3411	3495	2284	445	130	40									11717	
	Form 1										529	1725	2765	2529	1344	325	138	24	3							9382	
	Form 2										16	488	1664	2390	2314	1338	313	85	21							8629	
	Form 3										3	12	414	1426	2152	1967	1272	293	92							7631	
	Form 4										2	3	10	311	1026	1645	1362	594	191							5144	
	Form 5												1	9	318	866	1313	1053	672							4232	
	Form 6															204	433	738	607							1982	
	Form 7												1				77	147	253							478	
2010 Total		4572	5820	9931	13223	14386	14746	15145	15325	13444	13763	13713	12016	9729	7762	6510	4955	2934	1839								179813
2011																											
	Kinder	4671	5740	6162	4197	1598	486	219	140																	23213	
	Prep			3651	7254	6946	3987	1809	223	45	3		1													23919	
	Std 1			21	1237	4863	6292	4406	2364	437	110	18														19748	
	Std 2			1	15	932	3689	5391	5035	2736	596	164	10													18569	
	Std 3					28	753	3008	4873	4945	2921	622	177	37	6	2										17372	
	Std 4						8	662	2555	4225	4772	3039	577	133	14	7										15992	
	Std 5							12	563	2038	3655	4289	2909	677	97	33	7									14280	
	Std 6								5	409	1752	3273	3788	2374	408	74	22									12105	
	Form 1										666	1973	2903	2656	1395	359	95	16	2							10065	
	Form 2										8	672	1509	2661	2397	1342	328	85	17							9019	
	Form 3											15	570	1369	2453	2206	1257	244	44							8158	
	Form 4												10	346	1016	1729	1356	738	138	1	2	1	1	1		5339	
	Form 5													3	286	878	1553	1400	728	1						4849	
	Form 6													1	1	135	448	738	753	8	4				1	2089	
	Form 7															1	90	170	316	26	2					605	
2011 Total		4671	5740	9835	12703	14367	15215	15507	15758	14835	14483	14065	12454	10257	8073	6766	5156	3391	1998	36	8	1	1	1	1	185322	

Survey Year	Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Grand Total
2012	Level																						
	Kinder	4296	5247	5660	4336	1386	518	161	76														21680
	Prep			3741	7447	6912	3845	1734	201	34	20	2											23936
	Std 1			18	1220	4819	6363	4348	2395	392	120	16	1	1									19693
	Std 2				35	1062	3927	5260	4422	2593	652	172	27	1	1								18152
	Std 3				1	47	849	3121	4747	4690	3185	745	155	52	10								17602
	Std 4					1	23	599	2678	4139	4562	3046	700	135	25	3	3						15914
	Std 5						1	24	534	2190	4076	4160	2627	597	94	23	7						14333
	Std 6								13	330	1820	3450	3757	2209	346	65	28						12018
	Form 1										687	2015	2912	2779	1595	372	128	37	6				10531
	Form 2										22	736	1657	2742	2407	1370	329	101	18				9382
	Form 3										1	24	663	1531	2398	2127	1147	299	62				8252
	Form 4											1	24	435	1229	1862	1555	700	133	3			5942
	Form 5													13	375	1016	1462	1213	743	3	3	1	4829
	Form 6														9	109	495	818	650	1	1		2083
	Form 7															9	67	193	340	25	2		636
2012 Total		4296	5247	9419	13039	14227	15526	15247	15066	14368	15145	14367	12523	10495	8489	6956	5221	3361	1952	32	6	1	184983
2013																							
	Kinder	4212	5289	5702	4041	1620	519	184	114														21681
	Prep			3615	6922	6805	4089	1611	182	20	17	14	12										23287
	Std 1			64	1647	4971	6888	4507	2248	265	62	23	1										20676
	Std 2				34	1324	3886	5343	4726	2664	434	93	17	2									18523
	Std 3				1	27	1133	3357	4826	4426	3087	638	141	32	2								17670
	Std 4					1	17	895	2769	4008	4686	3327	581	109	21	2							16416
	Std 5							28	761	2137	3973	4483	2925	472	90	19	5						14893
	Std 6							1	13	544	1894	3441	3743	2293	297	77	11						12314
	Form 1										809	2214	3145	2723	1647	235	71	19	5				10868
	Form 2										33	675	1956	2774	2412	1318	244	80	21				9513
	Form 3										20	568	1750	2550	2069	1181	227	47					8412
	Form 4										1	21	488	1397	2098	1517	719	77					6318
	Form 5													8	384	1125	1727	1248	744	1			5237
	Form 6														2	298	728	899	742	9	2		2680
	Form 7															3	73	182	272	43	3		576
2013 Total		4212	5289	9381	12645	14748	16532	15926	15639	14064	14995	14929	13110	10651	8802	7244	5557	3374	1908	53	5		189064

Source: SIEMIS

Table 2.6. Number of schools by school type, 2006-2013

School Type	Number of Schools							
	2006	2007	2008	2009	2010	2011	2012	2013
ECE	347	424	472	501	509	523	472	484
PS	486	484	493	508	517	533	528	526
CHS	130	141	160	169	175	177	189	199
PSS	16	16	16	16	16	17	16	15
NSS	8	8	9	10	9	9	10	11
RTC	10	12	26	25	24	33	37	37
Grand Total	997	1085	1176	1229	1250	1292	1252	1272

Source: SIEMIS

Table 2.7. Pupil Classroom Ratio by school type, 2006-2013

Survey Year	2006			2007			2008			2009			2010			2011			2012			2013		
	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio	Num Rooms	Enrol	Pupil Classroom Ratio
PS	2528	67676	26.8	2566	67689	26.4	2717	70413	25.9	2885	73511	25.5	2998	74530	24.9	3168	77610	24.5	3169	75618	23.9	3093	74367	24.0
CHS	1398	51185	36.6	1517	55268	36.4	1710	60508	35.4	1331	69177	52.0	1908	71670	37.6	1997	73324	36.7	2076	76427	36.8	2172	80625	37.1
PSS	143	5326	37.2	133	5153	38.7	137	5026	36.7	129	5618	43.6	128	5790	45.2	135	6454	47.8	134	6298	47.0	134	6232	46.5
NSS	79	3495	44.2	78	3977	51.0	86	4133	48.1	105	4695	44.7	81	4773	58.9	77	4721	61.3	90	4960	55.1	98	5298	54.1
RTC	14	2264	161.7	18	1929	107.2	50	2365	47.3	50	2701	54.0	39	2228	57.1	48	2600	54.2		399				
Grand Total	4162	129946	31.2	4312	134016	31.1	4700	142445	30.3	4500	155702	34.6	5154	158991	30.8	5425	164709	30.4	5469	163702	29.9	5497	166522	30.3

Source: SIEMIS

Table 2.8. Pupil Toilet Ratio, 2006-2013

Survey Year	2006			2007			2008			2009			2010			2011			2012			2013		
School Type Code	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio	Toilets	Enrollment	Pupil Toilet Ratio
ECE	175	3428	19.6	400	8568	21.4	582	11602	19.9	744	14493	19.5	713	16797	23.6	783	18134	23.2	758	17563	23.2	701	18690	26.7
PS	566	43126	76.2	665	51809	77.9	730	58023	79.5	788	62201	78.9	868	67257	77.5	952	73640	77.4	995	72436	72.8	1205	71649	59.5
CHS	270	32681	121.0	383	44106	115.2	488	53639	109.9	880	64116	72.9	578	69769	120.7	757	71819	94.9	995	74861	75.2	1180	79443	67.3
PSS	105	2106	20.1	139	3914	28.2	170	4097	24.1	190	5618	29.6	171	5790	33.9	262	6454	24.6	286	6298	22.0	184	6232	33.9
NSS	33	764	23.2	71	1038	14.6	100	1567	15.7	103	3056	29.7	170	3451	20.3	190	3373	17.8	159	4360	27.4	195	4698	24.1
RTC	27	367	13.6	37	529	14.3	113	2201	19.5	113	2202	19.5	84	1729	20.6	221	2600	11.8	226	399	1.8	16		0.0
Grand Total	1176	82472	70.1	1695	109964	64.9	2183	131129	60.1	2818	151686	53.8	2584	164793	63.8	3165	176020	55.6	3419	175917	51.5	3481	180712	51.9

Source: SIEMIS

Table 2.9. Boarder Dormitory Ratio, 2006-2013

Survey Year	2006			2007			2008			2009			2010			2011			2012			2013		
School Type Code	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio	Boarders	NumRooms	Boarder DormRatio
CHS	1455	93	15.6	3228	113	28.6	4359	129	33.8	3413	147	23.2	5565	152	36.6	5860	156	37.6	6004	153	39.2	5488	165	33.3
PSS	4240	94	45.1	4037	91	44.4	3801	97	39.2	3741	88	42.5	4351	92	47.3	4774	89	53.6	4954	89	55.7	4482	89	50.4
NSS	3056	71	43.0	3025	71	42.6	2703	74	36.5	2892	82	35.3	3894	80	48.7	3715	71	52.3	4236	75	56.5	4959	72	68.9
RTC	1062	17	62.5	1062	25	42.5	1451	47	30.9	1395	47	29.7	861	34	25.3	1233	58	21.3	41		0.0	7		0.0
Grand Total	9813	275	35.7	11352	300	37.8	12314	347	35.5	11441	364	31.4	14671	358	41.0	15582	374	41.7	15194	358	42.4	14929	333	44.8

Source: SIEMIS

Table 3.0. Schools with clean and safe drinking water, 2006-2013

Survey Year	2006			2007			2008			2009			2010			2011			2012			2013		
SchoolType	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water	Nr. of Schools	schools with CleanSafe water	% of schools with clean safe water
ECE	347	121	34.9%	424	158	37.3%	472	173	36.7%	501	186	37.1%	509	181	35.6%	523	183	35.0%	472	163	34.5%	484	178	36.8%
PS	486	238	49.0%	484	233	48.1%	493	245	49.7%	508	237	46.7%	517	235	45.5%	533	241	45.2%	528	231	43.8%	526	222	42.2%
CHS	130	63	48.5%	141	74	52.5%	160	71	44.4%	169	86	50.9%	175	92	52.6%	177	96	54.2%	189	102	54.0%	199	94	47.2%
PSS	16	12	75.0%	16	13	81.3%	16	13	81.3%	16	13	81.3%	16	13	81.3%	17	16	94.1%	16	14	87.5%	15	14	93.3%
NSS	8	7	87.5%	8	8	100.0%	9	9	100.0%	10	10	100.0%	9	6	66.7%	9	5	55.6%	10	7	70.0%	11	9	81.8%
RTC	10	5	50.0%	12	7	58.3%	26	13	50.0%	25	13	52.0%	24	12	50.0%	33	18	54.5%	37	21	56.8%	37	21	56.8%
Grand Total	997	446	44.7%	1085	493	45.4%	1176	524	44.6%	1229	545	44.3%	1250	539	43.1%	1292	559	43.3%	1252	538	43.0%	1272	538	42.3%

Source: SIEMIS

Table 3.1. Children with disability enrolled in schools, 2006-2013

Survey Year	2006				2007				2008				2009				2010				2011				2012				2013			
SchoolType	Children with disability		% with disability		Children with disability		% with disability		Children with disability		% with disability		Children with disability		% with disability		Children with disability		% with disability		Children with disability		% with disability		Children with disability		% with disability					
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male				
Primary School	605	827	1.9%	2.3%	785	1011	2.5%	2.8%	694	926	2.1%	2.5%	485	796	1.4%	2.1%	616	894	1.7%	2.3%	665	887	1.8%	2.2%	692	958	1.9%	2.4%	734	942	2.1%	
Community High School	431	601	1.8%	2.2%	454	649	1.8%	2.2%	427	571	1.5%	1.8%	396	513	1.2%	1.4%	442	634	1.3%	1.7%	496	647	1.4%	1.7%	469	672	1.3%	1.7%	339	421	0.9%	
Provincial Secondary School	48	102	2.2%	3.2%	10	9	0.5%	0.3%	5	2	0.2%	0.1%	7	11	0.3%	0.4%	44	53	1.8%	1.6%	26	57	0.9%	1.5%	9	14	0.3%	0.4%	73	74	2.7%	
National Secondary School	2	7	0.1%	0.3%	7	5	0.4%	0.2%	4	5	0.2%	0.2%	5	10	0.2%	0.4%	13	30	0.6%	1.2%	48	47	2.3%	1.8%	6	9	0.3%	0.3%	7	8	0.3%	
Rural Training Centre			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%			0.0%	0.0%				
Grand Total	1086	1538	1.6%	1.9%	1256	1674	1.8%	2.0%	1130	1504	1.5%	1.7%	893	1330	1.1%	1.4%	1115	1611	1.3%	1.7%	1235	1638	1.4%	1.6%	1176	1653	1.3%	1.7%	1153	1445	1.3%	

Source: SIEMIS

Annex 2. Data tables on Strategic goal 2: Quality

Table 3.2. Teacher qualified/certified by school type, 2006-2013

Survey Year	2006				2007				2008				2009				2010				2011				2012				2013			
SchoolType	Data	Female	Male	(blank) Total	Female	Male	(blank) Total	Female	Male	Total	Female	Male	(blank) Total	Female	Male	Total	Female	Male	(blank) Total	Female	Male	(blank) Total	Female	Male	(blank) Total	Female	Male	(blank) Total				
Kindergarten	NumQualified	64	7	71	224	38	262	332	55	387	464	77	541	566	73	639	686	88	774	650	86	0	736	770	113	883						
	NumCertified	61	7	68	149	22	171	202	23	225	272	33	305	345	31	376	419	38	457	438	53	0	491	570	81	651						
Total	NumTeachers	788	134	922	884	170	1054	873	167	1040	948	168	1116	1033	163	1196	1139	166	1305	1066	150	1	1217	1152	175	1327						
Primary School	NumQualified	44	101	145	548	955	1503	599	1047	1646	679	1097	0	1776	739	1144	0	1883	770	1163	0	1933	771	1100	1	1872	812	1159	0	1971		
	NumCertified	44	99	143	518	910	1428	562	986	1548	635	1036	0	1671	691	1063	0	1754	718	1068	0	1786	711	1010	0	1721	740	1065	0	1805		
Total	NumTeachers	1020	1622	2642	1094	1710	2804	1193	1753	2946	1266	1828	2	3096	1342	1858	8	3208	1457	1962	13	3432	1442	1889	14	3345	1378	1811	9	3198		
Community High School	NumQualified	113	141	0	254	517	846	1	1364	662	933	1595	897	1224	0	2121	852	1175	2	2029	960	1293	1	2254	1000	1242	2	2244	1041	1358	3	2402
	NumCertified	109	128	0	237	485	740	1	1226	596	798	1394	804	1045	0	1849	769	1017	1	1787	863	1126	1	1990	916	1089	2	2007	976	1233	3	2212
Total	NumTeachers	810	1171	2	1983	892	1276	1	2169	1003	1334	2337	1210	1562	2	2774	1163	1514	12	2689	1298	1652	18	2968	1362	1635	13	3010	1328	1661	11	3000
Provincial Secondary School	NumQualified	16	79	95	46	150	196	51	157	208	64	183	247	64	150	0	214	54	151	0	205	52	139	0	191	60	128	188				
	NumCertified	15	60	75	42	126	168	47	143	190	56	159	215	60	134	0	194	51	141	0	192	48	130	0	178	58	120	178				
Total	NumTeachers	48	194	242	56	192	248	59	182	241	73	207	280	75	174	1	250	62	170	1	233	60	161	1	222	65	150	215				
National Secondary School	NumQualified	31	72	103	34	88	122	37	92	129	40	95	135	18	65	83	35	104	139	30	90	120	35	88	123							
	NumCertified	31	62	93	34	78	112	37	83	120	39	87	126	18	64	82	32	97	129	27	83	110	32	85	117							
Total	NumTeachers	47	126	173	49	135	184	54	136	190	47	122	169	20	71	91	41	109	150	39	98	137	39	103	142							
Rural Training Centre	NumQualified	0	0	0	2	16	18	13	54	67	23	57	80	16	47	63	24	62	0	86	55	117	0	172	51	121	0	172				
	NumCertified	0	0	0	2	16	18	13	54	67	23	57	80	16	47	63	20	57	0	77	53	105	0	158	49	108	0	157				
Total	NumTeachers	22	39	61	24	58	82	42	100	142	38	94	132	32	85	117	41	118	7	166	74	171	6	251	68	172	6	246				
Total Sum of NumQualified		268	400	0	668	1371	2093	1	3465	1694	2338	4032	2167	2733	0	4900	2255	2654	2	4911	2529	2861	1	5391	2558	2774	3	5335	2769	2967	3	5739
Total Sum of NumCertified		260	356	0	616	1230	1892	1	3123	1457	2087	3544	1829	2417	0	4246	1899	2356	1	4256	2103	2527	1	4631	2193	2470	2	4665	2425	2692	3	5120
Total Sum of NumTeachers		2735	3286	2	6023	2999	3541	1	6541	3224	3672	6896	3582	3981	4	7567	3665	3865	21	7551	4038	4177	39	8254	4043	4104	35	8182	4030	4072	26	8128

Source: SIEMIS

Table 3.3. Pupil qualified/ certified ratio by sub-sector, 2006-2013

SectorCode	Survey Year	Pupils	Teachers	NumCertified	NumQualified	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
ECE								
	2006	18416	918	68	71	20.1	270.8	259.4
	2007	19844	1050	171	262	18.9	116.0	75.7
	2008	19254	1039	226	390	18.5	85.2	49.4
	2009	21735	1112	305	541	19.5	71.3	40.2
	2010	23090	1196	378	641	19.3	61.1	36.0
	2011	23258	1304	458	773	17.8	50.8	30.1
	2012	21680	1217	498	740	17.8	43.5	29.3
	2013	21681	1333	671	900	16.3	32.3	24.1
ECE Total		168958	9169	2775	4318	18.4	60.9	39.1
PRI								
	2006	101378	3906	313	325	26.0	323.9	311.9
	2007	104067	4135	2171	2267	25.2	47.9	45.9
	2008	110117	4319	2363	2513	25.5	46.6	43.8
	2009	117024	4873	2823	3037	24.0	41.5	38.5
	2010	119285	4787	2784	2971	24.9	42.8	40.1
	2011	121985	5090	2856	3070	24.0	42.7	39.7
	2012	121648	5100	2862	3071	23.9	42.5	39.6
	2013	123779	4874	3019	3242	25.4	41.0	38.2
PRI Total		919283	37084	19191	20496	24.8	47.9	44.9
SEC								
	2006	26385	1134	235	272	23.3	112.3	97.0
	2007	28020	1270	767	922	22.1	36.5	30.4
	2008	29824	1392	896	1069	21.4	33.3	27.9
	2009	35942	1442	1042	1244	24.9	34.5	28.9
	2010	37478	1441	1043	1238	26.0	35.9	30.3
	2011	40124	1691	1248	1465	23.7	32.2	27.4
	2012	41655	1611	1168	1367	25.9	35.7	30.5
	2013	43604	1678	1383	1517	26.0	31.5	28.7
SEC Total		283032	11659	7782	9094	24.3	36.4	31.1
TVT								
	2006	2264	61	0	0	37.1	0.0	0.0
	2007	1929	82	18	18	23.5	107.2	107.2
	2008	2365	142	67	67	16.7	35.3	35.3
	2009	2701	136	83	84	19.9	32.5	32.2
	2010	2228	123	66	66	18.1	33.8	33.8
	2011	2600	167	78	87	15.6	33.3	29.9
	2012	399	252	160	174	1.6	2.5	2.3
	2013	0	246	158	173	0.0	0.0	0.0
TVT Total		14486	1209	630	669	12.0	23.0	21.7

Source: SIEMIS

Table 3.4. Repeaters by Education Level and gender, 2006-2013

Survey Year	Education Level	Level	Nr. Repeat		RepeatRate		Total Sum	Total Sum of RepeatRate
			Female	Male	Female	Male		
2006								
	Primary							
		Prep	949	1058	9.6%	9.9%	2007	9.7%
		Std 1	671	785	8.0%	8.6%	1456	8.4%
		Std 2	468	595	6.3%	7.1%	1063	6.7%
		Std 3	493	588	7.3%	7.9%	1081	7.6%
		Std 4	384	514	6.5%	7.5%	898	7.0%
		Std 5	345	472	6.6%	7.7%	817	7.2%
		Std 6	177	240	3.9%	4.7%	417	4.3%
		Primary Total	3487	4252	7.2%	7.9%	7739	7.6%
	Junior Secondary							
		Form 1	61	98	1.8%	2.5%	159	2.2%
		Form 2	73	77	2.9%	2.4%	150	2.6%
		Form 3	77	147	3.5%	5.2%	224	4.5%
		Junior Secondary Total	211	322	2.6%	3.2%	533	3.0%
	Senior Secondary							
		Form 4	43	81	2.7%	3.7%	124	3.2%
		Form 5	37	85	2.9%	4.4%	122	3.8%
		Form 6	2	7	0.5%	1.1%	9	0.9%
		Form 7	0	1	0.0%	0.6%	1	0.4%
		Senior Secondary Total	82	174	2.1%	2.6%	256	2.4%
2006 Total			3780	4748	6.3%	6.8%	8528	6.5%
2007								
	Primary							
		Prep	1247	1350	12.3%	12.1%	2597	12.2%
		Std 1	1009	1043	12.0%	11.4%	2052	11.7%
		Std 2	665	847	8.9%	10.1%	1512	9.5%
		Std 3	692	846	9.9%	10.7%	1538	10.3%
		Std 4	553	666	8.8%	9.3%	1219	9.1%
		Std 5	417	555	7.5%	9.0%	972	8.3%
		Std 6	196	232	4.3%	4.4%	428	4.4%
		Primary Total	4779	5539	9.7%	10.0%	10318	9.9%
	Junior Secondary							
		Form 1	71	93	2.0%	2.2%	164	2.1%
		Form 2	54	79	1.8%	2.2%	133	2.1%
		Form 3	55	73	2.3%	2.5%	128	2.4%
		Junior Secondary Total	180	245	2.0%	2.3%	425	2.2%

	Senior Secondary							
		Form 4	43	59	2.7%	2.7%	102	2.7%
		Form 5	34	63	2.5%	3.2%	97	2.9%
		Form 6	11	23	2.5%	2.5%	34	2.5%
		Form 7	0	0	0.0%	0.0%	0	0.0%
	Senior Secondary Total		88	145	2.2%	2.1%	233	2.1%
2007 Total			5047	5929	8.1%	8.1%	10976	8.1%
2008								
	Primary							
		Prep	1044	1147	9.5%	9.5%	2191	9.5%
		Std 1	723	899	8.2%	9.2%	1622	8.7%
		Std 2	540	614	6.9%	7.1%	1154	7.0%
		Std 3	501	622	6.8%	7.6%	1123	7.2%
		Std 4	401	554	6.0%	7.5%	955	6.8%
		Std 5	291	412	4.9%	6.3%	703	5.6%
		Std 6	169	247	3.5%	4.6%	416	4.1%
	Primary Total		3669	4495	7.0%	7.8%	8164	7.4%
	Junior Secondary							
		Form 1	87	94	2.3%	2.2%	181	2.2%
		Form 2	163	128	4.9%	3.3%	291	4.1%
		Form 3	85	109	3.2%	3.2%	194	3.2%
	Junior Secondary Total		335	331	3.4%	2.9%	666	3.1%
	Senior Secondary							
		Form 4	29	50	1.6%	2.2%	79	2.0%
		Form 5	36	50	2.3%	2.5%	86	2.4%
		Form 6	6	17	0.9%	1.7%	23	1.4%
		Form 7	0	0	0.0%	0.0%	0	0.0%
	Senior Secondary Total		71	117	1.5%	1.6%	188	1.6%
2008 Total			4075	4943	6.1%	6.4%	9018	6.3%
2009								
	Primary							
		Prep	1093	1177	9.3%	9.3%	2270	9.3%
		Std 1	777	860	8.4%	8.4%	1637	8.4%
		Std 2	638	759	7.7%	8.1%	1397	7.9%
		Std 3	607	801	7.7%	9.3%	1408	8.6%
		Std 4	483	613	7.0%	7.8%	1096	7.4%
		Std 5	356	471	5.6%	6.7%	827	6.1%
		Std 6	235	306	4.5%	5.3%	541	4.9%
	Primary Total		4189	4987	7.5%	8.1%	9176	7.8%

	Junior Secondary							
		Form 1	76	97	1.7%	2.0%	173	1.8%
		Form 2	63	81	1.6%	1.8%	144	1.7%
		Form 3	59	101	1.8%	2.6%	160	2.2%
	Junior Secondary Total		198	279	1.7%	2.1%	477	1.9%
	Senior Secondary							
		Form 4	30	36	1.4%	1.4%	66	1.4%
		Form 5	39	51	2.1%	2.4%	90	2.3%
		Form 6	18	29	2.6%	2.7%	47	2.7%
		Form 7	1	3	0.7%	1.0%	4	0.9%
	Senior Secondary Total		88	119	1.6%	1.4%	207	1.5%
2009 Total			4475	5385	6.2%	6.5%	9860	6.3%
2010								
	Primary							
		Prep	1226	1439	10.8%	11.6%	2665	11.2%
		Std 1	870	1069	9.1%	10.5%	1939	9.8%
		Std 2	740	902	8.8%	9.6%	1642	9.2%
		Std 3	681	825	8.4%	9.1%	1506	8.8%
		Std 4	492	686	6.7%	8.7%	1178	7.7%
		Std 5	466	619	7.2%	8.5%	1085	7.9%
		Std 6	294	345	5.2%	5.6%	639	5.4%
	Primary Total		4769	5885	8.4%	9.4%	10654	8.9%
	Junior Secondary							
		Form 1	43	58	1.0%	1.2%	101	1.1%
		Form 2	52	75	1.3%	1.7%	127	1.5%
		Form 3	75	95	2.1%	2.3%	170	2.2%
	Junior Secondary Total		170	228	1.4%	1.7%	398	1.6%
	Senior Secondary							
		Form 4	32	65	1.4%	2.3%	97	1.9%
		Form 5	46	87	2.5%	3.6%	133	3.1%
		Form 6	21	50	2.7%	4.2%	71	3.6%
		Form 7	0	0	0.0%	0.0%	0	0.0%
	Senior Secondary Total		99	202	1.7%	2.4%	301	2.1%
2010 Total			5038	6315	6.8%	7.5%	11353	7.1%
2011								
	Primary							
		Prep	1255	1428	11.0%	11.5%	2683	11.2%
		Std 1	827	951	8.8%	9.2%	1778	9.0%
		Std 2	695	833	7.9%	8.6%	1528	8.2%
		Std 3	695	767	8.4%	8.4%	1462	8.4%
		Std 4	527	717	7.0%	8.5%	1244	7.8%
		Std 5	426	561	6.2%	7.5%	987	6.9%
		Std 6	179	211	3.1%	3.4%	390	3.2%
	Primary Total		4604	5468	7.9%	8.6%	10072	8.3%

	Junior Secondary							
		Form 1	46	51	0.9%	1.0%	97	1.0%
		Form 2	73	86	1.7%	1.8%	159	1.8%
		Form 3	74	86	1.9%	2.0%	160	2.0%
		Junior Secondary Total	193	223	1.5%	1.6%	416	1.5%
	Senior Secondary							
		Form 4	29	30	1.2%	1.0%	59	1.1%
		Form 5	37	56	1.8%	2.0%	93	1.9%
		Form 6	7	19	0.8%	1.5%	26	1.2%
		Form 7	0	0	0.0%	0.0%	0	0.0%
		Senior Secondary Total	73	105	1.2%	1.1%	178	1.1%
2011 Total			4870	5796	6.3%	6.6%	10666	6.5%
2012								
	Primary							
		Prep	1174	1321	10.1%	10.7%	2495	10.4%
		Std 1	862	983	9.1%	9.6%	1845	9.4%
		Std 2	705	811	8.1%	8.6%	1516	8.3%
		Std 3	618	820	7.4%	8.9%	1438	8.2%
		Std 4	472	615	6.2%	7.4%	1087	6.8%
		Std 5	430	499	6.3%	6.6%	929	6.5%
		Std 6	139	208	2.4%	3.4%	347	2.9%
		Primary Total	4400	5257	7.5%	8.3%	9657	7.9%
	Junior Secondary							
		Form 1	44	53	0.9%	1.0%	97	0.9%
		Form 2	63	67	1.4%	1.4%	130	1.4%
		Form 3	71	75	1.8%	1.7%	146	1.8%
		Junior Secondary Total	178	195	1.3%	1.3%	373	1.3%
	Senior Secondary							
		Form 4	40	40	1.5%	1.3%	80	1.3%
		Form 5	38	70	1.8%	2.6%	108	2.2%
		Form 6	12	22	1.4%	1.8%	34	1.6%
		Form 7	0	0	0.0%	0.0%	0	0.0%
		Senior Secondary Total	90	132	1.5%	1.7%	222	1.6%
2012 Total			4668	5584	6.0%	6.5%	10252	6.3%

2013								
	Primary							
		Prep	1174	1321	10.4%	11.0%	2495	10.7%
		Std 1	862	981	8.6%	9.3%	1843	8.9%
		Std 2	705	811	8.0%	8.4%	1516	8.2%
		Std 3	618	820	7.3%	8.9%	1438	8.1%
		Std 4	472	615	6.0%	7.2%	1087	6.6%
		Std 5	430	499	6.0%	6.5%	929	6.2%
		Std 6	139	208	2.3%	3.3%	347	2.8%
	Primary Total		4400	5255	7.4%	8.2%	9655	7.8%
	Junior Secondary							
		Form 1	44	53	0.8%	0.9%	97	0.9%
		Form 2	63	67	1.4%	1.4%	130	1.4%
		Form 3	71	75	1.8%	1.7%	146	1.7%
	Junior Secondary Total		178	195	1.3%	1.3%	373	1.3%
	Senior Secondary							
		Form 4	40	40	1.4%	1.2%	80	1.3%
		Form 5	38	70	1.6%	2.4%	108	2.1%
		Form 6	12	22	1.0%	1.4%	34	1.3%
		Form 7	0	0	0.0%	0.0%	0	0.0%
	Senior Secondary Total		90	132	1.3%	1.6%	222	1.5%
2013 Total			4668	5582	5.8%	6.4%	10250	6.1%

Source: SIEMIS

Table 3.5. Survival rate calculated using the reconstructed cohort method, 2006-2012⁵

Survey Year	2006			2007			2008			2009			2010			2011			2012		
Level	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Kinder	101.6%	108.9%	105.3%	100.3%	105.2%	102.8%	111.2%	113.0%	112.1%	96.5%	99.3%	97.9%	90.6%	93.0%	91.8%	92.4%	90.6%	91.5%	96.0%	95.0%	95.5%
Prep	85.6%	86.8%	86.2%	86.4%	86.9%	86.6%	85.5%	85.5%	85.5%	82.2%	81.5%	81.8%	84.2%	84.2%	84.2%	84.7%	84.3%	84.5%	88.2%	87.6%	87.9%
Std 1	91.1%	93.9%	92.6%	96.9%	95.2%	96.0%	96.1%	97.9%	97.1%	92.1%	92.4%	92.2%	93.6%	96.5%	95.1%	93.0%	92.0%	92.5%	94.5%	95.9%	95.2%
Std 2	92.8%	93.2%	93.0%	97.3%	95.7%	96.5%	100.0%	99.0%	99.5%	97.5%	96.9%	97.2%	97.9%	98.3%	98.1%	94.6%	94.7%	94.6%	98.2%	96.8%	97.5%
Std 3	92.3%	95.3%	93.8%	96.0%	94.7%	95.3%	94.0%	96.6%	95.4%	94.1%	93.6%	93.8%	94.9%	93.9%	94.4%	93.5%	90.8%	92.1%	95.0%	94.9%	94.9%
Std 4	91.3%	89.2%	90.2%	94.3%	90.8%	92.4%	97.1%	96.9%	97.0%	95.8%	94.2%	95.0%	93.8%	94.3%	94.1%	91.5%	89.7%	90.6%	95.3%	92.9%	94.0%
Std 5	89.0%	87.5%	88.2%	88.5%	90.0%	89.3%	90.7%	90.1%	90.4%	88.7%	88.1%	88.4%	92.3%	88.4%	90.3%	88.2%	86.8%	87.5%	90.4%	88.1%	89.2%
Std 6	80.5%	85.0%	82.9%	82.6%	82.8%	82.7%	94.6%	95.4%	95.0%	86.3%	89.1%	87.8%	90.0%	89.6%	89.8%	88.1%	89.9%	89.0%	90.0%	91.8%	90.9%
Form 1	85.2%	88.3%	86.9%	88.6%	85.1%	86.7%	99.6%	104.1%	102.0%	91.9%	91.5%	91.7%	96.9%	94.7%	95.7%	92.2%	92.5%	92.3%	88.1%	89.0%	88.6%
Form 2	88.6%	86.7%	87.6%	87.2%	93.4%	90.6%	101.3%	103.6%	102.5%	91.0%	90.3%	90.6%	92.2%	95.5%	93.9%	90.6%	91.6%	91.1%	87.3%	88.6%	88.0%
Form 3	93.8%	133.4%	115.8%	97.2%	138.9%	120.2%	103.1%	142.7%	125.1%	86.9%	116.7%	103.0%	83.8%	122.7%	104.8%	74.5%	81.7%	78.4%	74.1%	75.7%	74.9%
Form 4	82.0%	89.3%	86.2%	90.0%	91.5%	90.8%	101.2%	96.2%	98.4%	85.4%	92.5%	89.3%	87.7%	98.1%	93.3%	88.9%	89.2%	89.1%	82.8%	86.1%	84.6%
Form 5	32.3%	48.4%	41.9%	39.7%	45.5%	43.2%	45.2%	53.6%	50.0%	42.5%	56.0%	49.8%	46.1%	51.4%	49.1%	41.9%	43.8%	43.0%	54.8%	56.7%	55.8%
Form 6	31.5%	35.9%	34.2%	33.4%	29.8%	30.9%	22.2%	30.7%	27.3%	30.3%	26.0%	27.7%	27.0%	34.7%	31.6%	31.7%	30.3%	30.8%	26.4%	29.3%	28.1%

Source: SIEMIS

⁵ The survival rate is only calculated up to 2012 because the survival rate for 2013 will depend on how many of the 2013 enrolled in a given grade are still in the system in 2014 which will be reflected as the survival rate for 2013.

Annex 3. Data tables on Strategic goal 3: Management

Table 3.6. Total SIG budget including Non-Appropriated, 2007-2012

Budget Include	2007 Budget	2007 Actual	2008 Budget	2008 Actual	2009 Budget	2009 Actual	2010 Budget	2010 Actual	2011 Budget	2011 Actual	2012 Adjusted Budget	2012 Actual
Non-appropriation-SIG												
272-Recurrent	974,607,472	1,038,701,480	1,337,321,962	1,361,002,867	1,479,913,679	1,418,811,307	1,507,632,791	1,545,766,724	1,570,111,077	1,683,542,939	2,160,328,835	1,962,147,778
372-Budget Support	32,466,584	32,466,584	110,230,586	110,230,586	101,000,000	100,900,000	115,000,000	97,664,091	115,000,000	176,474,500	256,076,474	229,416,359
472-Development	1,887,271,177	1,887,223,769	1,981,339,809	1,835,652,106	2,435,357,933	823,199,082	1,636,738,905	243,275,221	1,965,884,791	436,361,728	800,525,210	658,349,106
Grand Total	2,894,345,233	2,958,391,833	3,428,892,357	3,306,885,559	4,016,271,612	2,342,910,389	3,259,371,696	1,886,706,036	3,650,995,868	2,296,379,167	3,216,930,519	2,849,913,243

Source: MoFT

Table 3.7. Total MEHRD budget share in total SIG budget including Non-Appropriated, 2007-2012

Budget Include	2007 Budget	2007 Actual	2008 Budget	2008 Actual	2009 Budget	2009 Actual	2010 Budget	2010 Actual	2011 Budget	2011 Actual	2012 Budget	2012 Actuals
Non-Appropriation -MEHRD												
272 - Recurrent	231,313,852	248,191,567	302,312,386	302,553,543	390,424,107	343,666,654	383,363,378	369,041,250	441,520,627	487,313,078	461,729,717	539,532,811
372 - Budget Support	32,466,584	32,466,584	30,230,586	30,230,586	41,000,000	40,900,000	55,000,000	38,325,273	55,000,000	61,341,137	115,000,000	80,541,983
472 - Development	174,069,706	125,117,142	152,864,793	111,889,366	181,563,495	88,428,142	143,537,987	10,638,404	199,812,895	37,131,533	134,601,315	49,276,207
Grand Total	437,850,142	405,775,293	485,407,765	444,673,495	612,987,602	472,994,796	581,901,365	418,004,927	696,333,523	585,785,747	711,331,032	669,351,000

Source: MoFT

Table 3.8. Sector Expenditure in MEHRD total budget for 2007-2012

Sector Expenditure by sector	2007 Actual	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual
Admin	162,310,117	177,869,398	179,738,023	71,060,838	82,010,005	87,015,630
ECE	0	0	0	4,180,049	11,715,715	13,387,020
Primary	77,097,306	80,041,229	122,978,647	167,201,971	210,882,869	234,272,850
Secondary	68,981,800	66,701,024	89,869,011	96,141,133	117,157,149	147,257,220
T VET	4,057,753	4,446,735	4,729,948	8,360,099	11,715,715	20,080,530
Tertiary	93,328,317	115,615,109	75,679,167	71,060,838	152,304,294	167,337,750

Source: MoFT

Table 3.9. MEHRD consolidated and non-appropriate donor funds, 2007-2012

MEHRD consolidated and non-appropriated donor funds (SBD millions)	2007		2008		2009		2010		2011		2012	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Consolidated	21,874	29,901	51,335	15,322	45,950	35,060	30,700	10,638	49,850	30,428	47,740	22,492
Non-Appropriated	152,195	95,216	101,529	96,567	135,613	53,367	112,837	-	149,962	6,703	86,861	26,783
Grand Total	174,069	125,117	152,864	111,889	181,563	88,427	143,537	10,638	199,812	37,131	134,601	49,275

Source: MoFT

Table 4.0. Development budget disbursement by month for 2011

Month	ROC Training Awards		SIG KGVI renovation		SIG Waimapuru Maintenance		SIG Publishing of Teaching Mat		SIG SICHE Transition to University		SIG Provincial Technical College		SIG CDD Printery Office Extension	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Jan														
Feb														
Mar														
Apr						303,746								
May		6,561,038								7,700,000				
Jun		639,242												
Jul		7,953,057				260,713				6,450,000				
Aug		2,697,483				275,620								
Sep				202,342								12,604		
Oct		5,001		125,831		46,696		7,039,830				135,985		108,275
Nov				114,214		80,000				5,850,000		44,177		146,938
Dec												86,300		1,744,787
Total	16,700,000	17,855,821	500,000	442,386	1,000,000	966,775	7,000,000	7,039,830	20,000,000	20,000,000	540,000	279,067	2,000,000	2,000,000

Source: MoFT and MDPAC

Table 4.1. SIEMIS sent and collected by School Type, 2006-2013

Survey Data	2006			2007			2008			2009			2010			2011			2012			2013		
	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime	Sent	Collected	Collected OnTime
Kindergarten	450	294	92	586	271	107	562	325	182	536	277	95	549	287	197	578	301	215	521	299	188	512	346	209
Primary School	462	410	199	454	381	192	462	418	175	470	433	66	527	493	299	541	523	392	536	513	360	527	489	252
Community High School	140	115	32	149	117	46	160	140	32	168	165	15	177	174	88	178	177	106	192	189	103	205	191	80
National Secondary School	9	4	0	9	2	1	9	4	0	10	9	0	10	10	6	10	10	1	11	11	4	12	11	3
Provincial Secondary School	16	8	1	16	13	4	16	11	6	16	16	1	16	16	7	17	17	9	16	15	7	15	14	4
Rural Training Centre	25	20	0	23	11	2	25	24	5	27	27	5	24	17	12	33	28	18	35	31	16	10	7	4
Grand Total	1102	851	324	1237	795	352	1234	922	400	1228	927	182	1303	997	609	1357	1056	741	1311	1058	678	1281	1058	552

Source: SIEMIS