MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

KEY OUTPUT REPORT 2018
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About the MEHRD Key Output Report 2018

This report forms a new and important part of MEHRD’s annual reporting. SIG and MEHRD acknowledge and understand the need to share our plans, successes, challenges and lessons learned in a coherent, open and consistent way. Over many years we have prepared a Performance Assessment Report (PAR) that provides details of performance against key education indicators and targets. The PAR is a technical document providing statistical information to stakeholders interested in monitoring global, regional and national education performance. We also produce the MEHRD Annual Report to share with all stakeholders our overall performance for the year. This includes background information on the structure, partnerships and governance of education in Solomon Islands along with information about MEHRD performance, student performance and financial performance.

There are important key areas of work and emphasis that MEHRD is focused on that we expect will contribute to improvements; increasing student access and retention and improving the quality and management of education. We call these focus areas – Key Outputs. The MEHRD Annual Work Planning and implementation is based on these Key Outputs. Using MEHRD’s monitoring, evaluation and reporting system, information was collected, collated and analysed and form the basis of the reports. This Key Output Report is a compilation of 14 separate Key Output reports that describe:

- Rationale - why we are trying to make changes in this area
- Actions - how we planned and implemented activities
- Results - the achievements and positive change
- Lessons Learned - the challenges experienced during the year

Combined, these reports provide a detailed description of what we tried to achieve, why we think it is important and ideas on how we can improve in 2019.
Key Output: CURRICULUM

1. Context and Background

Efforts to improve quality of education by developing and implementing new curricula for primary and junior secondary education were the main proposals in previous MEHRD NEAPs. A new Curriculum Policy introduced a student-centred, outcome-based approach to teaching and learning. It proposed moving from an ‘academic’ subject-based approach based on the needs of the subjects towards a practical approach based on the perceived needs of the students themselves. However, despite the substantial time and effort invested these tasks were not completed. Systemic and critical bottlenecks historically hindered efforts to improve quality so that resources could reach a significant number of teachers and students in a reasonable time. This is mainly caused by:

- Poor momentum in curriculum development and dependency on intermittent external support;
- The low capacity to support curriculum implementation and monitoring, which suggest the need to review the roles and capacity of the inspectorate and education authorities;
- The low capacity and quality of the in-service training system to respond to the training needs of any curricular introduction with reasonable costs and delivery times;
- The current system of supplying and distributing books and curriculum teaching materials is expensive and very inefficient.

New curriculum development was one of the priorities identified in the NEAP 2016-2020. The identified strategy was to outsource the curriculum development to reduce lead time and ensure quality; deliver new curricula for Prep and SS and complete existing curricula for Primary and JS within this NEAP. There is a need to substantially improve the management of the curriculum cycle to accelerate the introduction of education quality improvement reforms including:

- Outsource the process of curriculum design to reduce lead times and improve quality by 2016;
- Re-design the process of curriculum implementation establishing new roles for MEHRD’s Directorates, Inspectorate and EAs by 2018;
- The process of curriculum monitoring is substantially strengthened and clearly defines responsibilities and complementary roles for the EAs and the Inspectorate;
- The roles of the Inspectorate and EAs are clarified to allow their efficient participation in key parts of the quality assurance process regarding curriculum implementation and monitoring;
- Further capacity development support is provided to the inspectorate and the EAs to effectively undertake these roles.

A new curriculum for Senior Secondary Education to be finalised by 2018 and implemented from 2019 onwards. The new curriculum is designed to ensure that senior secondary education will deliver appropriate introduction of Lifelong Learning work-related and transferable skills, including entrepreneurial and ICT skills to increase the number of youths who have relevant skills for employment, productive jobs and entrepreneurship. This also has teacher supply issues to be addressed including the need to analyse the means and costs to provide a certified teacher supply to implement this curriculum, especially for schools in distant and remote locations. Not only a certified supply of teachers but also to ensure regular professional capacity building and development.
It was expected that the delivery of curriculum-related training in this NEAP will be limited with no visible improvements measured on students in this NEAP. It was also expected that there would be an increased supply of new curricular materials for all the education areas will be possible using new, cost efficient methods currently being tested with satisfactory results. Teacher professional development would also be aligned to the new curriculum. New curriculum should also introduce awareness about climate, environmental, disaster, social cohesion and social protection risk management to promote adaptation, sustainability, resilience and inclusion/equity.

By 2020 it is expected that MEHRD develops more efficient and effective ways for upgrading the technical capacity of teachers to deliver new curriculum including:

1. A costed national plan to deliver curriculum-related IS training for all teachers is developed by 2017 and implemented from 2018 onwards. At least 15% of all teachers received curricular-related ICT based IS training by 2020;
2. MEHRD has a system to analyse the quality of delivery of external pre-service and in-service training providers.
3. A costed national 5-year plan to deliver training for all teachers in new curriculum by 2025.

2. NEAP Theory of Change for Curriculum

The diagram below illustrates how we think change will happen due to curriculum reform during the current NEAP 2016-2020. We expect that the curriculum reform activities will lead to more teachers using the new curriculum and contribute to girls and boys receiving a high-quality education with relevant and effective outcomes.

![Figure 1: Integrated approach to curriculum development](image)
3. Key Activities (AWP 2018)

Activity 1. Primary curriculum development: Curriculum development workshops (Year 1-6), purchase of recommended texts, lead writers (Contract), printing of syllabi (pilot chapters), quality assurance (editing & illustrators), curriculum materials digitized, monitoring and evaluation of curriculum when first implemented to improve final copies and develop support material as identified.

Activity 2. Primary Curriculum development Health Promoting Schools: monitoring of pilot implementation of guidelines to health promotion in schools, workshops (develop supplementary materials/Health cards and training), contracts (Writers & Illustrators).

Activity 3. Junior Secondary Curriculum Development: Review subjects syllabus & develop Y9 LB & TG, Contracts (Writers & Illustrators), meetings for QA of curriculum materials developed, retyping of locally produced materials, purchase of recommended texts, quality assurance (editing and illustrators), monitoring and evaluation of curriculum when first implemented to improve final copies and develop support materials.


Activity 5. PPY Curriculum Development: complete writing of PPY syllabus, teacher guides, resources books, training manual. Ongoing feedback from stakeholder groups.
4. Key Results 2018

**Curriculum Framework, Syllabus and Resources Developed**
Review, development and finalization of Pre-primary Curriculum Framework, syllabus, teacher Guides and Resource Books (1-3). This met the NEAP outcome for a development of an appropriate National Curriculum by 2018. This curriculum is now implemented by provinces that have received teacher training in teaching the curriculum to 5-year-olds in Solomon Islands.

![Figure 3: Teachers trained on PPY Curriculum - Northern Region Malaita](image)

**Junior Secondary Resources Developed**
Completion of Junior Secondary English and Mathematics Year 8 Teacher Guide and Learner Books. The Year 9 Social Studies is still in progress due to challenges encountered with recruitment of local writers.

**NCB Endorsement of Syllabuses**
Final endorsement of the primary English and Mathematics syllabuses by National Curriculum Board. These documents are ready for printing in 2019.

**Final approval of Curriculum and Professional Development 5-year Plan (2019-2024)**
As a result of the Curriculum update provided at the 2018 Mid-Year Review, the CDD were tasked with developing a detailed and costed plan which would provide all stakeholders, including donors, with:

- A clear summary of the current status of curriculum development and the tasks to be completed;
- An approach and timeframe for the completion of all outstanding curriculum materials;
- The likely costings involved in that completion.

These are the broad aims of this report and inform its structure. Consequently, with support from Cognition, a Curriculum and Professional Development 5-year Plan was prepared. The plan outlines the current status of the curriculum and associated components and provides details, actions and costings under seven workstreams:

- Planning, Procurement and Contracting;
- Identification and ongoing secondment of local experts;
- Development of Curriculum Materials: Years 1–6;
- Development of Curriculum Materials: Years 7–9;
- Development of Curriculum Materials: Years 10–12;
- Alignment of School Qualifications with the National Qualifications Framework;
- Development of a Curriculum Review Framework
- Scoping of Options for Digital Delivery of Curriculum Resources.

**Senior Secondary Curriculum Framework Approved**
Final approval of the senior secondary Curriculum Framework (including the six key competencies) for implementation to start in 2020.

5. **Lessons Learned**

**MEHRD organisation alignment affects our capacity to understand roles and implement effectively**
The current MEHRD structure does not create the best opportunity to implement our activities. It is leading to some confusion about roles and responsibilities causing overlap, gaps and confusion. The proposed realignment better reflects how we should operate. Job Descriptions change and affects how we think and what we do. We also need to manage the change process.

**Project management and planning skills and knowledge are critical to ensure effective implementation**
The preparation of the 5-year plan and SSS was an opportunity to improve our understanding and capacity to plan well and now able to apply what they learned from Cognition. For example, we learned from Phil on how to do ToRs and some project management skills. Better coordination of curriculum development activities to align to MEHRD plans. Having a long-term plan for Curriculum and professional development will help in management of curriculum development plans by organizations outside of MEHRD.

Accurate and detailed documentation of curriculum development progress to inform the next development phase. Delays in prepared feedback from CCIC meetings also slows development progress as the feedback is needed to refine the curriculum. We need better management in the use of document control measures such as track changes for update of documents and versions of the documents.

**Need for strong and reliable commitment from local consultants to complete contractual work.**
This causes delay to the development progress and affects availability of international experts to support the work. The Curriculum and Professional development 5-year plan suggests secondment of local writers for a period up to two years.

**High demands on limited desktop publishing resources is causing ongoing challenges**
We need support to complete current high workloads and only one officer who has some expertise to use Graphic designing Software. Request is given to AVI for engagement of expert to support local MEHRD counterpart.

**Copyright issues continue to impede our progress**
Pearson’s copyright of SI curriculum documents is a challenge when MEHRD wants to offer access to these documents online. One of the resolutions in the AJR (Nov 2018) is to buy these copyrights from Pearson.
6. Evidence Base

<table>
<thead>
<tr>
<th>Indicator/Target</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO5.1: A quality National Curriculum for Primary and JS education is completed by 2018 and implemented from 2019 onwards.</td>
<td>3 PPY Curriculum documents - Framework, Teacher support resource and Teacher training manual drafts</td>
<td>Final endorsement of Curriculum Development 5-year plan.</td>
</tr>
<tr>
<td></td>
<td>Junior Sec – 4 core subjects – Review and complete develop outstanding books (English Y9, S/Studies Y9, Math Y8 – 9 TG, &amp; Science in any gaps identified in the review) with Cognition.</td>
<td>Primary Mathematics Syllabus and Primary English Syllabus endorsed by NCAB with amendments suggested to Year 4 – Phonics.</td>
</tr>
<tr>
<td></td>
<td>• 3 PPY Curriculum documents - Framework, Teacher support resource and Teacher training manual drafts</td>
<td>• Year 9 Mathematics TG, English TG and Social Studies TG final edits with NZ Cognition Contract.</td>
</tr>
<tr>
<td></td>
<td>• Primary Curriculum mapping out Prim English Syllabus, math, Science &amp; S/Studies. Math syllabus ready for NCAB 2017</td>
<td>Locally produced materials teacher and student books – all subjects Senior Secondary to Primary - 70% of retyping of local texts, supported by Youth @Work and IT completed. Intent is E-copies in the future.</td>
</tr>
<tr>
<td></td>
<td>• Junior Sec – 4 core subjects – Review and complete develop outstanding books (English Y9, S/Studies Y9, Math Y8 – 9 TG, &amp; Science in any gaps identified in the review) with Cognition.</td>
<td>Consultation on Food and Nutrition Guidelines completed with draft report produced.</td>
</tr>
<tr>
<td></td>
<td>• Curriculum mapping in planning stage</td>
<td>Created and sourced creative materials for online interactive platform. Research and planning in preparation for ICT master plan roll-out.</td>
</tr>
<tr>
<td></td>
<td>KO5.2: A quality National Curriculum for SSE education is completed by 2018 and implemented from 2019 onwards.</td>
<td>Investigated options for appropriate platforms – online/offline and curriculum material distribution.</td>
</tr>
<tr>
<td></td>
<td>SSE consultation workshop documents &amp; payments for November 2017 for finalisation of subject combination for SSE. Drafts of options were done already.</td>
<td>Interns completed 16 titles of Nguzu nguzu books into the Bloom Library program.</td>
</tr>
<tr>
<td></td>
<td>Retyping of 4 core subjects - All Y10 &amp; 11 syllabuses completed &amp; all titles for Science textbooks, English materials almost completed, S/Studies – 2 titles completed. Math only syllabus is completed.</td>
<td>Review of ICT Master plan (Curriculum component) with costing estimates and submitted to UNESCO for further feedback.</td>
</tr>
<tr>
<td></td>
<td>• SSE consultation workshop documents &amp; payments for November 2017 for finalisation of subject combination for SSE. Drafts of options were done already.</td>
<td>Completed remaining 6 units for Y4 Nguzu Nguzu materials and Big Books writing. Needs review to match syllabus SLOs with G and LB.</td>
</tr>
<tr>
<td></td>
<td>• Retyping of 4 core subjects - All Y10 &amp; 11 syllabuses completed &amp; all titles for Science textbooks, English materials almost completed, S/Studies – 2 titles completed. Math only syllabus is completed.</td>
<td>Primary English Syllabus has been approved with changes. Assessment tools and Reading Benchmarks are ongoing and the pilot will be evaluated in October.</td>
</tr>
<tr>
<td></td>
<td>• Curriculum mapping in planning stage</td>
<td>Final endorsement of the Curriculum Development 5-year plan has been approved and the Senior Secondary Curriculum Framework was approved with few agreed changes to be done.</td>
</tr>
</tbody>
</table>
Key Output: STUDENT ASSESSMENT

1. Context and Background

Continuous and summative assessments are required to gauge students learning over time and after some time. Both assessment formats serve different purposes and are useful for decision making to support learning improvements. MEHRD stresses continuous, formative assessment at the school level with teachers assessing their students in class as an integral part of the teaching and learning process. Also, MEHRD administers external examination like SISE for year 6, SIY9 for year 9, SISC for year 11 and SINF6SC for year 12. The purposes of these high stakes testing are for promotion to upper grades and further studies and certification for employment. Moreover, information can inform future planning and distribution of resources. Furthermore, MEHRD has administered Solomon Islands Standardised Test of Achievement (SISTA) in 2013, 2015 and 2017, currently in literacy and numeracy for year 4 and 6, Early Grade Reading Assessment (EGRA) piloted for year 1-3, and the Pacific Islands Literacy and Numeracy Assessment (PILNA) administered at year 4 and 6, regionally. The reporting for PILNA is in 2019. These large-scale tests are diagnostic in nature and provide systematic and regular measures of student learning investigate and monitor the quality of an education system in terms of student learning achievement of curriculum standards and competencies, to improve student learning by providing information to stakeholders at different levels of the system for interventions or remedial, curriculum gaps, teaching and learning practice, system accountability and improvement. Results from these achievement tests are currently used to inform focused developments in literacy and school leadership improvement programs (e.g. LEAP and LPMU).

2. NEAP Theory of Change: Student Assessment

The diagram below illustrates how change will happen if curriculum implementation with assessment is done to students hence improving their performance over the years from 2016-2020.
3. **Key Activities 2018**

**Activity 1.** Classroom Assessment Year 1-3: Data input and analysis. Review and finalisation of instruments, report and submission to SMT for approval process, workshop on classroom assessment framework for teachers.

**Activity 2.** Classroom Assessment 7-9: Engage TA to develop Policy Framework for Classroom Assessment, emphasis on years 7 - 9, although inclusive of years 1-9, training for trialling of assessment tools, field trial of instruments in selected schools, data input and analysis of results. Review and finalisation of instruments not done in 2018.

**Activity 3.** School Based Assessment: Provincial SBA Induction training programs to new high school staff & Ed Authorities. Teacher support and capacity building training program, SBA Training of teachers to implement subject SBA, review of SISC SBA handbooks and training on revised handbook, visits to schools to support SBA implementation.

**Activity 4.** Proven literacy strategies mainstreamed: develop assessment for learning tools for reading & writing, trialled and use in classrooms, develop benchmarks for reading, to enhance quality, to be used in SISTA.

**Activity 5.** Early Years Literacy Reporting: ICT based reporting tool to be developed and implemented to collect classroom evidence.

**Activity 6.** Early Grade Reading Assessment (EGRA): Release of EGRA results and training, review and development of EGRA instruments, EGRA trial in selected schools in Honiara and Guadalcanal.

**Activity 7.** Administer SISE: exam development and item writing training and trialling, engagement of item writers, contract subject specialists for QA, printing of exams, distribution of exams, contracting supervisors, contracting scorers, script checking, data entry and validation, selection and placements, school surveys with EAs.

**Activity 8.** Exams Results: disaggregate SISE Exam results by schools, disseminate SISE, SIY9, SISC, SINF6SC results to schools and Education Authorities, disseminate results to schools and Education Authorities, reporting of examination results, print media and media statement.

**Activity 9.** SISTA: SISTA Report 2018 workshop, SISTA result dissemination to schools & ARRTle training (4 Provinces,) Conduct mini-research in Topics - Money and Fractions, analyse data, development of SISTA instruments for Year 9 - Literacy, Numeracy & Science, field trial of instruments in selected schools and marking, data input and analysis, review to finalise test instruments, regular program of SISTA operating.

**Activity 10.** PILNA: regular program of PILNA operating.

**Activity 11.** Year 9 Exams: develop Literacy, Numeracy and Science Matrix for Year 7-9, develop assessment blueprints and items, training in standard testing.

**Activity 12.** National Assessment Standards from ECE to Year 12: develop National Accreditation and verification standards, develop National Assessment Standards Framework, National Assessment Standards Handbooks, training on Standards settings, submit all to NEAB.

**Activity 13.** Test Item Development & Banking for Years 9-12: Review TITAN reports, support training of exam developers, item banking.

**Activity 14.** Form 6 Accreditation: School and subject accreditation visits SINF6SC.

**Activity 15.** Administer SISC and SINF6SC Examination: project sample moderation.
Activity 16. Exams software: Upgrading of ATLAS software to meet Solomon Islands needs, training in RUMM 2030 software for item analysis.

4. Results

Classroom Assessment Framework still under development
Currently, continuous assessment in senior secondary programs are based on Year 10 -11 (English, Agriculture, Home Economics, Industrial Arts, and Science) and Year 12 (all subjects) subject assessment prescriptions. These internal assessment programs are ongoing and results are expected to contribute to improved final examination results at the end of the year. In addition, a Rubrics Handbook for teachers was drafted with teachers (in workshops), pre-trialled as part of this development by some schools, and data analysed. It is currently pending final inputs, desktop publishing and printing to be shared with Year 1-3 teachers around the country.

School based assessment implementation underway
School-based teacher and school leadership trainings were carried out to support teachers on planning of internal assessment programs, its effective implementation and monitoring, school leadership supporting and leading monitoring of learning. This was carried out in 10 Senior Secondary Schools. Whilst waiting for the development of the Classroom Assessment Framework, local specialists were engaged to review current Year 10-11 School-based Internal Assessment Handbooks. Final drafts were available for further inputs before printing.

Literacy assessment in collaboration with LPMU
Currently, assessment of literacy strategies is integrated in the teacher support in the literacy program in primary schools carried out by the Literacy Program Management Unit (LPMU). These assessment tools were developed by LPMU for teachers to use in the classrooms. Benchmarks for reading are yet to be developed and is in the planning for 2019 AWP.

Early years reporting tool developed
An early year reporting tool (Kobo tool) was developed for use with a Tablet. Provincial literacy trainers were trained on how to use them and currently collecting data. However, it would need revision as current questionnaire is too long for use in a 40 minutes lesson.

Early Grade Reading Assessment completed
An Early Grade Reading Assessment survey was carried out on a sample of 1160 Y1-3 pupils. The assessment included individual pupil reading assessment (timed), teacher and Head Teacher interview, pupils’ survey and classroom observation. EGRA results show that positive progression is word reading skills from Year 1 to 3, good letter name knowledge and letter sound fluency. However, decoding is still a challenge which relate to low reading fluency and comprehension. Girls have better reading fluency and comprehension than boys and across provinces, differences are significant. Results also show that parental support to reading at home is the most influential factor to improving reading fluency and comprehension.
**ATLAS examinations database updated**

Contacted school surveys with Education Authorities to update school details in ATLAS examination database. Four National (SISE\(^1\), SIY9\(^2\), SISC\(^3\) and SINF6SC\(^4\)) and one Regional (SPFSC\(^5\)) Examinations were administered in November. This included examination development, writing workshops for exam writers, moderation of drafts, printing by PrintInk, Honiara Digital and Island Sun, scoring and marking, data entry, validation and processing, and selection and placements of students to new schools.

ALTAS was upgraded to support National Examinations’ needs. This support is limited because there is limited knowledge base in EQAP on the ATLAS software. EQAP is now promoting PacSIMs for countries to use and indicating that they will no longer support ATLAS. There was no training carried out on the RUMM software.

**Results from National Exams shared**

National Examination results were disseminated to all Education Authorities and Schools in January 2019. It is expected that Education Authorities will be able to analyse the data to assist in their annual work planning process.

**Sharing and using Solomon Islands Standardised Tests of Achievement (SISTA)**

The SISTA main study was carried out in November 2017. Reports were available from EQAP/SPC in early 2018. This was shared with stakeholders in a workshop and school reports shared with individual schools. Development of new instruments for Science (Y1-6) and Literacy and Numeracy (Y9) were not done and activities have been moved to 2019.

**The Pacific Islands Literacy and Numeracy Assessment (PILNA) administered**

PILNA was also administered in Year 4 and 6 in October and results will be shared in July 2019.

**Test Item Development**

Test item development was completed through local contracts, some titan reports from 2016 were reviewed although titan data entry and reporting were not carried out for 2017 Examinations. NEAD officers need more practice in writing and reading titan reports for use in item development.

**School Accreditation**

Koloale CHS, Marara CHS, Rokera PSS (Science strand) and Florence Young (Science strand) were given initial accreditation after the first assessment. Bubunuhu CHS was advised to work on their preparations to offer the SINF6SC program.

**Internal Assessment Programs**

Senior Secondary Schools offer either SISC only or SISC and SINF6SC programs. All these programs have internal assessment programs which includes a lot of projects. Student enrolment that were less than 10 have full moderation while other schools with more than 10 enrolment, have sampled moderation carried out by external Moderators. Other schools received were visited. ALTAS was upgraded to support National Examinations’ needs. This support is limited because there is limited knowledge base in EQAP on the ATLAS software. EQAP is now promoting PacSIMs for countries to use

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\(^1\) Solomon Islands Secondary Entrance

\(^2\) Solomon Islands Year 9

\(^3\) Solomon Islands School Certificate

\(^4\) Solomon Islands National Form 6 School Certificate

\(^5\) South Pacific Form Seven Certificate
and indicating that they will no longer support ATLAS. There was no training carried out on the RUMM software.

A Classroom Assessment Workshop conducted for 35 teachers from Honiara and Guadalcanal Schools was completed. Most of the SBA marks data received were entered. Schools provided their school-based assessment marks. Some schools did not submit their internal assessments’ marks and this affected their final grades and aggregates.

**National Exams Administration**
Tender Submission Elimination Process completed for the printing of the National Examinations for this year 2018. Printing of National Examination was completed at the end of October by PrintLink, Honiara Digital and Island Sun Ltd. The packed examination papers and materials were distributed to all schools by provincial education authorities’ staff. Printing of Supporting Examination Materials was completed and packed with examination papers for distribution. The enrolment for SISC, SIY9 and SINF6SC was completed. SISE were received from schools. Markers and checkers applications were completed for selection. 75 markers were selected for SISE, 80 for SIY9, 136 for SISC and 88 for SINF6SC. A couple of provincial markers were accepted for SISE which were not catered for in accommodation and Per diem costs.

5. Lessons Learned

**Getting data from schools is a slow process**
Slow reaction of schools to provide required data to MEHRD should have been continuously reminded to do so in good time. Delays in receiving examination enrolment lists from Schools had resulted in late procurement to facilitate tender for printing, packaging by school and printing of examination papers. Proactive decision making and implementation should always be practised to minimise delays in receipt of data from schools.

**Delays in accessing funds leads to delays in activity implementation and completion**
Delay in accessing funds from MOFT delays our implementation plans and deadlines to complete tasks. This has been an ongoing challenge throughout the current NEAP period.

6. Examples of Behavioural Change

**Beneficiaries’ stories**
Education Authorities have expressed their gratitude to NEAD for providing printed transcripts to them to provide their schools’ candidates. Access to information facilitated new enrolments at schools (including transfers for students).

The use of rubrics by early years’ teachers was overwhelming but helped them to see a new way of doing assessment of learning. It would require more socialisation of this concept and would need introduction of easier methods of formative assessment to these teachers. However, evidence from a couple of trial schools showed use of these methods by teachers in classroom assessment activities.
## Evidence Base

<table>
<thead>
<tr>
<th>Output Indicator/Target</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KO6.1:</strong> Year 6 exam phased out from the education system in 2018. ESP2: 1.1.1 By</td>
<td>• Establishment of a taskforce.</td>
<td>• Little progress was made in this area in 2018. This needs to be led by</td>
</tr>
<tr>
<td>the end of 2018, the SISE is phased-out. The committee responsible has costed plan</td>
<td>• Re-strategizing of work plan – On going.</td>
<td>School services than NEAD.</td>
</tr>
<tr>
<td>in place to cater for increased enrolments in years 7 and 10 and alternative placement</td>
<td></td>
<td></td>
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<tr>
<td>method and plan socialised with EAs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KO6.2:</strong> Year 9 exam phased out from the system by 2020.</td>
<td>• Phasing out of SISE and Year 9 exam and establishment of school base</td>
<td>• Little progress was made in this area in 2018. This needs to be led by</td>
</tr>
<tr>
<td>assessments.</td>
<td>assessments.</td>
<td>School services than NEAD.</td>
</tr>
<tr>
<td><strong>KO6.3:</strong> Classroom based assessment commences and implemented in years 1 to 3 in</td>
<td>• Development of Classroom Assessment Framework draft – Complete.</td>
<td>• Internal Assessment Programs (SISC &amp; SINF6SC) including school projects are</td>
</tr>
<tr>
<td>2018.</td>
<td>• Training of 100 teachers for Years 1 to 3 in June – Complete.</td>
<td>on-going</td>
</tr>
<tr>
<td></td>
<td>• Development of instruments for 4 subjects (Science, Health Studies, Social</td>
<td>• Revised School Based Assessment</td>
</tr>
<tr>
<td></td>
<td>studies and English) – Completed.</td>
<td>Handbooks drafts are available for</td>
</tr>
<tr>
<td></td>
<td>• Development of rubrics – On going.</td>
<td>internal review, DTP and printing</td>
</tr>
<tr>
<td><strong>KO6.4:</strong> Assessments used to improve teaching and learning.</td>
<td>• Reporting and dissemination of SISE &amp; SIF3 results to schools – Complete.</td>
<td>• Year 1-3 teachers (rubric development), workshop and Pre-trial were</td>
</tr>
<tr>
<td></td>
<td>• School based Assessment training for selected schools (NEAD – School direct</td>
<td>completed. Trial data was analysed to inform further review planned for 2019.</td>
</tr>
<tr>
<td></td>
<td>approach) – On going.</td>
<td>• Literacy Assessment (reading and writing) has not progressed at all</td>
</tr>
<tr>
<td></td>
<td>• Training of teachers on developing assessment instruments and tool for</td>
<td>although they are used in the LPMU teacher training workshops</td>
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<td></td>
<td>interventions – On going.</td>
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<td></td>
<td>• Trial and implementation of Classroom framework – On going</td>
<td></td>
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<tr>
<td><strong>KO6.5:</strong> Regular program of SiSTA operating (2017, 2019), PILNA (2018).</td>
<td>• Review of SISTA instrument items late February and early March –</td>
<td>• 2018 Reporting and dissemination</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td>of SISE &amp; SIF3 results to schools – Completed.</td>
</tr>
<tr>
<td></td>
<td>• 8 literacy and 8 numeracy Primary teachers reviewed SISTA instrument items</td>
<td>• School Based assessment trainings</td>
</tr>
<tr>
<td></td>
<td>– Completed.</td>
<td>for selected schools were completed.</td>
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<tr>
<td></td>
<td>• Field trial of SISTA instruments in Guadalcanal and Honiara Schools in</td>
<td>• Training of teachers in ARTTLe did not eventuate due to limited time</td>
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<tr>
<td></td>
<td>June – Completed.</td>
<td>and available resources.</td>
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<tr>
<td></td>
<td>• Marking of SISTA field trial in September – Completed.</td>
<td>• Classroom Assessment Rubrics Handbook is ready for further review and</td>
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<td></td>
<td></td>
<td>inputs</td>
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<td></td>
<td>• SISTA analysis and report prepared by (EQAP) was made available in (May 2018)</td>
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<tr>
<td></td>
<td>• SISTA – Reporting/ New tests (Y9 Lit &amp; Num, Y4+6-Science) contract was</td>
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<td></td>
<td>signed with EQAP. The development was started but put on hold due to</td>
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<td></td>
<td>prioritization of national examination tasks</td>
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<tr>
<td></td>
<td>• PILNA- Main Study (Sample -117) – 5 last schools to return to MEHRD.</td>
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<tr>
<td><strong>Key Output: Student Assessment</strong></td>
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<tr>
<td>• Analysis of field trial data by ACER in September – Completed.</td>
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<tr>
<td>• Final review of instruments for main study by 6 panel members – Completed.</td>
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<tr>
<td>• Review of marking schemes and rubrics – Completed.</td>
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<tr>
<td>• Printing of SISTA papers for main study in November – Completed.</td>
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<tr>
<td>• Marking – Yet to be done in November &amp; December.</td>
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<tr>
<td>• Analysis of data by ACER – Yet to be done.</td>
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<tr>
<td>• Reporting – Yet to be done in February/March 2018.</td>
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<tr>
<td>• Field trial of PILNA in 2 schools in Guadalcanal and 2 schools in Honiara on 12th &amp; 13th this month – Completed.</td>
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<tr>
<td>• Marking of PILNA Field trial completed.</td>
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</table>
Key Output: TEACHING AND LEARNING RESOURCES

1. Context and Background

The extensive problem analysis applied in the current NEAP 2016-2020 revealed that critical capacity bottlenecks are still impeding the achievement of meaningful and sustainable improvements in the quality of education and student learning outcomes. The current system of supplying and distributing books and curriculum educational materials is expensive and very inefficient.

Substantial efforts were recently made to test new practices to achieve better value for money for book printing and distribution. A new system is being piloted for new book provision that involves the participation of the EAs in the final step of the delivery process. This system may drastically reduce costs and improve quality of delivery as intermediary quality control steps are added. The delivery of new or re-printed books should be based on these new systems and on real demand. This means that stocktaking and book care practices at school level must be introduced to ensure coherence between demand and supply.

There is a need to develop an efficient and harmonised system of education resource procurement, warehouse management, and distribution of education resources to schools including:

- Ensure the quality and the alignment of textbooks and pedagogical materials;
- Consolidate and extend current practices to reduce costs for reprinting of existing books introducing demand-based systems that outsource key parts of the distribution to the suppliers
- Specify and support EA participation their new education resourcing role and strengthen their capacity to perform them;
- Establish ICT based monitoring systems to provide MEHRD with appropriate tools to closely monitor the results and performance standards for the new system are designed and implemented.

It is expected that by 2020 MEHRD will develop more efficient and effective ways to procure and distribute books and other teaching materials to all provinces including:

1. A demand-based system introduces stock taking practices at school level and real demand analyses are used to justify supply decisions;
2. MEHRD delegation of responsibility for EA school distributions to EA’s under MOU’s and grants;
3. Annual textbook delivery costs to MEHRD reduced.
2. NEAP Theory of Change: Teaching and Learning Resources

3. Key Activities 2018

Activity 1. Learning Resources Database: develop learning resource database.

Activity 2. Distribution of stocktake forms: distribute stocktake form at every opportunity e.g. LEAP EAs and schools, school leaders’ trainings, inspections. All travellers to provinces will take forms to be completed. Form will accompany 2019 census.

Activity 3. Resource distribution strategy: design a strategy (with Warehouse) and EAs to get all resources to schools quicker and without delay. Liaise with LEAP provincial mentors and EACI group of EA and schools’ role in resource distribution. Communicate to EAs that should not stockpile books, resources must be in schools.

Activity 4. Alignment to curriculum development: develop a timeline and plan, aligned to CDD timeline, for the ordering and delivery of learning resources to accompany new curriculum. Preparation and planning in 2018 based on the recently endorsed 5-year curriculum plan – align the learning resources to the curriculum plan.

Activity 5. Production of more learning resources: using information in database of resources, procure, print and distribute learning resources to schools as soon as possible in the year, using improved strategies.


Activity 7. Reprint locally produced curriculum materials: liaise with MEHRD preferred suppliers MEHRD Printery to re-print locally produced curriculum materials. Close liaison with CDD team.

Activity 8. Support printing of new curriculum learning resources: liaise with CDD and UNICEF for the printing of new approved PPY learning resources.

Activity 10. Learning resources for RTCs: Vocational pathways for young women and girls, agriculture business, tourism and hospitality, business, construction, mechanics. Curriculum materials are written but need hard copy workbooks. MEHRD to manage printing procurement. VCE doing this.

4. Results

Learning Resource Database developed
A learning resource database was developed in 2018 with data now collected and entered for schools from Malaita, Makira, Renbel, Choiseul, Isabel, Central, parts of Guadalcanal and Temotu. This now allows us to determine the stock level of learning resources in every school. We also know the title, content and state of the books including the level at – type of book, year level, subjects, teachers’ book, learners’ book and quality. The database is managed by the IS division. Training will be provided to relevant officers in 2019. The revised school survey in 2018 now also collects data on school learning resources. The analysis and use of the analysis will inform many education stakeholders.

Books Distribution Project commences
Through generous support from Government of Australia a large book purchase and distribution project commenced. A total of 584,208 books will be distributed to all 1032 schools in Solomon Islands in 2019. This is by far the largest good supply and distribution initiative undertaken by MEHRD. The books ordered through Pearson publishing company are carefully aligned to the new curriculum and will support and enhance the implementation of the new curriculum at all education sub-sectors over the next few years. Each secondary school will receive 684 books and each primary school will receive 582 books. Distribution will commence around June 2019.

PPY Printing
Printing for first three provinces completed. Eight teacher manuals and student materials completed and distributed. Printing of 4008 PPY resources for the first three provinces done. The eight manuals include the PPY Framework, PPY Syllabus, PPY Resource Book 1, 2 & 3, Teacher Guide 1 & 2, Training of Trainers Manual. Supplementary resources were also procured and printed for the PPY training in the 3 provinces. These resources are Sunshine books, Lasi books, Fitzroy readers & UNICEF Big books.

5. Lessons Learned

Coordination, collaboration, planning with all education stakeholders
The timely provision of relevant learning resources for teachers and students requires careful planning and coordination with MEHRD divisions and education authorities. The distribution process can be affected by many factors. Delivery timeframes can shift. The types and quantity of materials can change due to changes in curriculum development and school student population data.

The use of learning resources data to inform planning, budgeting and distribution is critical to help improve the quality of service delivery
MEHRD is now able to collect a significant amount of data regarding the provision of teaching and learning resources. We know how many books each school has and their content and condition. We know how many books and content we have stored in the MEHRD Warehouse. We need to take advantage of this information to assist with future planning and provision of teaching and learning resources – but we are not currently doing this. This requires further database training and sharing of analysis reports with relevant MEHRD divisions e.g. CDD, NEAD, TPD to assist in their plans to provide support to schools.
## 6. Evidence Base

<table>
<thead>
<tr>
<th>Output Targets/Indicators</th>
<th>2017 Results</th>
<th>2018 Results</th>
</tr>
</thead>
</table>
| KO8.1: Teacher support materials are developed and distributed to all primary and junior secondary schools. | - 4 core subjects are currently under review with Cognition 2017 for Learners and Teachers Guides  
- Not all schools due to budgetary constraints | - Partially achieved. Development of materials is done by CDD.  
- With regards to the distribution of teacher support materials, this is done on an ad-hoc basis.  
- For schools needing books, they fill in a book order form, have it endorsed by learning resources officers before it goes to the warehouse. At the warehouse, the book order form was presented and the order was facilitated and the concerned teacher collects the materials – packed and addressed for the school.  
- Not all schools receive learning resources due to budgetary constraints  
- Book distribution project approved and books ordered for distribution in 2019. All the books will support the new curriculum. To include:  
  - Total number of schools receiving books – 1032  
  - Total number of books – 584,208  
  - Secondary schools – 684 books each  
  - Primary schools – 528 books each  
  - Books printed by Pearson have arrived in Honiara (Customs) and should be distributed to schools soon.  
  - Stocktake forms printed and sent to schools in West Guadalcanal & South Guadalcanal, Reef Island schools and schools in VATUD constituency.  
  - Year 1 – 3 NN books distributed to Guadalcanal and Honiara schools  
  - One pallet of library books arrived in August 2018.  
  - Sixteen schools were assisted with library books, nine schools in Isabel, three in Malaita, two in Choiseul and two in Honiara. | |
| KO8.3: Student learning resources are developed and distributed to all primary and junior secondary schools. | - Not all schools receive learning resources due to budgetary constraints | See above comments |
Key Output: TEACHER PROFESSIONAL DEVELOPMENT

1. Context and Background
The quality and efficiency of the in-service training and professional development system has been a recurring issue in many NEAPs and remains an issue in 2018. The current system does not have the capacity to deliver the great number of in-service re-training that will be required by the introduction of the projected curricular reforms programmed for preparatory, primary, junior secondary and senior secondary. Current in-service programs do not provide flexible, modular and qualifications-based training conceived to produce measurable results. Such a new approach is being modelled with USP/IOE to provide training for school leaders.

A national plan to deliver curriculum related in-service training for all teachers must be agreed in conjunction with main suppliers, development partners, Education Authorities and other stakeholders. This plan can reflect the lessons learnt from the USP model and provide cost-effective solutions to the delivery of this key service. Other in-service approaches (like the one-year diplomas currently provided by SINU) must be reviewed in terms of their total cost effectiveness. This is because most of this training is a traditional face to face course and demands the mobilisation of teachers to Honiara for long periods, the total cost for MEHRD is very high as it includes providing double salaries (supernumeraries and relief teachers) and housing allowances. Also, the impact this sort of training has on teacher performance is questionable.

There is a need to improve the quality and efficiency of the in-service training and professional development system including:

- Existing and future programmes are designed to provide flexible, modular and qualifications-based training conceived to produce measurable results in terms of new teaching practices;
- The outsourced model currently used with USP/IOE is evaluated, perfected and discussed with other suppliers to provide curriculum-related IS-Training by 2018;
- A national plan to deliver curriculum-related in-service training for all teachers is developed in conjunction with all providers, development partners, EAs and other stakeholders by 2018;
- A framework for a National Teacher Qualifications Framework (NTQF) is designed to provide coherence and a reference to validate competences and qualifications provided by in-service and pre-service training;
- Training providers work with MEHRD so they are responsive to the teacher training and professional development requirements that MEHRD identifies and are effectively monitored and evaluated to ensure they deliver the quality of service to meet these requirements.

The MEHRD Teacher Professional Development Division (TPDD) takes leadership for the implementation and management of teacher professional development. But many other Divisions undertake a range of in-service training for teachers and school leaders as well. One of the challenges for MEHRD is to ensure there is a collaborative and strategic approach to the provision of in-service training. For example, there is a need to ensure the training is closely aligned with and supports the development and implementation of the new curriculum across all sub-sectors of education. Also, the strong focus on improving student literacy needs to be informed and driven by sound data analysis of
student literacy assessment e.g. use of PILNA, EGRA, SISTA and classroom-based assessment data. Any professional development should also consider strategies to ensure inclusivity is a priority.

2. Key Activities (AWP 2018)

Literacy
Literacy: Develop INSET training proposal, material and support integration of literacy instructions in all curriculum areas across ECE to Form 7.

Early Year Literacy: Complete remaining basic training in Malaita, Choiseul, Isabel, Guadalcanal, Temotu and Central using current training model (phase 1). 10 Provincial EA Literacy Trainers support implementation of EYL in all Primary schools (except LEAP/SCA Schools). Provide Quality Leadership Training for school leaders embedded through all MEHRD programs. Digitalise EYL Training/converting EYL Training into video clips.

Integrated approach to Language, Literacy and vernacular: Inhouse training on how Vernacular, English & Pigin can be effectively used to enhance literacy in multi-lingual classroom setting in the Solomon Islands.

Literacy Partnerships: Support and celebrate International Literacy Day (8 September), International Library Day, International Mother Tongue Day Provincial Literacy Conferences (Malaita and HCC). Build positive partnership with each EA. Promoting English & Literacy through SIBC.

School Leadership and Management
Graduate Certificate in School Leadership (GCSSL): Planning and Preparation and delivery of course 5 by USP in 24 venues in the provinces & HCC. Monitoring & Evaluation of course 4 of the GCSSL.

Teacher Certification

Certificate in Teaching Primary/Secondary (ED) for untrained teachers in Western and Choiseul provinces: Planning & Preparation of for delivery of courses 1 and 2 by USP.

PPY Curriculum Training: Delivery of INSET training for PPY Teachers 3 provinces (GP, Hon & Malaita). Delivery of INSET training for PPY Teachers 7 remaining provinces.

Teacher Scholarships: Develop criteria for selection process conducted by EAs when they select teachers who are permitted to apply for SI scholarship for in-service training to upgrade qualification.

Leadership and Education Authority
Building leadership capacity of school leadership teams in 85 selected primary schools in six provinces.

Improving teaching & learning of literacy in 85 selected primary schools in six provinces.

Building leadership capacity of PEA staff in six PEA and the skills and knowledge to support schools in achieving student learning improvement.

Building knowledge and skills of staff in relevant MEHRD divisions in how they can best support Schools and Education Authorities to achieve student learning improvement. (T & L division, EASG).
Supporting students with disabilities
Sign language workshop for interpreters (Honiara/Western) X Basic Sign language trial of training for teachers at selected schools.

Regional Training Centres
RTC planned trainer development strategy: to be conducted by SITESA with ITAs from S4EG. This is part of gender strategy and is specific to new vocational pathways program for young women and girls. Financial support to the joint TVET Principals Conference, conducted collaboratively by SITESA (S4EG) & SIAVRTC (and CARITAS). 50 Principals will travel to Honiara to attend conference focusing on NQF and SITESA implementation relevant to RTCs. Final training or PD managed under MEHRD. Workshop for RTCs. Content selected as priority by former TVET staff.

Financial Management Training
Accounting training for teachers and EA accountants: Conduct training for selected EA accountants and teachers in MYOB.


Grants Manual Training: Conduct workshop or training on grants manual and address any capacity gaps within EA accounts team.


Management Information Systems Training
Management Information System: Provide training for MEHRD staff on how to use the SIEMIS and any data collection software.

3. Key Results
A total of 83 training workshops conducted in 2018 with a total of 2576 participants (1,113 F & 1,362 M). This equates to 25% of teachers (including school leaders) accessing in-service training.
This included:
- 1,177 teachers (707 F & 394 M)
- 1,253 school leaders (367 F & 886 M)
- 80 EA officers (30 F & 50 M)
- 36 MEHRD officers
- 54 partners stakeholders

More teachers trained in literacy practices
A total of 312 (75 F & 64 M) teachers trained in new literacy practices in 2018 and 139 (75 F & 64 M) were provided with training in vernacular teaching. Early Years Learning training conducted in Isabel, Choiseul and Guadalcanal was completed. Teachers were trained on new early years reading and writing strategies.

Improving teaching and learning of literacy: professional development conducted across schools by PLTs to teachers, Education Authorities and communities has the advantage of transferring professional knowledge and experience from TLS project to LPMU schools. This helps teachers in using assessment data, setting goals and effective literacy strategies.
Provincial Literacy Trainers initiative has immediate impact
LPMU runs the Provincial Literacy Trainers’ (PLT) initiative. The intent was to put PLTs in the provinces – closer to the schools so they can have daily interacting, training, coaching and supporting of classroom teachers at their schools. Last centralised approach didn’t work – two days training is not enough. PLTs based in provinces are traveling to schools for the day to get to know more about what is happening in the school and the teacher. They develop more targeted and relevant training for specific teachers. This is only in its infancy but already evidence is showing this to be an effective teacher profession development model for literacy.

Some initial problems were encountered with financing with only $3000 per PLT and needs to be increased. The issue was eventually resolved with each PLT through each provincial EA receiving $50,000.

In 2018, 252 teachers were trained by PLTs. Training was also provided to PLTs in new literacy practices with all officers participating in two training sessions. The training provided good opportunities to model the practices and techniques that PLTs could use in their schools. It focused on small group or individual training sessions based on child centred literacy teaching and learning strategies.

Collaboration and support from EAs to PLTs ensured the problems regarding implementation were successfully overcome. The PLT progress reports provided sound evidence of improvements. For example, teachers were surprised by the results of improvements in children’s writing and reading in such a short time.

Celebrating and encouraging a strong focus on literacy in Solomon Islands
International Literacy Day was celebrated on the 8th of September this year which provided the opportunity for the EAs and PLTs to continue to communicate with each other on the development of the literacy in schools.

Pre-primary curriculum training leads to new literacy strategies in classrooms
Pre-primary curriculum in-service: 558 (489 F & 69 M) early grade teachers completed training and now able to use quality literacy strategies in their teaching. Training workshop held for 35 Early Years teachers resulted in them using the Handbook in schools.

First graduates from School Leadership program
A total of 932 (174 F & 758 M) school leaders graduated with Graduate Certificate in School leadership with USP. This should lead to improved leadership and management practices and improved student outcomes. This program has been a major investment in improving the quality of school leadership. Ongoing monitoring of the course and participants has ensured the program was well delivered. A major evaluation will be conducted in 2019 to assess overall performance of the program and to identify whether school leaders are using their new skills and knowledge to improve their schools.

Teacher Certification
Certificate in Teaching Primary/Secondary was conducted this year with 79 (31 F & 48 M) untrained teachers undertook the Certificate in Teaching (Primary/Secondary). These teachers are now qualified and can use effective teaching and assessment strategies. Another 79 teachers are continuing the training and have now completed six of the eight courses contained in this training program.
4. Lessons Learned

**Financial and project management skills and knowledge continue to impede our progress**

Not enough officers to hold Imprest to support the literacy work. Accessing funds in a timely manner to implement activities planned as schedule becomes a challenge. This has resulted in the division falling behind in its implementation. Changing of training dates due to limited information from Education Authorities (PLTs) for budgeting purposes and to fit with the TA’s schedule to be in-country distracts the completion of activities and the team’s focus.

**Coordination and across division collaboration are essential**

Lack of coordination between divisions can delay implementation processes when the budget head is under one division and another division is implementing the activities. For example, review of Year 4 Nguzu Nguzu units has come to a halt because the syllabus content does not match the content in the Year 4 units. There is a delay in the finalisation of curriculum INSET proposal by the procurement division. This will delay the curriculum In-Service training planned for this year, 2018 to 2019. Also, delays experienced in the printing of the PPy materials compounds our problems.

5. Evidence Base

<table>
<thead>
<tr>
<th>Output Indicator/Target</th>
<th>2017 Findings</th>
<th>2018 Findings</th>
</tr>
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</table>
| KO4.1: Number and percentage of teachers accessing in-service training. | • USP Certificate in teaching primary/Secondary 79 primary and secondary untrained teachers (TIT) completed course 2. ED184: Physical and Leisure Education Flexi School.  
• USP Graduate Certificate in School Leadership- 140 school leaders completed course 4, EDP08. Held at Don Bosco for Guadalcanal Province and Western Province | A total of 83 training workshops conducted in 2018 with a total of 2576 participants. This equates to 25% of teachers (inc. school leaders) accessing in-service training.  
This included:  
- 1,177 teachers (707 F & 394 M)  
- 1,253 school leaders (367 F & 886 M)  
- 80 EA officers (30 F & 50 M)  
- 36 MEHRD officers  
- 54 partners stakeholders  
PD activities included:  
- Early years literacy  
- Improving teaching and learning of literacy  
- Building leadership capacity of school leadership teams  
- Certificate in Teaching (Primary/Secondary)  
- Pre-primary curriculum in-service  
- School financial management  
- TVET principals training  
- Accounting training in MYOB  
Participants in the training by education area:  
- ECE- 558 (489 F & 69 M)  
- School leader – 1151 (351 F & 800 M)  
- Literacy - 312 (75 F & 64 M)  
- Vernacular – 139 (75 F & 64 M)  
- TIT – 79 (31 F & 49 M)  
- Students Assessment – 103 (29 F & 74 M)  
500 early grade teachers completed training and now able to use quality literacy strategies in their teaching. |
### KO4.2: Findings from SISTA 2017 are used to develop professional development programs or teacher support packages for teachers and principals.

- 2016 SISTA results in numeracy are being used to inform the curriculum PD to be conducted in 2018.
- Reviewed EYL Training Manual and Training program and inclusion of writing as significant weaknesses identified in SISTA results in 2016.

### KO4.3: Number of teachers trained in new literacy practices.

- 179 teachers in Malaita trained.
- Literacy results has been passed to LPMU for action
- (Gender) in literacy practices.

### KO4.4: Increase in the percentage of trained teachers in primary and junior secondary schools.

- 312 (75 F & 64 M) teachers trained in new literacy practices.

### KO4.5: Teacher professional development programs are designed to support the implementation of the revised curriculum.

- LEAP is using SISTA to inform support for EAs, Schools and teachers in literacy

### KO4.6: Professional development programs for teachers and principals are implemented and their effectiveness evaluated.

- 822 school leaders have completed 4 of 5 units USP School Leaders Course.
- By December, 1,136 school leaders will have completed 4 of 5 units.
- 4 trainings conducted in Malaita Province on EYL. Evaluation data is being collated

Professional development programs (formal) offered in 2018:
- Early Years Literacy
- Teaching and Learning of Literacy
- Leadership training for primary schools
- Graduate Certificate in School Leadership
- Certificate in Teaching (Primary/Secondary)
- Pre-primary Curriculum
- School Financial Management
- TVET Principals’ training
- Accounting training in MYOB

The training covered the areas of:
- Early childhood education
- School leadership
- Vernacular
- TIT
- Student assessment
Key Output: SCHOOL AND EDUCATION STANDARD

1. Context and Background

The design and implementation of the ESF 2016-2030 and NEAP 2016-2020 management reforms aims to strengthen both the existing and new key roles that MEHRD, Education Authorities (EA) and Schools with a more decentralised education system. The assumption is the use of school standards, along with EA standards will lead to improved management of schools and subsequently lead to improved quality of education, especially teaching and learning. These roles have been intrinsically assumed in the policy reforms that were designed during the previous ESF; but they usually reflected assumptions that were not fully compatible with the actual roles and responsibilities of MEHRD, EAs and schools in the management process.

The management reforms outlined in the current NEAP clearly define what should be the priority features of School and EA Performance Standards and to provide specific targets for these to be achieved progressively from 2016 to 2020. These targets are going to be essential to guide the capacity development efforts that should be carried out in this and the next NEAPs. The management standards proposed do not only address the management of the financial, human and material resources that are needed to develop a more efficient and effective system, but also aim to address the management of the improvement of teaching and learning that would support the essential needs that emerge from the education-oriented part of the NEAP. As these student learning outcomes are also expressed in more tangible ways and with precise targets, they will also allow for a more focused approach to the EA and School capacity development actions.

The key challenge is the need to find a harmonised system to systematically expand the quality of School and EA management to ensure the educational reforms achieve a real impact in the lives of the final beneficiaries. MEHRD and EAs develop agreed and understood school management and EA performance standards by 2016. Standards specifically to address the general management of the resources (financial, human and material) that are needed to develop a more efficient and effective system. Standards also address the education management needs to achieve the main education outcomes of the NEAP (access and quality). The table below illustrates how we expect this will work.
NEAP Theory of Change: EA and School Performance Standards

The standards will describe what is expected of us to deliver a relevant and quality education to every child regardless of gender, religion, location or ability. As educators, we have a responsibility to every child, community and our country to provide a quality and relevant education for every child and young person. We each have an important role to play in this. The agreed standards are not a list of everything every person does, rather it is the basics that are expected to meet in order to provide continually improving education for every student. Standards described for each category will be used for multiple purposes. They will be clear and concise and realistic. They will help us each reflect and improve. We will each reflect honestly by asking two simple questions:

1. Am I doing at least what is expected?
2. If not, what can I do to improve?

2. Key Activities 2018


Activity 2. Education Authority Standards: printing of EA Standards, training and socialising of EA Standards with EAs and stakeholders.

3. Results

School Standards (teacher, school leader, school)

School performance standards were developed during the previous NEAP 2013-2015 and used as part of the Whole School Development Planning process. Schools were tasked to develop their plans based on their self-assessment against the standards. The School Inspectorate also used the standards to assess school performance in the Whole School Inspection process – this was last undertaken in 2017 with approximately 70 schools.

The intent in 2018 was to revisit the standards to further develop/refine the standards and develop a more integrated and practical approach to the use of school performance standards. No new school standards developed this year. The prime reason for this was the lack of clarity about roles and responsibilities and coordination between MEHRD divisions. There are many ‘moving parts’ associated with school performance standards that influence the content and use of standards. For example, the new Education Bill has not yet been presented to parliament. The Teachers Services Handbook is currently being reviewed and revised. New standards will be an integral part of the new TS handbook.
Teacher Service Handbook being reviewed and updated but requires school (teacher) standards to be endorsed prior to completion.

The use of school performance standards is at the core of the education reform agenda for MEHRD in the current NEAP. These and other interrelated issues are impacting on the capacity to achieve the desired outcomes.

**Education Authority Standards**

EA Performance Standards were developed and endorsed by NEB for use. It was then socialised to all EAs through training in the use of EA Performance Standards. Afterwards all EAs undertook self-assessment based on the Standards. The data from the self-assessment was then analysed to inform EA planning and MEHRD EACI annual work planning.

### 4. Lessons Learned

**Whole of MERHD approach to Standards development needs clear leadership**

There needs to be clear leadership and responsibilities required to develop and implement school standards. School Standards permeates many parts of the current NEAP reform agenda and underpins the activities of many MEHRD Divisions. MEHRD struggled to achieve success in this area in 2018 mainly because we do not have a clear and consistent approach to the development of the standards. This requires sound leadership. Also, there needs to be alignment amongst all the education standards i.e. EAs, schools, leadership and teachers.

### 5. Evidence Base

<table>
<thead>
<tr>
<th>Output Indicator/Target</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
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<tbody>
<tr>
<td>KO7.1: Standards for Education Authorities are developed in partnership with EAs. ESP2: 3.3.1 By the end of 2018, Standards approved, 27 EAs receive training including initial self-assessments completed and analysed</td>
<td>• The development of the Standards for Education Authorities is progressing well. Final draft should be completed by end of 2017.</td>
<td>• EA standards completed and endorsed by NEB in August 2018. • EAs provided input into the development of Standards. • All EAs undertook initial training in how to use the Standards and how to undertake self-assessment. • Data from the initial self-assessment completed and being used to inform EA and MEHRD (EACI) annual work planning.</td>
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</tbody>
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**KO7.2: 70 schools inspected and reports prepared against Standards every year until 2020.**

- Standards for schools are currently on working documents. This is standard for ECE, Primary & Secondary
- 38 of 76 school inspections completed, the remaining schools in progress.
- Annual reports not done
- Analysis of reports not done
- 42 inspectors trained in revised school inspection processes and procedures
- Approval from SMT for new roles and procedures for Inspectorate, operational by 2018.
- 13 special school inspections completed
- Appraisal process and procedures in November and December, the 4th Quarter, 2017.

- The Performance and Standard Unit does not have the capacity to implement all the activities outlined in the 2018 AWP. The Unit was directed to undertake other activities during 2018.
- Inspectorate would normally use the standards to as their basis for measuring teacher, school leader and school performance. No WSI undertaken in 2018 as Inspectorate focussed on completing 3000 teacher appraisals.
- Some activities will not be implemented this year, although they are captured in the 2018 AWP.

**KO7.3: New school management Standards approved by MEHRD in agreement with EAs.**

**ESP2: 2.2.1** By the end of 2018, revised National professional standards for teachers (within Teacher Service Handbook) are reviewed and incorporated,

- Standards for schools are currently on working documents. This is standard for ECE, Primary & Secondary
- Literature review completed
- Consultation with EAs and school leaders completed.

- No new school standards developed this year.
- Lack of clarity about roles and responsibilities for the development of school standards.
- Teacher Service Handbook being reviewed and updated but requires school (teacher) standards to be endorsed prior to completion. The performance standards are the centrepiece for teacher, school leader and school performance, accountability and improvement.
- Lack of agreed and utilised standards is inhibiting education reform and improvement.
Key Output: EARLY CHILDHOOD (ECE) REFORM

1. Context and Background

There is substantial international evidence that demonstrates that quality preschool education is one of the most profitable investments in education because the economic benefits of providing quality early childhood education largely outweigh its costs. Therefore, the restructure of the preparatory year into quality, and universal pre-primary schooling for five-year olds with a new curriculum is at the top of the priority list of this NEAP 2016-2020.

Significant issues still need to be addressed to ensure a more systematic approach to improving ECCE access and quality. The need to provide full access for all 5-year olds to ECCE as a priority and to find affordable solutions for expanding access to ECCE for children aged 3-4. Transforming the prep year into formal pre-school for five-year-olds assumes that in many cases, five-year-olds should be able to walk from their homes to primary schools (or primary school extensions). Distance will obviously be more of a greater issue for three and four-year-old children. This will require a comprehensive mapping exercise to make decisions on a case-by-case basis. There is a need to improve the quality of teaching and learning in ECCE and to consolidate further support from parents, development partners and civil society.

New curriculum development is required to be developed in parallel with the proposed ECE reforms. This will require the development of a PPY curriculum, training of teachers and the production of teaching and learning resources. The use of vernacular language in teaching and learning will be pursued through a pilot initiative. The pilot will be monitored, reviewed and lessons learned will be utilised to consider rolling out to other schools.

2. Key Activities 2018 (AWP)

**Activity 1.** Introduction of PPY: develop and conduct community awareness program of introduction of PPY new direction in ECE, Provincial visits, radio and MEHRD website, co-ordination of PPY program and curriculum, printing.

**Activity 2.** ECCE Centre licencing: Compile ‘mapping’ - database of location, status and enrolment of each existing & operating ECE centre, ahead of ECE centre licencing process and new ECE policy. Where possible use SIEMIS GPS data. This exercise will also include gathering data on classrooms and possible expansion of Primary and Secondary schools in at least 7 provinces. The primary and secondary data will be used to plan for increased number of year 7 classrooms to remove SISE exam and school expansions for forms 1, 4, 6.
3. **Results**

**Planning for introduction of the Pre-Primary Year (PPY) education on track**

A mapping exercise was conducted with the provinces of Guadalcanal, Honiara City Council and Malaita. Analysis of data was undertaken and has informed the annual work planning for 2019.

The PPY curriculum and resource materials were developed and training of trainers and teachers was undertaken in the provinces of Guadalcanal, Honiara City Council and Malaita. Training will be undertaken in the remaining provinces in 2019.

**ECCE Centre licencing**

There was a mapping exercise conducted for all registered ECE Centres and Preps in the provinces of Western, Isabel, Makira, Renbel, Choiseul, Temotu and Central. The data was analysed and submitted to the Teacher Professional Development Divisions to assist with the planning and preparation for proposed training in 2019.

Associated with this was the development and of ‘ECCE key communication messages’ (for PPY and ECCE Centres). Training was then undertaken with all Provincial ECE Coordinators. The awareness raising and sharing of the key messages will be undertaken in 2019. This is to ensure that the communication strategy of the key messages is developed and approved by SMT.

**Planning for ECE Policy and Standards**

A TOR was developed for the ECCE TA and an advertisement of ECCE TA position was done locally and internationally. The shortlisting of the ECCE TA applicants was completed. Also, there was a TOR developed for ECD Coordinator and is funded by UNICEF. The engagements of both the ECCE TA and ECD Coordinator will be in 2019.

4. **Lessons Learned**

**Early Childhood Centres’ mapping takes time and money**

The mapping exercise was a costly and time consuming with many challenges along the way. It became apparent during the exercise that Education Authorities do not necessarily have all the required information about their centres. It would have been helpful if EAs have up to date data of all their schools and teachers.
### 5. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Result</th>
<th>2018 Result</th>
</tr>
</thead>
</table>
| **KO1.1: Costed policy for the expansion of ECCE Centres 3-4-year old developed and approved by cabinet.** | - ECCE Policy Taskforce deliberated on it and presented it to SMT. Team currently working on awareness campaign to 3 pilot provinces (Malaita, Guadalcanal & HCC) Costed plan for the 3 proposed provinces completed and submitted to UNICEF for funding preparation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | - Road Map prepared in 2017 now built upon:  
  - Mapping data of the GPEA, HCC and Malaita were analysed and finalised.  
  - List of schools and potential teachers were shared with TPD unit to organise the PPY trainings on the new PPY curriculum.  
  - CDD for the PPY curriculum resources.  
  - Data from the remaining provinces has already been collated and will be shared with CDD and TPD for the same purpose.  
  - Awareness campaign: key messages (parents, stakeholders, community, government) identified and endorsed by SMT and working on making the messages more explicit and understandable even in the local community context is progressing well. Again, this is done in collaboration with the UNICEF (ECD) team.  
  - A one-day dialogue with stakeholders and partners in August 2018.  
  - Mapping of registered ECE Centres and Prep  
  - Pre-Primary Years (PPY) Curriculum and resource material development  
  - PPY trainings for teachers  
  - Establishment of ECD Taskforce  
  - ECD multi-sectoral dialogue  
  - TA to review the ECCE Policy. Revise and put in place an ECE policy linking the ECE sector to all other education and non-formal education activities under ECD |
| **KO1.2: Vernacular languages expansion plan developed and implemented by 2018.**       | - Mentoring and Monitoring of building grade one benchmark  
  - Developing benchmark for Grade 2  
  - Development of appropriate assessment strategies for grade two done for Saá and Arosi Language  
  - Evaluation will be done in 2018 because an external evaluator will be tasked to do this job.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | - Vernacular expansion plan is still in pilot phase.  
  - The proposed external evaluation is expected to commence in February 2019. SMT submission for external evaluator endorsed and procurement process underway.  
  - For the decisions on the expansion plan will be informed by the outcomes of the evaluation and implemented immediately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
Key Output: ACCES AND INCLUSION STRATEGIES

1. Context and Background

Solomon Islands has a very high birth rate of 2.8% and the task of providing universal access and completion for basic education is a constant challenge to the capacity of the education system. Over recent years more classrooms have been built, new schools established and more students attend primary and junior secondary education. According to current SIEMIS data, there is a large proportion of over-aged students in primary and junior secondary education. Repetition is also high with too many children taking too long to finish their basic education. This is not good for the student and places more stress on the efficiency (finances) of the education system. Many students ‘fall through the gaps’ and are not given the opportunity to access a relevant education. This is especially pertinent to girls and to children with disabilities.

Several reviews, research and reports over the previous 10 years have highlighted a range of factors that push students out of the formal education system. They include, but not limited to:

- School fees and external exams;
- Community/parent/guardian attitude;
- Teacher failing to monitor student attendance and providing appropriate counselling;
- Teacher absenteeism;
- School infrastructure;
- Distance to school locations;
- Lack of appropriate facilities for students with special needs.

These remain valid as the surveys conducted by SINU/DFL and MEHRD second chance education committee showed similar results. The access and completion challenges have called for better strategies to be put in place for students’ access to all levels of education, from early childhood to higher education. MEHRD will fully develop the capacity to diagnose the size and leading causes of exclusion for all priority target groups by 2020. There is still a need for improvement to ensure more equitable access and completion for both primary and junior secondary. The list of improvements includes:

- The system for predicting likely student numbers, identifying priorities for new classrooms and school construction, and which schools should be permitted to expand to new year levels needs substantial improvement;
- Further assessment of the need for extra schools boarding facilities to support attendance of students who do not have a Junior Secondary School in their community is a priority;
- There is evidence of overcrowding in classrooms, particularly in Honiara schools;
- The internal efficiency of the system is also a matter of concern as a high proportion of students are over-aged and repetition and push-out rates are also high;
- There is a need to develop programs to reduce pushouts and increase transition rates
- The way forward also shows that a more coordinated, evidence-based policy approach will be required to address the problem of early school leaving in junior secondary education especially girls.
Given the current and projected population growth in Solomon Islands, it is realistic only to try and catch up with population growth and perhaps recover the same levels of enrolment of 2010 for basic education. Enrolment growth (mainly of children with the official age) is expected to happen from an increased transition from the pre-primary year.

The gender balance in education in Solomon Islands rates well against our regional neighbours but still needs improving, especially for girls completing 13 years of education. The intent is to continue improving gender balanced enrolment and focus on more gender balanced completion of Junior Secondary.

Solomon Island communities have a key role to play in supporting students to come to school and stay at school. The community needs to understand why education is so important and to value the contribution education makes to our community on many levels. MEHRD will work in partnership with communities to improve access and especially completion in basic education.

There is a need to develop evidence to better understand the reasons for ESL in basic education, especially for girls in junior secondary and find affordable and sustainable solutions to introduce the use of vernacular languages in primary education by 2018.

This NEAP aims to increase primary education enrolment to, at least, keep the pace of population growth, and to focus on improving completion and transition from primary to junior secondary. This Output Report focuses on the range of MEHRD strategies being developed to create an environment that eliminate barriers to all students completing an education. This report does not include the infrastructure component – this is reported in the Infrastructure Output Report.

2. NEAP Theory of Change: Access Strategies

Figure 6: Inclusive access and full completion Theory of Change
3. Key Activities 2018

Activity 1. Terms of Reference for Gender in Education Taskforce revised, submission to SMT for vetting and monthly meeting of Gender Taskforce organised.

Activity 2. National Awareness on Gender Equality in Education Policy Draft (Targeting 10 Schools and 200 Teachers).

Activity 3. Workshop on Gender Sensitisation - analysis and gender mainstreaming in schools. This is to be done in three schools in three provinces.

Activity 4. Develop TOR, establish taskforce, hold consultation on Children Protection advocates on how to address National Consultation/ workshop to develop an Education Sector Child Protection Policy. Children Protection Policy Taskforce monthly meetings.


Activity 6. Develop a TOR, re-establish a taskforce for Post School Literacy, (life-long learning) and organise monthly meetings.

Activity 7. National Consultation on Post School Literacy(Workshop) - Understanding components of Post School literacy run by different organisations/churches.

Activity 8. Taskforce to start the process of revising the Post School Literacy Policy and to come up with 1st draft of revised Post School Literacy Policy.

Activity 9. Program managed and conducted by READ SI. Provision of lessons, books and other support for adults’ literacy in community. Community Education to oversee reporting from SI READ.

Activity 10. Data analysis on push out and completion: Analysis of SIEMIS data to better understand the factors affecting different push out points in the school cycle. Share data with relevant divisions and stakeholders.

4. Results

Child Protection Policy Consultation
Child Protection consultation done in the following Provinces; Malaita (3 schools), Central Islands (5) schools, Makira Province (4 Schools), Honiara/ Guadalcanal (7 schools), Western Province (4 schools) Gender Equality in Education School Awareness conducted in Choiseul (3 schools) and Central Province (3 schools).

Gender Awareness Training
Awareness training undertaken with 70 teachers (39 males and 31 female) teachers. 423 girls attended the gender/STEM awareness program.

National Disability Policy and Implementation Plan Developed
Solomon Islands National Disability and Inclusive Policy developed and endorsed by NEB. Associated implementation plan developed and endorsed by NEB in readiness for cabinet approval to support the cost of roll-out in 2019.

Better understanding of the trigger points for student push-out
The table below tracks students as they progress through each year level of their school. The data follows students who started their schooling in 2004 and 2005. The data in the table shows that:

- Over half of the total cohort of students had left school before they finished primary school;
10,497 (76%) of the students who enrolled in 2004 dropped out before they finished a Basic Education; 
14,008 (81%) of the students who enrolled in 2005 dropped out before they finished a basic education.

This data includes students who have repeated.

<table>
<thead>
<tr>
<th>During the period of schooling</th>
<th>17,359 students</th>
<th>21,077 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No &amp; % students who left school (2004 cohort)</td>
<td>No &amp; % students who left school (2005 cohort)</td>
<td></td>
</tr>
<tr>
<td>Primary school</td>
<td>7,294</td>
<td>53%</td>
</tr>
<tr>
<td>JSS</td>
<td>3,203</td>
<td>23%</td>
</tr>
<tr>
<td>SSS</td>
<td>3,218</td>
<td>23%</td>
</tr>
</tbody>
</table>

Table 1: Snapshot of when children drop out of school

This is a major concern as we have a Basic Education Policy in which all children should complete up to year 9. Further examination of the data identified that there are significant dropouts at the following years:
- Year 1 to Year 2
- Year 5 to Year 6
- Year 6 to Year 7
- Year 9 to Year 10
- Year 11 to Year 12

Possibly the practice of repeating students due to teachers or parents thinking year 1s must be ‘better’ than they are? Possibly students not wanting to move into year 6, due to upcoming exam. Possibly the cost incurred in exam years. Possibly when national exams are held. This quantitative data helps MEHRD and stakeholders to understand the ‘points in time’ in which students are likely to be pushed out of the system. This analysis, along with findings (qualitative) from many previous studies on student access and retention issues, provides a sound basis for implementing more targeted strategies in 2019.

5. Lessons Learned

**MEHRD needs a cohesive, coordinated and collaborative approach to stopping pushouts and including all children in education**

MEHRD has undertaken many studies over the years to better understand the reasons why children don’t go to school or don’t stay at school. In a few cases, findings from these reports have been utilised to inform specific activities. But there is still no clear overall approach that is linked to sound, practical, realistic and tangible improvements. At this half-way point of the current NEAP, there is no clear evidence that MEHRD activities are contributing the increased access, retention and completion of basic education. This is a significant concern. It is expected that the proposed internal realignment of MEHRD organisation will create a more enabling environment to address this issue.

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Data source: SIEMIS December 2018.
Many schools increasing their student population but no analysis to understand and use evidence to plan

Analysis of 2018 school survey data shows that 742 schools have increased their student population this year.

<table>
<thead>
<tr>
<th>Education sub-sector</th>
<th>Number of schools with increased student population</th>
<th>Percentage of schools with increased student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>159</td>
<td>32.9%</td>
</tr>
<tr>
<td>Primary</td>
<td>362</td>
<td>49.2%</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>142</td>
<td>56.8%</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>79</td>
<td>54.5%</td>
</tr>
</tbody>
</table>

Table 1: School with increased student populations 2018

MEHRD is improving its capacity to collect and analyse data in many areas including school student population data. There are many possible uses for the data and analysis. For example, the data could be used to develop some projection modelling for infrastructure and service provision, teacher supply, learning resource needs and professional development. There currently is no internal strategy to harness the data for these uses.

Strategies other than building school infrastructure are important too

Access strategy since 2016 has mainly focus on infrastructure and maintenance. Limited or no effort was set aside for strategies such as double shift classes to maximise current building in areas of overcrowding or alternative approaches. MEHRD infrastructure program does not and can never expect to keep pace with the population growth and shift. The current practice of student repeating years of schools contributes to overcrowding.

A clear pathway or strategies for students to re-enter education is important but we’re not making progress

MEHRD is yet to find any acceptable strategy or solution to support students who have previously been pushed out and have not had the chance of attending any sort of training to improve their skills on literacy, numeracy or life-skills.

Good quality data of children with disabilities is critical to improve education service delivery

MEHRD captures data on CWD from the annual school survey but the quality and reliability of the data is not good. A teacher should not be asked to diagnose the disability unless they have been community-based rehabilitation trained. Categorisation is almost useless, and can be detrimental, unless the process builds in validity and reliability to the extent possible. Where possible, EMISs can support appropriate referrals to health services, and health services can provide information which helps the validity of categorisation of the EMIS data.

Data is required for different purposes, and different levels of data are possible in different contexts. Student Learning Profiles enable schools to think more about the supports that the child has which can assist inclusion and to plan more for resourcing those needs; similarly, this information can be used by MEHRD to plan and resource staffing and other supports such as Braille exam papers, software tools, teacher aides, etc. We need to ensure this area is supported in 2019.

Limited number of inclusive education training providers exist in the country
This limits the opportunities available for the pushouts, early school leavers, people with disabilities and other children who do not fit the mainstream education model.

### 6. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO2.1: MEHRD develops and publishes a strategy in 2018 that identifies and plans the progressive removal of blockages to student participation in school education.</td>
<td>• Desk analysis and simple survey on causes of early school leaving was conducted and proposals to increase opportunity are: Second Chance Education, phase out of SISE and year 9 and establishment of School Base assessment, increase support on infrastructure to improve enrolment of students, especially girls at senior secondary &lt;br&gt;• Second Chance Education Survey conducted, and report submitted &lt;br&gt;• School Fee Research done, and draft report submitted.</td>
<td>• No overall strategy developed. This is a significant risk. Many reviews, reports and policies developed but no coordinated strategy developed/implemented. &lt;br&gt;• Many initiatives undertaken this year to address blockages: &lt;br&gt;• Planning for removal of Year 6 external exam in 2019 underway. &lt;br&gt;• Links to the ECCE Road Map and proposed policy – this policy is a strategy to ensure there is a coherent, practical and achievable entry pathway to education for SI children. &lt;br&gt;• An international TA is engaged to do the costing of the implementation plan of the Inclusive Education Policy and implementation plan for 2019-2020. &lt;br&gt;• Registration of schools and RTCs. School sends expression of interest to become registered to EAs. Shared with provincial government and then shared with MEHRD. Assessment undertaken by MEHRD (Performance Standards). Assessed against school establishment policy criteria and verification process. Then sent to SMT and PS for endorsement. Needs to be revised given changes in education structure e.g. PPY, RTC. Need data on number of applications and approved. This data is shared with relevant divisions NEAD (exams) Finance (grants). Includes registration of new schools, expansion to Y7 &amp; Y10.</td>
</tr>
<tr>
<td>KO2.2: Number of Provinces and EAs that implement pilot interventions to reduce early school leavers.</td>
<td>• Research on this target is shifted to 2018.</td>
<td>• No targeted interventions undertaken or progress made towards this indicator and target. &lt;br&gt;• Internal lack of clarity regarding which division should take leadership in this area.</td>
</tr>
<tr>
<td>KO2.3: More structured and formalised processes are implemented to collect and</td>
<td></td>
<td>• Check Disability implementation plan 2019-2020 – activities to improve</td>
</tr>
</tbody>
</table>
analyse data about the participation rates of students with disabilities in basic education.

KO2.4: The draft Solomon Islands National Disability Inclusive Education Plan is approved and disseminated.

- This Policy is still with the Minister MEHRD awaiting approval from Cabinet.
- Policy approved by NEB in 2016 but not yet taken to Cabinet. NEB not given us permission to continue. Implementation plan and associated costing undertaken in 2018. Series of workshops run by TA to develop the implementation plan.

KO2.5: Number and percentage of schools that have increased their student enrolment.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number of schools with increased student population</th>
<th>Percentage of schools with increased student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>27,338</td>
<td>9</td>
</tr>
<tr>
<td>Primary</td>
<td>131,359</td>
<td>32.9%</td>
</tr>
<tr>
<td>Secondary</td>
<td>51,866</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

KO2.6: The needs of students with learning disabilities identified and plan developed.

- Mapping of disability
- Teacher training to identify types of disability in schools with support from Ministry of Health
- An international TA is engaged to do the costing of the implementation plan of the Inclusive Education Policy. Is still a work in progress expected to be completed in the first half of 2019.
Key Output: INFRASTRUCTURE

1. Context and Background

The long-term education goal for Solomon Islands is for all children to have access to a quality and relevant education. One of the assumptions underlying this goal is that the education system will be able to provide enough schools, classrooms, dormitories, ablution facilities, safe water and other facility considerations. At the core of this is the need to plan and supply adequate school infrastructure for an ever-increasing population. We do not want the dilemma of a lack of school facilities to be the reason children are pushed out of and unable to complete their basic education.

Four inter-related factors affect our planning and decision-making regarding the provision of school infrastructure. Solomon Islands has a very high birth rate and the task of providing universal access and completion for basic education is a constant challenge to the capacity of the government and the education system. Solomon Islands’ population growth needs to be understood and accounted for in our planning. This is challenging due to the reliance on old data. The previous population census was conducted over 10 years ago and were now must rely upon government projections correlated with annual school census data. The demographics of our population also needs to be taken into consideration along with analysing the population shift to urban centres. Our local environment has specific considerations relating to potential for natural disasters, access to eco-friendly building materials and supporting WaSH principles.

Budget constraints limit the capacity to fully deliver all infrastructure required to achieve the NEAP 2016-2020 access goals. There is insufficient funding to meet the current demand for classrooms and facilities. The current approach to project management is not as effective as required and leads to low completion rates. The current outsourcing delivery approach is expensive and difficult to manage. We need to be strategic, efficient and targeted using limited financial resources.

Most of the funding for school infrastructure is provided by communities, Education Authorities and Provincial Governments. Therefore, this NEAP is aiming to specify further support to EAs and work in partnership with all stakeholders to develop co-financing arrangements and establish provincial access and infrastructure development plans. There is still a need for improvement to ensure more equitable access and completion for both primary and junior secondary. Some of improvements include:
• The system for predicting likely student numbers, identifying priorities for new classrooms and
school construction, and which schools should be permitted to expand to new year levels needs
substantial improvement;
• Further assessment of the need for extra schools boarding facilities to support attendance of
students who do not have a Junior Secondary School in their community is a priority
• There is evidence of overcrowding in classrooms, particularly in Honiara schools.

2. NEAP Theory of Change:
The diagram below details how we think infrastructure contributes to education reform during the
current NEAP. The Theory of Change helps us plan activities, monitor progress and report change.

3. Key Activities 2018
Activity 1: Increasing female boarding and WASH Facilities in Junior and Senior Secondary.
Activity 2: Infrastructure Planning for Senior Secondary at National, Provincial and School Levels.
Activity 3: Building Planning for projected increased students in PS, JSS and SSS.
Activity 4: Maintenance and rebuilding program (ongoing).
Activity 5: Standard Designs and Standards for site selections (safe and relevant, cater for natural
disaster).
Activity 6: Solomon Islands Better Learning Environment (SIBLE) WASH project.
4. Key Results

15 Science classrooms constructed

Science Classrooms constructed were concrete masonry building type. The buildings were a new suit of building designs MEHRD had developed and adopted that were designed to suit the local environment that frequently exposed to natural hazards. The buildings had high exposed pitch ceilings with unique architectural features of modern construction techniques. The classrooms were well ventilated with natural lighting.

The science classrooms were funded by DFAT through the sector budget program. The 15 Science Classroom Buildings were constructed in the following six provinces; Choiseul, Western, Central Islands, Guadalcanal, Malaita, Makira and Honiara City.

Figure 7: Interior view of Science Classroom at laloato CHS, Guadalcanal

Figure 8: Students standing in front of their new handed over science classroom at Laloato CHS, Guadalcanal.

13 new classrooms constructed

A total of thirteen classrooms were constructed in four schools to increase access in the primary sector. The classrooms have the capacity to accommodate 40 students. Most of the classrooms are single storey composite buildings with concrete floor and timber structures. The buildings were
designed to provide inclusive access for students with special needs. The classrooms were funded by the Solomon Island Government and New Zealand, Ministry of Foreign Affairs and Trade.

![Classroom Building Project at Ngonihau PS, Makira at the foundation stage.](image)

**Figure 9**: Classroom Building Project at Ngonihau PS, Makira at the foundation stage.

**Seven Dormitories and seven ablution blocks**

The Girls Dormitory Buildings constructed are double storey timber buildings with concrete columns and concrete floor on the ground level. The buildings had a total of twelve closed units with six units in each level. The dormitory had the capacity to accommodate 96 students with each unit can hold up to a maximum of eight students in each closed unit.

The Ablution Block was detached to the dormitory. It has five shower units, laundry area and five toilets. It also has one closed unit for people with special unit. The ablution block was designed to serve a population of up to 200 students.

The girls’ dormitories and ablution blocks were funded by Australia (DFAT), New Zealand (MFAT) and the Solomon Islands Government. The dormitories and ablution blocks were constructed in seven schools in five provinces. One each for Choiseul, Malaita, Temotu and two each for Isabel and Makira provinces.

![Photo of a Girls Dormitory and Ablution Block Project at Pawa PSS, Makira taken during a joint project monitoring visit by Procurement and Asset Management Division.](image)

**Figure 10**: Photo of a Girls Dormitory and Ablution Block Project at Pawa PSS, Makira taken during a joint project monitoring visit by Procurement and Asset Management Division.
Disaster rehabilitation of 22 Schools

Makira Disaster Rehabilitation is for schools affected by a 7.8 magnitude earthquake that occurred on 9 December 2016 in Solomon Islands resulted in losses in the productive/economic, health, education and infrastructure sectors. A total of 54 buildings were assessed for damages across 24 schools affected. Most of the buildings sustain damages and were recommended for repair. Others that sustain severe structural damages or collapsed were recommended for rebuilding.

The Makira Ulawa Schools Disaster Rehabilitation was planned to be implemented in the following phases; phase 1 – retrofitting and repairs and phase 2 – rebuilding. The plan is to complete the retrofitting and repairs of buildings under phase 1 and then do phase 2 when funding is available.

Makira Disaster Rehabilitation was fully funded by Australia (DFAT) and New Zealand (MFAT). They provided funding for phase 1: retrofitting and repairs of school buildings.

A total of 41 school buildings in 22 schools were retrofitted and repaired under phase 1. The total cost for the repairs was estimated to cost around $3,250,000. The cost varies for schools ranging from $100,000 to $350,000 per school.

Improved WaSH facilities in Guadalcanal schools (SIBLE)

The SIBLE Project provides technical support to MEHRD, MHMS and GPEA in creating an enabling environment in 42 schools in Guadalcanal Province for the promotion of good hygiene practices and the provision of safe water and sanitation facilities. Direct beneficiaries 6,500 school children (3,400
boys and 3,100 girls) and 283 teachers (118 males and 165 females). Funded by MFAT through UNICEF and implemented by MEHRD through GPEA (Manage by USEA with AMD Manager) 1 WinS Coordinator and 2 WinS project officers. Five-year NZD 3.8 million project will work with up to 42 schools in Guadalcanal Province. Indirect beneficiaries are the wider communities covering school catchment areas with the population estimated at nearly 40,000.

The following four outputs are associated with the SIBLE Project:

1. National WASH in Schools (WinS) policies, standards and guidelines developed;
2. School committees and teachers mobilized, trained and engaged in supporting WinS;
3. Functional girl-friendly WASH facilities and services at target schools provided;
4. Operational solar power systems at target schools and staff houses installed (revisit).

In 2018 SIBLE initiative undertook:

- development of the WinS standards
- incorporation of WinS indicators into SIEMIS – roll out in 2019
- development WinS guidelines and Sanitary Survey Forms
- MHM incorporated into the National Minimum Standards for WinS
- MHM indicators proposed in changes to the annual school survey, reflected in SIEMIS
- National WinS census survey (baseline) conducted (report ready to publish 14 March 2019
- WinS digitized portal of 1,200 plus schools via AKVO (UNICEF&AKVO)

A total of 15 students WASH clubs were formed in 15 schools (GPEA/MEHR). Three schools are taking up WASH initiatives through improving their WASH facilities and 30 teachers were trained on their roles to oversee WASH Committees (WASH Focal points).

Figure 7: Students washing their hands during an organised Hand Washing session at Tau Primary school, Guadalcanal. An initiative under SIBLE to improve Hygiene Behaviour in schools.

Figure 10: An upgrade sanitation building at Marara primary school, Guadalcanal. Constructed under SIBLE to improve sanitation in schools.
5. Lessons Learned

**Current infrastructure support to schools is not enough to achieve our education goals**

Ensuring all Solomon Islands children have safe and equitable access to education is our key access outcome. But with the current population growth and lack of classrooms, ablution facilities dormitories and other ancillary facilities, we are seeing children missing out. There is a huge backlog of infrastructure project but insufficient funds to meet this current and future demand. The need for good projection planning, ensuring schools and classrooms are built in the most appropriate locations, and securing funds to address the needs is a core challenge of Solomon Islands education. No clear strategy has evolved in 2018.

**Low capacity in project management leads to low infrastructure completion rates**

MEHRD current capacity (people, resources, processes and systems) to plan, coordinate, manage and complete projects on time on budget is a concern. These limitations lead to slow completion rates of infrastructure projects.

**The current infrastructure outsourcing approach is expensive**

The current delivery approaches are to outsource the projects to the marketplace. This approach relies on market forces to deliver the best result, but this is proving to be a very expensive approach.

**WASH lessons**

- A notable challenge is the high rate of open defecation in Solomon Islands that affects children to use school-built toilets
- Low level of access to safe drinking water and sanitation in the targeted schools with only 18 per cent of the schools that have access to piped water and nearly 50 per cent of the schools use ‘unimproved’ toilet.

The SIBLE project will complement and contribute to success of a replicated model of the community led total sanitation to school – known as school led total sanitation. The efforts to date demonstrate low risk of sustainability by the SIG, the schools and communities. The continued leadership of MEHRD in regular technical working group, consultation on the SDG alignment and monitoring demonstrate ownership and capacity of SIG in taking concrete actions to scale up and sustain the reach of SIBLE interventions beyond the project.
### 6. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO3.1: Number of Provinces with costed access development plans.</td>
<td>•</td>
<td>• Conducted reprioritization planning to some Provincial EAs (Makira, Western, Malaita and Honiara EA).</td>
</tr>
<tr>
<td>KO3.2: Infrastructure expansion plan developed, approved and implementation commenced by 2018.</td>
<td>• Solomon Islands, Ministry of Education and Human Resources Development, Asset Management Plan endorsed by the Permanent Secretary and launched during the Buala EA Conference.</td>
<td>• Senior Secondary School Expansion Plan developed in 2018. Commence implementation of plan in 2019. Discussed with EAs at Taro. Outcomes of the meeting provides the direction for 2019. • Development of Draft School Infrastructure Minimum Standards by MEHRD underway. Consultation prior to finalisation. • Certification of 8 MEHRD Standard Designs to Importance Level 4 • Development of Draft School Infrastructure Minimum Standard • Continuous Development of Standard Designs • Asset Inventory &amp; Conditional Assessment workshops conducted in Isabel, Western and Malaita Province for Education Authorities, Provincial Secondary Schools and National Secondary Schools. Training for school principals and teacher on how to conduct and prepare an asset inventory and undertake assessment. Will follow up in 2019. • 20 recommended (School Establishment Committee) (Gladys) new schools submitted to PS for approval as follows: • 8 for new stand-alone Primary school, • 1 new secondary school, 3 new RTC/TVET, 4 expansions to Yr. 7 and 4 expansions to Yr. 10. • Verification visits conducted to 2 new primary, 1 new secondary, 3 new TVETs schools applying for registration and 8 CHS applying for expansions in 2019.</td>
</tr>
<tr>
<td>KO3.3: At least seven provinces have provincial infrastructure development plans</td>
<td>• Provincial Asset Management Plans for all Provinces endorsed by the Permanent Secretary and launched during the Buala EA Conference.</td>
<td>• National and provincial plans in place. • The development of provincial infrastructure plans is dependent upon the collation and analysis of whole school development plans (infrastructure) for baseline data. Once this data is collated EAs can collate, analyse – many schools do not</td>
</tr>
</tbody>
</table>
MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

**KEY OUTPUT: INFRASTRUCTURE**

<table>
<thead>
<tr>
<th>KO3.4: 50 new classrooms constructed each year from 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 111 Classrooms completed.</td>
</tr>
<tr>
<td>• 16 Science lab tenders closed ready to be screened by CTB.</td>
</tr>
<tr>
<td>• 30 classrooms (all purpose) completed in 2018.</td>
</tr>
<tr>
<td>• 22 disaster rehabilitation of schools.</td>
</tr>
<tr>
<td>• 15 science classroom projects commenced this year with nine (9) science classroom project for these following schools has been completed and ready for handover.</td>
</tr>
<tr>
<td>- Ramah CHS, Kuma CHS, Laloato CHS, Honiara High, Coronation CHS, Paibeta CHS, Polomohu CHS, Wagina CHS and Ogou CHS;</td>
</tr>
<tr>
<td>- Five science classrooms are in progress and in the process for completion. Aligegeo PSS, Sir Jacob Moli CHS, Konomana CHS, Kopiu CHS and Makaruka CHS.</td>
</tr>
<tr>
<td>- Tender dossier for the establishment of ACoM Senior Secondary School finalised for tender advertisement.</td>
</tr>
<tr>
<td>• Progress status of seven girl's dormitories and ablution block projects. The seven schools mentioned below have one dormitory and one ablution block each. One completed in December 2018. The remainder to be completed in 2019.</td>
</tr>
<tr>
<td>- The contract for Pawa PSS and Papara CHS started implementation.</td>
</tr>
<tr>
<td>- The contracts for the following schools: Muana CHS, Guguha CHS, Leusalemba PSS and Bagarei CHS was awarded.</td>
</tr>
<tr>
<td>- An Agency Agreement between Talea EA and MEHRD for transfer of funds for construction of one girl’s dormitory and ablution block at Adaui PSS has been signed and ready for implementation.</td>
</tr>
<tr>
<td>• Certification of 8 MEHRD Standard Designs to Importance Level 4</td>
</tr>
<tr>
<td>• Development of Draft School Infrastructure Minimum Standard</td>
</tr>
<tr>
<td>• Continuous Development of Standard Designs</td>
</tr>
</tbody>
</table>

**Issues**

• Current Infrastructure Support to schools NOT Enough to achieve NEAP Outcomes/Outputs
### KEY OUTPUT: INFRASTRUCTURE

- **Huge Backlog** – $1.3 Billion (2015 AMP)
- Increasing population
- Project Management – low completion rate
- Funding – not enough to meet current demand
- Delivery Approaches – current outsourcing approach is expensive.
Key Output: EDUCATION AUTHORITY CAPACITY

1. Context and Background

MEHRD has been attempting to support education service delivery through Education Authorities (EA) for several years. A pilot initiative during the previous NEAP period provided valuable lessons that informed how future support could be provided especially through management capacity and systems development support.

MEHRD recognises that EAs are the main organisations to support improving school performance and they must be adequately resourced to do this. Consequently, EA capacity development support is now recognised as a priority and outlined in the current NEAP. But, for school and EA management to improve it is also recognised that significant resourcing, technical and capacity building support will need to be provided by MEHRD.

The quality of EA management directly influences the ability to effectively deliver education services to schools and ultimately affects how well we increase access and improve the quality of education. The design and implementation of management reforms aims to strengthen both the existing and new key roles that MEHRD, EAs and schools will have in a more decentralised education system that is a core approach in this NEAP.

Our core part of the management reforms is the introduction and use of school and EA performance standards and to provide specific targets for these to be achieved progressively from 2016 to 2020. These targets guide the capacity development efforts that should be carried out in this and the next NEAPs. The performance standards proposed do not only address the management of the financial, human and material resources that are needed to develop a more efficient and effective system, but also aim to address the management of the improvement of teaching and learning that would support the essential needs that emerge from the education-oriented part of the NEAP. The two Theories of Change diagrams in the next section of this report help to illustrate how we expect change to happen.

2. NEAP Theory of Change: Provincial Management Improvements

![Diagram](image)

Figure 11: Theory of Change for Standards
3. **Key Activities 2018 MEHRD Annual Work Plan**


**Activity 2.** EA financial management capacity building: Conduct training for selected EA accountants and teachers the use of MYOB for EA financial management.

**Activity 3.** MEHRD coordination with EAs: building knowledge and skills of staff in relevant MEHRD divisions in how they can best support schools and EAs to achieve student learning improvement, support other divisions Travel for LPMU staff to support EA and schools.

**Activity 4.** Student learning improvement: build leadership capacity of PEA staff in six PEAs and the skills and knowledge to support schools in achieving student learning improvement.

**Activity 5.** EA resourcing through small grants initiative: support PEA in implementing Education Authority Small Grants to build PEA capability in supporting student learning improvement.

**Activity 6.** EA planning, M&E and reporting: provide training, capacity building and support in developing annual work plans, collecting, collating and analysing data and preparing progress reports.

**Activity 7.** Support to School boards: training EA officers to undertake management training with School Boards.

**Activity 8.** EA Annual Conference: coordinate and conduct the annual conference in Taro, Choiseul Province.
4. Results

2018/2019 annual work planning improved

A significant increase in the percentage of Education Authorities undertaking work planning was experienced this year with 90% completed and submitted on time. Initial and ongoing support was provided through EACI to enable this improvement. This also led to improvements in the quality and presentation of their respective plans. A process and support to EAs was provided to ensure all 2019 annual work plans were received by November this year.

Mid-term review supported

In response to a review and initial support on EA planning, a reprioritization approach to planning was developed. The changes helped EAs to plan more effectively and ensure that EAs identify the critical and priority areas to address with the limited resources they have. Three quarters of non-LEAP Provincial EA midterm reviews were completed and identified activities reprioritized and supported.

EA small grants program established

One of the big challenges for EAs is to manage and utilise finite resources (people and budget). By far most of their annual budget is allocated to the necessary operational costs leaving insufficient funds for officers to undertake the many strategies to improve the access, management and quality of education in their schools. Many EAs have innovative ideas on how to address recurring issues such as teacher absenteeism, school management and community engagement in schools but not the financial resources to implement. EAs have been requesting support from MEHRD and development partners for some time.

In response to the request for support, MEHRD established the Education Authorities Small Grant Facility in 2018. The Grant Facility is as a contestable fund that provides small grants (up to $100,000) to Education Authorities (EA) for innovative, results-focused activities aimed at building EA capability to support improved student learning at the basic education level. The Facility is managed by the MEHRD with financial donor support from the New Zealand Aid Programme. Some of the areas the grant activities are aimed at:

- strengthening teacher professionalism through establishing a teacher of the year award;
- Improving capability of Head Teachers/Principals through the EA holding quarterly meetings of clusters of school leaders to discuss and problem-solve student learning challenges;
- reducing teacher absenteeism through the development of an electronic system for teacher management and training for EA staff to use it;
- improving resolution of disputes at school level through training for EA staff on locally appropriate processes for conflict resolution and relationship building;
- increasing student attendance and opening hours of schools through EA facilitation of community awareness campaign on the importance of education;
- Improving teacher attendance through the EA establishing an attendance tracking system using mobile phones with 10 pilot schools;
- Improving teacher capability through EA organising practical school-based training for teachers targeting areas of need identified through student learning data.

The first round of grant applications closed in November 2018 with successful applicants to be informed in early 2019.
Innovations to improve EA monitoring, evaluation and reporting

A review process was undertaken at the beginning of 2018 to improve the quality of reporting. Consequently, a detailed reporting format was developed and training conducted. The reporting is based on a clear and agreed reporting cycle introduced (EA planning and reporting cycle). This also included the introduction of the SMS reporting platform (Rapid Pro). Associated with this was the development of a monitoring and evaluation framework for EAs and a brief training given to all EAs during the June meeting. Western Province, Honiara, Choiseul Makira and Malaita Provinces been completed after EACI visited them. Support on EA planning, reporting and monitoring and evaluation has been delivered with SSU Monitoring and Evaluation team. Training resource package for the training is now completed.

Regular monitoring and support provided by EACI

Monitoring visits undertaken with all non-LEAP Provincial Education Authorities. The visits provided opportunities to consolidate training in planning, reporting and to develop collaborative approaches and strategies to address provincial education and school challenges. Support to EAs on annual work planning implementation was also provided as requested.

Education Authority Performance Standards developed and used

EA Performance Standards were finalised this year. A comprehensive consultation process was undertaken to ensure the standards and descriptors accurately reflected the provincial context. Once completed, the Standards were socialised with all EAS and relevant MEHRD Divisions. A key process in utilising the Standards is the development and implementation of a self-assessment tool. This was effectively developed, socialised, trialled and utilised. Results from the EA self-assessment was then used to help identify areas of need to be addressed in the 2019 AWP. Capacity analysis of all EAs completed. Identification of the critical areas identified.

Support to School Boards

A simplified training approach for school boards was developed and implemented in the provinces of Isabel, Choiseul, Makira, Temotu, Renbel and Malaita.

Development of a Provincial Education Board administrative tool

This administrative tool aims to streamline and support Provincial Education Boards in their functions. The initial consultation on the administrative tool of the PEB functions were completed this year.

Education Authorities’ Annual Workshop

The Annual EA Conference was held in Taro in August 2018. The Conference provides an important opportunity for EAs, MEHRD and other education stakeholders to come together to discuss, collaborate, share and learn together. The pre-conference consultation and planning ensured the conference included a range of topics that were most important for participants. The conference included a range of keynote presentations but also provided time for interactive facilitated discussion leading to action-driven decisions and recommendations. The conference also included professional development opportunities including the use of the EA Standards self-assessment tool and exposure to innovative data collections methods. EA National Conference resolutions were socialized with EA and MEHRD officers and a submission prepared for MEHRD SMT to consider.
5. Lessons Learned

Successful implementation through EA offices can be achieved through a clear direction.
It has been shared amongst the EA during meetings and conference that there is a clearer direction in how the EA office is to implement its functions. There are provisions for support for them in the implementation of the Annual Work Plan.

Efficiency and effectiveness of implementation can also be achieved through a well-coordinated joint planning and implementation.
The inter-relationship between EAs has led to enhanced cooperation, collaboration and information sharing amongst the EA offices in the country. There was a major break-through is the collaboration between all the EA operating in the Western Province last year - a long outstanding issue with EA working Western Province. This collaboration has also given the push for most Provincial EA to be moving into supporting labour mobility for their push out students, overseas (CITREC).

There are evident changes in how the EA offices respond to changes driven from the MEHRD as the EA are now connected. They see their contribution to the development of the education service delivery in the country. The EA have received the EA performance standards with enthusiasm as these standards enlightens the pathways, they are required to take in supporting education services to their schools.

Education Authorities’ capacity and resourcing is still too low to perform their functions effectively
The EAs play a critical role education management and service delivery. They remain under-resourced to effectively implement the many new education initiatives and strategies in the current NEAP and PEAP. Additional financial support and a better monitoring mechanism alongside it will enhance the effectiveness of the work done by the EA. Extra staffing could be a possible support some EA will be needed.
6. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
</tr>
</thead>
</table>
| KO11.1: Baseline data to determine strengths and weaknesses of EAs is collected and analysed. | • Training on Teacher Management.  
• Baseline data of all PEAs collected. Data analysis progressing and report will be completed by end of 2017. | • Conducted reprioritization planning to some Provincial EAs (Makira, Western, Malaita and Honiara EA and Choiseul)  
• EA National Conference resolution socialized with EA and MEHRD officers.  
• In collaboration with ME the introduction to the use of the Rapid Pro for reporting was introduced during the National EA Conference.  
• Capacity analysis of all EA has been completed. Identification of the critical areas is established.  
• Introduction of EA performance standards. Self-assessment with peer review used as a basis for identify strengths and weaknesses in 2019. |
| KO11.2: MEHRD implements programs or activities to improve the management capability of Education Authorities. | • Training on how to develop EA AWPs.  
• Consultation and development of EA standards. First draft EA Standards completed.  
• Consultation with EAs on the development of School Development Plans. | • Support on EA planning, Reporting and M&E was delivered at the Education Authority in Taro, Choiseul Province.  
• Data collection and analysis training provided  
• EA small grants program established to enable EAs to undertake innovative strategies to address local education challenges. |
| KO11.3: All EAs connected to SIG Connect by end of 2018. | • All provincial EAs already connected except Makira, Central, Renbel & Guadalcanal. However, Makira & Guadalcanal provincial EA will be connected to SIG network by end of 2017. | • SIG network connected to the following Provinces. Central Islands, Guadalcanal, Malaita, Western, Temotu, Choiseul, HCC, Makira and Isabel. The Education Authorities in these provinces have been using SIG connect for email and browsing the internet. |
| KO11.4: 20 EAs with approved plans by 2018. | • All 2017 EA AWP approved and implemented. | • 90% 2018 completed and submitted on time  
• Improved quality of AWP. Use of evidence through use of data.  
• Better completion rate of the AWP  
• EA self-assessment on EA performance standards used to identify strengths and weaknesses. Strategies in the 2019 AWP based on evidence from the self-assessment process. |
| KO11.5: 10 Provincial Education Boards are fully functional by 2020. | • Desktop review completed | • Initial consultation on the administrative tool of the Provisional Education Board functions completed. |
Key Output: TEACHER MANAGEMENT

1. Context and Background

The current teacher management systems in Solomon Islands education cannot ensure the adequate supply of well qualified and motivated teachers, with the necessary skills to teach and that are well deployed in all appropriate geographic areas. Evidence shows that the current system has important shortcomings resulting in widespread over-staffing and under-staffing relative to Teacher Staffing Formulas (estimated to be of +100%). There is also a high-level of teacher absenteeism, estimated to be around 20%, which is substantially higher than the internationally recognised standard of 2-3%. There is also strong evidence that many schools do not stay open for the required number of weeks, days and hours.

Any investments in teacher training, instructional materials, and curriculum reform or capacity-building are unlikely to have much impact in an environment dominated by high absenteeism and poor staffing allocation. This is especially heightened if most teachers do not even possess the minimal relevant qualifications to perform their duties. Progress in this area has historically been slow as these situations are caused by several complex internal and external factors that not only dependent on MEHRD.

It is well documented globally and relevant in our local context, that the quality of the teacher in the classroom is the single most important school variable influencing student achievement. The principal is the single most important factor impacting on the overall performance of a school. It is imperative that good school leadership and quality teachers are undertaking their duties in our schools.

It is important that teachers understand their roles, responsibilities and tasks and are managed in an effective and professional manner. There are already many good instructions in the current Teacher Service Handbook e.g. attendance, probationary support, inspections and appraisals etc. But these are only effective if they are implemented at all levels i.e. from school level, Education Authorities and MEHRD. Ineffective communication between schools, EAs and MEHRD and ineffective systems has hindered the progression of improvements. Other aspects of management are out of date or not functioning. This includes the Teachers Scheme of Service, teacher data management and Standard Operating Procedures.

The development and implementation of processes, procedures, operations relevant to each level (functions and roles) is a critically important component to improving the teacher management and performance. The need for developing strategy around improving Teacher Management in Solomon Islands came about because of the following factors.

An important component of this output is improving teacher performance management. Good teacher management processes will contribute to two desired outcomes:
- **Improvement**: Provides teacher information on things they do well and areas of improvement and provides the principal/headteacher with information on professional development needs.

- **Accountability**: Provides assurance to the school community that teachers are performing well or are being helped to improve. It also provides information for the principal/headteacher for accountability reporting to Education Authorities.

Associated with this is the Teacher Appraisal process as a contributor to the overall management of teachers’ performance ensuring all students experience effective teaching and learning. Appraisal is part of the performance management process of teachers that includes; recruitment, appointment, registration, remuneration, professional development, career development, and discipline and dismissal. There has been a substantial backlog of appraisals with approx. 3,000 teachers awaiting this process. The teacher appraisal process is linked and based on the Teachers Professional Standards in the Teachers Services Handbook. In the past, teacher appraisal has been conducted by Inspectors, but this is not a sustainable system.

2. **NEAP Theory of Change: Teacher Management**

The diagram below details how we think improvements to teacher management will happen during the current NEAP. The Theory of Change helps us plan activities, monitor progress and report change.

![Theory of Change: Teacher Management](image-url)

Figure 14: Theory of Change: Teacher Management
3. Key Activities 2018

Activity 1. Produce and Publish 2018 Annual Teacher Supply and Demand Report

The Teacher Supply and Demand is essential for Teaching Services Division to ensure the school system has the correct number of teachers in the correct schools. This is both an accountability and planning activity. This activity is delayed awaiting the newly revises Teachers Service Handbook and the Teacher’s Scheme of Service which will set the following.

- New staffing formula for all school sub sectors.
- New salary grading levels (TSOS) based on a career progression model for teachers.
- Subject and teacher allocations per workload for all sub sectors.

The provision for such a report will feed EAs, MEHRD and teacher training institutions the relevant quota on teachers needs to be trained yearly.

Activity 2. Provincial tours to provide a realistic Teacher Establishment budget for 2019.

Since July 2018, Teaching Services Division has consulted all EAs for their possible teacher establishments for 2019. All Education Authorities have also been consulted in this process. The final establishment was presented in November before Public Accounts Committee, with a budget provision of $390 Million for teachers’ salary 2019. This also included approved positions for EA teacher positions for 2019 including newly established schools and upgraded schools to Form 1, Form 4 and 6.

Activity 3. Print 2019 Manpower Establishment and Workforce Civil Listing

The printing of the Teacher Manpower including the workforce Civil list for 2019 will be done around February and March 2019 once the postings are received from Education Authorities. Planning for this is well underway. EA are strongly asked to publish all teacher postings before the close of 2018 school Academic year. This was agreed to during the EA conference in Taro Choiseul in August this year.

Activity 4. Provincial Tours to conduct audit in schools and EAs to verify teachers are in place

Provincial Tours were conducted to selected provinces this year to identify EAs and schools which Teacher Services Division feels needs support, in terms of teacher management, and to EA where TSD suspected there are posting anomalies in their school. The following Provinces and EAs have been visited:

- Renbel EA
- Western Province
- Makira Kira Ulawa EA
- Malaita EA (Northern Region)
- Choiseul EA (Southern Region)

The following 22 schools were visited:

<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
<th></th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nukiki Primary School</td>
<td>12</td>
<td>Katurasele Primary School</td>
</tr>
<tr>
<td>2</td>
<td>St Joseph Moli CHS</td>
<td>13</td>
<td>Jengunu Primary School</td>
</tr>
<tr>
<td>3</td>
<td>Kuku Primary School</td>
<td>14</td>
<td>Anata Primary School</td>
</tr>
<tr>
<td>4</td>
<td>Voza CHS</td>
<td>15</td>
<td>Puzivai CHS</td>
</tr>
<tr>
<td>5</td>
<td>Salakana Primary School</td>
<td>16</td>
<td>Titiana/ Lituni Primary School</td>
</tr>
<tr>
<td>6</td>
<td>Saqiqae Primary School</td>
<td>17</td>
<td>Posarae Primary School</td>
</tr>
<tr>
<td>7</td>
<td>Sasamungga CHS</td>
<td>18</td>
<td>Qoqala Primary School</td>
</tr>
</tbody>
</table>
Activity 5. Consult with EAs and prepare 2018 teachers end of year travel

The Teachers Service Division successfully compiled a total of 4,500 submissions from EAs for the teachers’ annual leave passages. A total submission of $28 million received with verification completed and now awaiting payments. First payments were disbursed on the 22 November 2018 for $8.7 million for 14 EA. The first 14 Education Authorities that received the teachers end of year travel passages were:

1. Honiara City Council Education Authority
2. Guadalcanal Education Authority.
3. Choiseul Education Authority.
4. Anglican Church of Melanesia (ACOM)
5. Arch diocese of Honiara EA
6. Church of the Living Word EA
7. Church of Nazarene EA
8. Tamlan Education Authority
9. Perch Education Authority
10. Chinese Association EA
11. Kelyn Education Authority
12. Red cross Education Authority
13. Don Bosco Education Authority
14. Christian Outreach Centre EA.

Activity 6. Produce and keep up to date record on Teachers Long and Dedicated Services Benefit. Verify data on LSDB with Education Authorities

In 2018 Teachers Long and Dedicated Services Benefit (LDSB) were planned to be paid in three tranches. The payments were successfully done for only 3.9 Million dollars. This however leaves Teaching Services Commission a backlog of submissions yet to be cleared in 2019. Budget estimate in 2019 budget container that went through PAC last week is $8 million - an increase of 4.2 million. This is reduction from our original Budget bid of 11.9 Million dollars to clear the backlog.
Activity 7. Consult and develop Teachers Scheme of Service for Teachers
Due to the long delay in finalizing the Draft Education Bill, the Teachers Handbook (TSHB) and the Scheme of Service for teachers was delayed. A technical advisor TA has now commenced the revision of Teaching Services Handbook. Consultation on the draft Teaching Services Handbook took place with SINTA, Principals, EAs and teachers in the later part of 2018. An expert HRM commenced work on career progression for the Teachers Scheme of Service for teachers late November. The work on the Teaching Service Handbook, inclusive of the Scheme of Service will continue with appropriate consultation to finalise the draft which is anticipated to be released once the Education Bill passes through Parliament.

Activity 8. Conduct 26 Teaching Service Commission meetings
A new Teaching Services Commission chairman was been appointed by the PMO recently with the former Chairman being appointed Solomon Islands head of mission to UK. Dr. Fred Rohurua is replacing Mr. Eliam Tangirongo. TSC has conducted its 26 meetings from this year. The schedules since October increased to twice a week to cater for the mass confirmation of teachers from the Inspectorate Division.

Activity 9. Teacher Appraisal
This year we completed the retraining of 122 School Leaders (Seghe, North Malaita and Nila Clusters) for the teachers’ appraisal procedures and processes. School Leaders will now be responsible for conducting appraisals in their schools. Approximately 3,000 prolonged probationers throughout the country (outstanding from the period 2009 to 2018) was undertaken. Monitoring of teachers’ attendance in all the schools visited during the appraisal activities was undertaken to:

- Report absenteeism in the school (ghost teachers to Teaching Services Division office)
- Discuss the effects of absenteeism to teaching and learning
- Talk on the importance of keeping teacher attendance records for monitoring
- Advise the control and reporting on absenteeism.

4. Results
Backlog of Teacher Appraisals cleared
A major focus of the School Inspectorate in 2018 was to lead the program of undertaking the significant backlog of teacher appraisals. The Teachers Appraisal external reports submitted to Teaching Service Commission by the end of October totalled:

| 1,433 | To TSC (1,082 probation, 351 trial) |
| 260   | Compiled by MEHRD Inspectors |
| 444   | Received at Provincial Centres |
| 2,071 | Total (October 2018) |

Table 4: Teacher Appraisals undertaken 2018
The ultimate intent of ensuring all teachers are appraised is the enhancement and quality assurance of the teaching and learning experience for students. It is important for teachers to value the appraisal process and understand that it is not only an accountability tool but also a tool for improvement. Feedback from some participating teachers was positive with many very much appreciating the appraisal process, even though long overdue. Teachers appraisal should not be viewed as a tool to get promoted, but as a measure of performance against teachers’ standards.

The outcome should lead to teachers’ professional development needs being identified and provided for accessing teachers offer of appointment letter to positions, teachers movement, probationers in leadership position.

**Education Authorities and Schools Snapshot visits**

The snapshot visits enabled Teaching Services Division and Education Authorities to collaborate, learn and develop strategies to achieve mutually beneficial outcomes. The intent was not aimed at finding faults in EAs, but to assist strengthen EA capacity in terms of improving the effectiveness and efficiency of Teacher Postings. Results yielded so far from these visits:

- There were 30% - 40% posting mismatches from postings been submitted to Teaching Services Division each year. This has a negative implication on our data, SIEMIS, AURION;
- EAs are strongly encouraged to adhere to Teacher Establishments.

**Teacher Postings improvements**

There has been a slight but significant improvement of teacher postings compared to previous years. Education Authorities are aware of posting procedures and processes. One of the issues experienced this year was due to circumstances beyond everyone’s capability. More than 260 Teachers left their school postings during 2018 and went to SINU under scholarships that were allocated outside the TSD officially approved list. This resulted in frustration in schools and classroom being left unattended to by teachers. TSD had taken measures to address this issue and Education Authorities have replaced these teachers with new appointments.

**Teacher Establishment for 2019 completed**

Teaching Services Division successfully produced the 2019 Teacher Establishment and was presented to results to the Parliamentary Accounts Committee in November. The Establishment is inclusive of newly approved schools and new upgraded schools. A total of 26 new schools were included, inclusive of the new establishment with budget provisions for 2019.

**Teacher Service Commission meetings successfully completed**

The Teachers Services Commission held more than the planned 26 meetings for 2018. This was in response to the need to process the backlog of Teacher Appraisal undertaken by the Inspectorate Division. The backlog has been cleared and the Teachers Services Commission expects to complete the processing of all appraisal in 2019.
Consultations successfully undertaken in collaboration with Education Authorities to prepare 2018 teachers end year travel
All Education Authority teacher data was collated and verified by relevant Education Authorities and the Teachers Services Division. As a result of this effective approach, first payments were disbursed in November 2019. Final payments were disbursed to the remaining Education Authorities in early December before schools closed on the 14 December 2018.

Long and Dedicated Service Payments
In 2018 Teachers Long and Dedicated Services Benefit (LDSB) were paid in three tranches this year. The payments were successfully done for only 3.9 Million dollars. This however leaves TSD a backlog of submissions yet to be cleared in 2019. Budget estimate in 2019 budget container that went through PAC last week is be 8 million an increase of 4.2 million. This is reduction from our original Budget bid of 11.9 Million dollars to clear the backlog.

5. Lessons Learned

Teacher Appraisal enhances the accountability and performance of our teachers
The scheme enhances teaching and learning through ensuring teachers a being accountable and a tool for improving teacher performance. The outcome should lead to the professional development needs of teachers being identified and relevant support provided to improve their performance.

Education Authorities require sound teacher management systems to help improve their schools
Education Authorities play an integral and important role in ensuring schools are effectively managed. They need to have proper teacher management systems and need to undertake regular monitoring visits to their schools.

Teachers need to be informed of their roles and duties
The current Teaching Services Handbook did not reach all schools and so teachers are not well versed with processes and procedures. Teachers need to be able to understand what is required of them e.g. job description. Education Authorities need to develop teachers’ grievances handling processes at the Education Authority level.

Education Authorities and MEHRD need to place more emphasis on schools, teachers and school leaders
We should always remember the child/student is at the centre of everything we do. Teachers should be highly valued and supported in their roles through good management systems, practices and processes. This includes professional development for teachers, resource management, student management and school management. MEHRD and Education Authorities should ensure all teachers (and school leaders) are provided with the optimum capacity to deliver quality teaching and learning experiences for their students.
6. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Evidence</th>
<th>2018 Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KO10.1: MEHRD analyses teacher appraisal data, or establishes new data collection methods, to assess the percentage of teachers who meet the Teacher Standard and establish a baseline against which future improvement can be measured.</strong></td>
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<td></td>
<td>117 number of Teacher Appraisal reports have been collated and analysed and sent to TSC. More than 100 reports await verification at the EA level.</td>
<td>Preparatory stage on the necessary teacher data collection commenced. It is anticipated once the necessary required information is collected, obtained and verified, further analysis should be done into the task. This is a major and an important key output for the division as results from these reports will feed the future teacher demand and supply in the country.</td>
</tr>
<tr>
<td></td>
<td>63 school leaders in Central province completed re-training in Teacher Appraisal process.</td>
<td>1,433 (1082 probation and 351 trial) teachers were appraised nationwide. Appraisals are still coming in from the Provinces. An estimated target of 3,000 teachers is expected to be appraised by the end of 2018. Names of the 3,450 teachers who were not confirmed since 2009 was submitted to Inspectorate for appraisals. Incoming appraisals will be submitted to TSC for confirmation.</td>
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<td><strong>ESP2: 2.4.2 By the end of 2018, a Teacher Supply and Demand study endorsed by SMT</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>KO10.2: Teacher Attendance monthly reports by province/schools observed by 75% of schools.</strong></td>
<td>9 reports out of 10 was sent to EAs and TSD on teacher/Pupils’ attendance records of 100% of schools inspected annually.</td>
<td>No progress</td>
</tr>
<tr>
<td></td>
<td>10 school in Isabel, 41 in Choiseul and 35 in HCC compliance checks visits to 3 Provinces: Choiseul, Isabel and Honiara City Council progressing 4th Quarter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 schools per Province compliance reports submitted to Malaita, Temotu, Choiseul, Central, HCC, Makira, Renbel, Central and Western EAs and to Teaching Service Division.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Reports for Isabel.</td>
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</tbody>
</table>

KEY OUTPUT: TEACHER MANAGEMENT
Key Output: TEACHER APPRAISAL

1. Context and Background to Teacher Appraisal

The 2010 Inspection Framework recognizes that Principals/head teachers of Solomon Islands schools are professional leaders through giving them responsibility for the appraisal of all teachers in their schools. Principals/head teachers are in the best position for appraising the teachers in their school as they have daily contact with them and can observe them in action in the classroom and in the school overall. As professional leaders, they can provide support and guidance to improve classroom teaching and student achievement.

Inspectors will gradually spend more time on Whole School Inspection (WSI) and less time on visits assessing teachers and confirming them as suitable for their positions.

At the school level, the appraisal of all teachers is the responsibility of the school Principal and head teachers. In large schools, teacher’s appraisal activity can be delegated to another senior member of staff, but the Principal must sign off the appraisal form. However, the School leader’s appraisal is a joint activity by the education Authority and the education Inspectors.

2. Purposes of Teacher Appraisal

Appraisal is the process of providing feedback to a teacher so that they know what their strengths are and what areas they need to develop so that they can improve their teaching practice. Appraisal, therefore, has two purposes: accountability and improvement.

Teacher Appraisal is part of the overall management of teacher’s performance. Appraisal provides the teacher with information about the things they are doing well in the classroom and about areas that they need to work on to improve their teaching practice. Likewise, appraisal provides the school Principal, and the Education Authority with Information about what professional development and support they can provide for their teachers.

Teacher appraisal is part of the overall management of teachers’ performance ensures that all student experience effective teaching:

- Good planning;
- Classroom management and organisation;
- Communication skills;
- Know individual differences;
- Motivation for learning.

3. The challenge

The transition period from Teachers Assessment for Confirmation to Teachers Appraisal for improvement main causes of this setback. The School inspectorate has conducted nationwide training to all school leaders, school Board members beginning 2012. Since 2015, there has been several repeated re-training of newly appointed school leaders on the teacher’s appraisal processes and procedure in different Provinces and will be continuing in 2018. However, there is still little or no
Teachers Appraisal reports received from the school leaders throughout the country. Some collected reasons:

- Ignorance of responsibility by school leaders.
- Newly appointed school leaders are not confident to conduct teacher’s appraisal.
- Delay in the formation of the education verification committee to verify the external teacher’s appraisal submission by the EA.
- Teacher probationers were not returning their self-appraisal forms to the school leader to complete processes.
- The annual practice of demoting and appointing of new school leaders by the different EAs have challenged the process.
- Transition period from teachers’ assessment to teachers’ Appraisal for confirmation.

These setbacks have delayed confirmation of teacher probationers since 2009 – 2018.

4. The approach to teacher appraisal in 2018

Analysis of teacher management data at the beginning of 2018 identified that there were 3,000 unconfirmed (not yet appraised) teachers in our school system. This backlog of appraisals had continued for several years and was causing significant concern for the teachers and held back the improvements MEHRD expects in teacher management. The Inspectorate was given the task in 2018 to undertake as many of the teacher appraisals as possible, to try and clear the backlog and ensure as many probationary teachers as possible were appraised.

5. The results

By the end of 2018, almost 1500 teacher appraisals were submitted to the Teachers Services Commission. A total of 704 compliance checks were undertaken by school inspectors. A further 800 teacher appraisal reports are at the different provincial offices awaiting verification committee meetings. Work on the field will continue in 2019 as planned to complete the full backlog. The table below breaks the figures down by probation, trial and province.
A ratings system was used to grade and further analyse the 1,496 teacher appraisal reports using:

- 5 = urgent needs
- 4 = needs improvement
- 3 = adequate – all aspects of the standards adequately achieved
- 2 = very Good
- 1 = outstanding

Analysis of the probationary teachers’ data showed the following results against the standards:

- Professional skills – 60% of teachers rated 2, 40% rated 3;
- Professional knowledge - 70% rated 2, 30% rated 3;
- Professional attribute – 70% rated 2, 30% rated 3.

Classroom observation of probationary teachers showed that:

- Lesson Planning - 60% of teacher’s are not planning lessons but teach from the textbooks. Also, 40% of these teachers uses weekly programmes and other means claiming as lesson plans. Most probationary teachers rated 3 in using local and pidgin and little English. Using a variety of teaching methods most rated 3.

The trial of school leadership appraisal showed that 70% of school leaders rated 2 and the remaining rated 3. Teacher probationers and school leaders who have the ratings of 2 or 3 upon recommendation from the school and provincial inspectors that was signed by the school boards’ chairman. were recommended for confirmation to TSC.

The MEHRD Inspectorate division is planning to improve the data collection, collation and analysis processed during 2019 by working closely with the MEHRD Information Services Division. The goal is to eventually have a fully integrated data collection and database of teachers.
6. Lessons Learned

**Teacher Appraisal enhances the accountability and performance of our teachers**

The scheme enhances teaching and learning through ensuring teachers a being accountable and a tool for improving teacher performance. The outcome should lead to the professional development needs of teachers being identified and relevant support provided to improve their performance.

**Teacher Appraisal should form an integral part of the overall approach to teacher management**

It was a massive task to undertake nearly 3,000 teacher appraisals in 2018, but at last MEHRD has caught up with the backlog. The next big challenge is to ensure the teacher appraisal process is kept up to data and other processes within the teacher management systems (recruitment, appointment, registration, remuneration, professional development, career development, and discipline and dismissal) are further developed, integrated and well managed. This includes the systematic collection, collation and use of teacher data to improve education management and the overall quality of teaching.

7. Evidence Base

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| ESP2: 2.4.2 By the end of 2018, a Teacher Supply and Demand study endorsed by SMT            |                                                                                                                                                                                                            |                                                                                                       |
Key Output: MEHRD INFORMATION AND SYSTEMS

1. Context and Background

The rationale for MERHD Information and Systems key output area is grounded in the Solomon Islands Education Strategic Framework key strategy of strengthening policies, plans, management and systems. More work is needed to ensure stronger national legal and policy frameworks and management systems that lay the foundation and conditions for the delivery and sustainability of good quality education.

Increasing the capacity of MEHRD, provincial and school management is a priority in the current NEAP. Developing new and improving the quality and utility of current systems is an important foundation for improving our management capabilities. Sound management systems and practices provides the basis for continuous development and improvement of the quality of education service delivery.

Analysis during the current NEAP planning period identified gaps and issues relating to information support, data management, planning, M&E, reporting, policy development and MEHRD coordination. All these areas are being addressed through the implementation of MEHRDs systems improvement activities.

What do we mean by MEHRD Information and Systems – providing an enabling environment for high quality effective and efficient delivery of education services and achieve the goals of NEAP. This refers to MEHRD national systems but also includes systems that improve EA and school level management.

Focused support for this phase of NEAP are systems to support policy development, communication, data management, planning, MER and decision-making. Support is also provided to build our organisation and operational strength.

MEHRD engages in a collaborative process with education partners7 to improve education management at the school, Education Authorities and national level (MEHRD). Improvements in education management are inter-connected between the three levels of education management. Sound education management provides the foundation for increasing access to and improving the quality of education – access, quality and management reforms are interdependent. It is expected that MEHRD outputs will contribute to imbedding good management systems and practices at school, Education Authorities and MEHRD, enabling education outcomes to be achieved.

Agreed Standards will provide the basis for school and Education Authority performance monitoring and improvement. The development of Standards is a priority activity. At the national level, MEHRD will concentrate on improving financial management and information systems with an expected positive ‘trickle down’ effect to provincial and school-based management.

Several important MEHRD management systems and functions require strengthening and for these, visible results must be accomplished during the timeframe of this NEAP to enable improved education service delivery. If they are not addressed, the organisations capacity to increase equitable access

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7 Partners include schools, school communities, Education Authorities, bilateral and multi-lateral partners, NGOs, other SIG Ministries and departments.
and improve the quality will be obstructed. This will also lead to perpetuating financial and human resource inefficiencies.

2. **NEAP Theory of Change: MEHRD Management**

The diagram below details how we think improvements to teacher management will happen during the current NEAP. The Theory of Change helps us plan activities, monitor progress and report change.

Table 5: MEHRD Management Theory of Change

MEHRD SSU team developed a model that outlines the components required to ensure there is sustained systems change and management reform. The diagram below describes the structural, work practices and transformative change that is required. The MEHRD Systems Key Outputs and activities are aligned to these components.

![Model for MEHRD Systems Change](image-url)

Figure 15: Model for MEHRD Systems Change
3. Planned Key Activities 2018

**Activity 1. Policy Development and Governance**

Inclusive Education Policy: Conducted consultation workshops to develop Inclusive Education Implementation Manual; Provincial workshops to create awareness, advocacy and capacity building on Inclusive Education in Temotu, Guadalcanal, Central, Renbel. Collate and verify SIEMIS data on types of disabilities enrolment in Guadalcanal, Temotu and Renbel provinces from SIEMIS data.

School Registration Policy: Contract Technical Advisor to revise School Registration (Establishment) Policy in collaboration with Policy Unit SSU.

Basic Education Policy: Contract Technical Advisor to revise Basic Education Policy and develop implementation plan.


Community Education: Work with relevant divisions to assume the agreed role to manage and lead responsibility for community education e.g. Second Chance Education, Early School Leavers, Adult Literacy (Gender, Education in Emergencies in community education) programs.

Second Chance Education: Implement the MoU with SINU after SMT approval to deliver the Second Chance Education program.

National Research Institute: Develop a concept paper on the establishment of the National Research Institute in Solomon Islands and presented to the Caucus/Cabinet.

Policy Consultation: Conduct joint national consultations with all major stakeholders after major policies have been drafted (includes Basic Education -revised, EIE-revised, School Registration).

New Education Bill: Conduct final consultation with stakeholders and NEB. Education Bill approved and implementation begun. Printing and socialisation (awareness) of the new Education Act 2018.


**Activity 2. MEHRD Organisation and Operation Development**

School Inspection System: Analyse and submit to SMT all outstanding WSI reports (inclusive to 2017). Analysis containing compiled findings and recommendations from collated reports. Holistic improvements to inspections be devised. The WSI system to engage school leaders in review (self-evaluation) with a focus on school improvement. It will provide immediate feedback to the system where action is deemed needed. Technical Advisor to support the development of WSI enhancements. Review current process and tools. Improvements. Work with M&E unit to ensure accountability process alignment. Train inspectors in enhanced system once developed. Work with IS to digitise inspection report and set up system to integrate the new Inspection system data to SIEMIS and ensure all inspectors report digitally.
Activity 3. MEHRD Roles and Functions

Corporate Profile: Finalise the corporate profile of MEHRD to clarity roles and functions across MEHRD. Approved by SMT and distributed to Divisions and Stakeholders.

Standard Operating Procedures: Write and share standard operating procedures/guidelines arising from new Ed Act once agreed.

Recruitment of Critical Positions: Advertise and recruit for vacant positions as and when vacant including vacant positions for Provincial Education Authority and MEHRD HQ. Conduct recruitment to replace retired officers.

Staff Training in HR: Organize socialisation workshop on PMA and HR Processes for MEHRD HQ and PEA Officers including KG VI and Waimapuru Support staffs. Clarify roles and functions based on new Education Act once passed. Support MEHRD staff and Education Authorities with implementation of PMP and AMP.

HR Standard Operating Procedures: Work with in-house Mentor to develop in house standard operating procedures for overtime. Develop induction manual and conduct induction for newly appointed staff.

Staff Capacity Building: Finalise draft Learning and Development Framework and Plan.

Library Management: Conduct workshop for schools on improved library management in Renbel and Makira/Ulawa Province.

Activity 3. Communication

Communication Strategy: Develop communication procedures for disseminating information to public.

MEHRD meeting Calendar: Develop a portal/calendar to coordinate divisional activities: meetings, visits, tours to schools and EAs.

Publication of Documents: Publish examination results and MEHRD approved documents on the MEHRD website.

MEHRD Website: Provide management and updating of MEHRD website.

ICT Connectivity: Continue to roll out and manage ICT connectivity and IS usage across MEHRD and Education Authorities. ICT Audits conducted in Temotu, Renbel and Central Islands Province. Procurement of computer hardware, software, printers and ICT gadgets, network devices and office equipment for MEHRD and EAs. New photocopiers. Education Authority MIS in-house training. Identify and procure software that can be used by MEHRD Divisions to enhance the effectiveness and efficiency for data collection and reporting.

ICT Master Plan: Workshops for the finalisation of the ICT Master Plan policy. Plan and Policy approved, launched and commenced. Update and maintain ICT assets management registry.

Activity 4. Data Management

Management Information System: Engage LTA Applications Developer to support SIEMIS and provide capacity building for IS staff. Development of Knowledge Management System (iMEHRD). Increase
recording and coordination of the process for sending, receiving and entering SIEMIS forms to have updated timely data for reporting. Development of flows and content to support Divisions.

MIS of School Libraries: Develop improved system to capture information about each schools’ library, how they operate, library resources, facility status on staffing, training, etc. Review the current tool used for gathering, analysing and using this data. Insert into SIEMIS where relevant. Capture data in Isabel and Central Islands Province. Complete and compile 2017’s ‘library mapping’ reports, its analysis and action plan from this. Submit report, analysis and NL actions to CESS and SMT action.


MIS for Scholarship Administration: Ensure all relevant scholarship data is managed and entered at first receipt using SIMS. Engage TA to provide capacity building. This system to be the focal point of scholarship administration. Current award data to be updated and new awards all managed through SIMS. Online Application Forms launched by July 2018.

School Inspection Database: Development of WSI database system (enhancement to SIEMIS) for Inspectorate Division.

Library Management System: Identify and engage expertise to provide Koha system updates and upgrades. Koha maintenance and service charges.

**Activity 5. Planning**
Planning for MEHRD: Whole MEHRD 2018 AWP collaborative planning to be finalized approved and printed. Setting priorities for 2019. AWP planning for 2019 to commence with Divisional 2019 AWP activities costed used for budget submission to MOFT.

**Activity 6. Monitoring, Evaluation and Reporting**
MEHRD Reporting: MEHRD 2017 Annual Report to be finalised approved and printed. PAR 2017 to be finalised approved and printed. PAR compiled for 2018. MEHRD compiled quarterly progress report to SMT. Support EACI to compile EA reports. Field Trips (case study/survey/interviews) as part of MELP. Training workshops on MELP for Education Authority Officers. Tracking and reporting on training, workshop and monitoring visits across MEHRD.

MEHRD Reviews: Conduct Mid-Year Review. Conduct Annual Joint Review. Plan and commence Mid-term review of NEAP.

Students Exclusion Analysis: Analysis data from SIEMIS and other sources to identify consult relevant divisions to develop. strategies that address causes of students’ exclusion from schools.

**Activity 7: Higher Education Reform**
Transition to SITESA: Advertise and fill positions of senior management for SITESA. SITESA to begin to operate, using approved policy and practices. TVET division to cease former functions. Staff to join NES and begin new role and functions as devised. Induction as part of transition to SITESA and in
collaboration with SITESA decision on and communication with EA TVET on their roles once SITESA is operational. This needs to be consistent with new processes to be undertaken by SITESA and meet the needs of MEHRD.

RTC Support: Once SITESA is operating, in liaison with SITESA (S4EG) selected former TVET staff undertake QA visits to approximately 12 RTCs nominated by SITESA, using SITESA QA (Quality Audit and Quality Improvement Planning) leading towards initial recognition of each RTC under SITESA.

**Activity 8: Scholarships**

Scholarship Administration: SITESA new scholarships business systems operating and staff trained ready for 2019 scholarships. Implement all recommendations from Public Accounts Committee regarding scholarships. Promotion, awareness and orientation programs. Travelling arrangements for overseas based students. NTC administration and meetings. Prepare and present Quarterly/B Annual/Annual Report (using SIMS data as basis). On the job training program for SIG sponsored students. Using new SITESA processes, monitoring and evaluate, report on students and Institutions on Scholarship matters. Act on improvements as a result of reports.

Scholarship Partner Institutions: Liaise with institutions to confirm enrolments for all SIG students. Have MoUs signed with every tertiary institution that SITESA will be sending students to.

2019 Scholarships: Using new SITESA processes, implement Training Needs Analysis recommendations for new scholarships. 2019 Opportunity Lists endorsed, advertised and non-online application applications entered. Initial screening done by SIMS, final screening process conducted and recommend to NTC for further recommendation to PS/Minster for approval. New approved scholarship documents produced, signed and distributed.

**Activity 8: National Education Board**

Meetings: Conduct two meetings of National Education Board - Full Board Meetings for approval of policies and recommendation and advice to the Minister of Education and four subcommittee meetings.

**Activity 9: International Education Donor and Stakeholder Coordination**


4. Results

4.1 Policy Development

New Education Bill endorsed by National Education Board
Education Bill and associated Regulations prepared with the final draft ready endorsed at NEB meeting in early December. The Minister’s Instructions regarding further work on the Education Bill were drafted and submitted to the Attorney General’s office for advice on how to progress the Instructions. The Education Bill (November 2018 version) finalised and ready to be tabled in Parliament.

Education Policies reviewed
A range of education policies were reviewed and revised during this year with the aim of ensuring the policies accurately reflect and support the Ministry’s education reform agenda, especially regarding student participation in education. The reviews included the following:

- Gender: policy was endorsed by the NEB. The gender team undertook a wide-ranging approach to consultation to socialise the policy. A Policy Implementation Strategy and action plan was developed, yet to be reviewed by the SMT.
- Child Protection: Child protection policy ongoing consultation six provinces (Western, Malaita, Makira, Central, Guadalcanal and Honiara City Council) in the 3rd quarter of 2018. A ToR was also developed for the establishment of a Child Protection Taskforce.
- Education in Emergencies and Green Climate Fund proposal developed
- Adult Literacy: meeting with SI Literacy Network to activate the policy through innovative strategies.
- Inclusive Education - Implementation plan written costed and approved by NEB in 2018. This is yet to go to Cabinet for their approval.
- Solomon Islands National Research Institute concept paper skeleton structure completed awaiting TA to compile.
- USP Convention: Follow up on process for legal advice and Finalisation of Cabinet paper for Signing of the University of the South Pacific (USP) Convention.

4.2 MEHRD Organisation and Operation Development

Improved support and collaboration between EAs and MEHRD
Ongoing work of the Education Authority Services Group continued to improve the coordination and collaboration between EA’s and MEHRD. This was a collaborative process between Teaching Services Division, Education Authorities Coordination and Improvement Division and Assets Management Division.

Improved coordination and collaboration between MEHRD divisions
One of the challenges for MEHRD over previous years was to develop systems and processes that encourage and maintain interaction, coordination and teamwork across divisions. This year we have encouraged cross-divisions groups to form to support projects that involve input from more than one division. The combined Annual Work Planning process has contributed to this with strengthened work on EMIS, Assets and Infrastructure, Standards, Inspections and teacher appraisals. Also, the collaboration between Curriculum, Teacher Professional Development and Literacy Management Program Unit is beginning to improve service delivery.
MEHRD M&E system moved towards Key Output reporting in 2018, rather than division reports. The intent is to provide more coherent and accurate reports of our key areas of work from our AWP. This has required divisions to discuss and prepare reports based on how they have collectively contributed to one of the Key Outputs from the NEAP 2016-2020. The use of the Theory of Change for staff to understand the contribution of their work area to the overall goals is beginning to show benefits.

Change to School Inspection system
MEHRD undertook a review of the current school inspection system to ensure the future implementation of policy reflects a contemporary and contextually appropriate approach to school improvement. This is a proposed strategic shift in school inspection from school accountability to a more holistic and integrated approach to school improvement. This includes schools taking on a stronger role in leadership and responsibility for school performance and improvement.

Holistic improvements to inspections will be devised next year with technical adviser support and guidance. The anticipated changed to the Whole School Inspection system will engage school leaders in review (self-evaluation) with a focus on school improvement. It will provide immediate feedback to the system where action is deemed needed. Professional development will be provided to Inspectors in enhanced system once developed. This will include digitising inspection reports and set up system to integrate the new Inspection system data to SIEMIS and ensure all inspectors report digitally.

Integrated approach to supporting community education
Clarity of division’s responsibility to assume the agreed role to manage and lead responsibility for community education is continuing e.g. Second Chance Education, Early School Leavers, Adult Literacy (Gender, Education in Emergencies in community education) programs. Recommendations for future improvements submitted to SMT.

Improvements to MEHRD roles and functions
A range of activities were completed to clarify our roles and bolster our ability to undertake the tasks required. A draft corporate profile of MEHRD was developed to clarity roles and functions across MEHRD. The draft was discussed by SMT with future action likely early in 2019 To improve clarity, Standard Operating Procedures (SOPs) were developed for International Coordination and Senior Management Team, socialised and now followed. Further SOPs and guidelines will be written and shared arising from new Education Act once agreed. We also developed an induction manual and conducted induction training for newly appointed staff.

Staff Training in HR
Undertook socialisation workshops on PMA and HR processes for MEHRD HQ and PEA Officers including KG VI and Waimapuru Support staff. Supported MEHRD staff and Education Authorities with implementation of PMP and AMP.

Library Management
Conducted a workshop for schools on improved library management in Renbel and Makira/Ulawa Province.
4.3 Information and Communication

**ICT Master Plan draft prepared**
First draft ICT in Education Master Plan completed ready for SMT and SIG endorsement in early 2019. The Solomon Islands ICT in Education Master Plan has been developed under the guidance of UNESCO ICT experts in collaboration with the MEHRD Management Information Committee (MIC) and through a consultation process with the Solomon Islands National Technical Task Force, composed of stakeholders from various Government Ministries, institutions and the private sector. The ICT Master Plan is focused on four major components. They include the development of infrastructure, teacher development, digital learning materials and enhancement of the education management information system.

**New tools and systems to access to share MEHRD information and knowledge**
MEHRD now has operational intranet giving staff access to a full range of documents and information. A shared calendar notice board information, MEHRD template documents have proved to be well utilised so far.

**Provincial education authorities connected**
Most Provincial EA are connected to SIG Connect. SIG network connected to the following Provinces. Central Islands, Guadalcanal, Malaita, Western, Temotu, Choiseul, HCC, Makira and Isabel. The Education Authorities in these provinces have been using SIG connect for email and browsing the internet. Renbel and Central are the only two PEAs not connected to SIG Connect at the end of 2018.

SIG Connect Consultation Workshop held at Mendana Hotel Conference Room completed successfully with 29 participants attending of which 12 were females. Officers from EA’s are also part of the participants.

Some MEHRD staff undergone training on the RapidPro with the support from UNICEF. Training was done on designing of Kobo Flows and the use of *555# through the Telekom network for RapidPro. The intention of this training is to build the capacity of MEHRD staff to use tablets to collect real time data which is important for quick evidence-based decision making.

**SIEMIS review and planning for upgrade commenced**
SIEMIS has been used as one of the main tools that supports the management of decision-making in MEHRD. However, it only records student aggregates and does not have an electronic student register so there is difficulty in tracking student enrolment and progress in a systematic and accurate way. This issue needs to be addressed if MEHRD is to be capable of monitoring whether it is on track to achieve the ambitious targets set in the ESF 2016-2030. The review and analysis stage during the preparation of the ICT Master Plan identified the need to upgrade SIEMIS. The proposed upgraded EMIS will promote a primary central data system and one management system to manage all inter-related data. This data will include student information, student assessment management as well as school information, teachers, resources and school infrastructure. This information should not be fragmented across systems or departments.

During this year, training was conducted for Malaita, Honiara and Makira Education Authority officers on the Solomon Islands Management Information System (SIEMIS). The intention of the training was to decentralize a new SIEMIS to all Provincial Education Authorities in the Solomon Islands.
Data management improvements in Higher Education Scholarships begins
A review of the Scholarship database (SIMS) was undertaken to ascertain its usage and compatibility with the ongoing management needs of the scholarship program. The review identified that SIMS is underutilised with only a small percentage of scholarship data entered – most applicant and recipient data is stored in a range of excel spreadsheets. Also, several flaws in the new scholarship database inhibits the full potential of the data for analysis and reporting. An adviser was contracted to redevelop a new SIMS to eliminate these issues. The task was completed and all 2019 scholarship applications all entered on database. The next task is to enter all historical data. Also, the scholarship application form can now be accessed online.

4.4 Planning, Monitoring and Reporting

Improved MEHRD planning processes
Many lessons were learned during the implementation and review of the 2017 Annual Work Plan. Divisions were requested to carefully analyse their results and challenges for 2017 to ensure a more focused plan for 2018. As a result, divisions reduced the number of planned activities with a much higher completion rate experienced in 2018. Further analysis of the results shows the regular monitoring and quarterly progress reporting process improved the activity implementation decision-making processes.

Figure 16: Annual Work Plan Activities 2017-2018

Monitoring, evaluation supporting evidence-based planning and reporting
The MELP implementation entered a second year with good signs that the collection, collation and timely reporting of evidence is supporting the decision-making processes at senior management and Division level. Quarterly progress (monitoring) reports are provided to the SMT for review and consideration. Results are shared with HODs and used to provide discussion amongst work team on their associated work plans. Challenges and risks are identified and addressed in a timelier manner. Key documents were prepared to an improved standard including:

- Annual Report 2017 published;
- Performance Assessment Report 2017 published;
- The Mid-Year Review for 2018 was completed and a report was produced. The report is ready to be submitted to SMT for further discussion, decision making and final approval;
- MEHRD 2018 Annual Work Plan approved by SMT and Implemented. 100 copies printed and distributed;
- The 2017 Annual Report and the 2017 Performance Assessment Report were launched during the Mid-Year Review and distributed to participants. 100 copies printed for distribution;
- MEHRD 2019 Annual Work Plan drafts including costing of priorities consolidated to inform Government 2019 budgeting process. The National priorities have been shared with Education Authorities to help them contextualise and develop their 2019 Annual Work Plans.

The implementation of the MELP and associated technical adviser support has shifted towards building the capacity of all stakeholders to undertake monitoring, evaluation and reporting requirements. Support and training with education authorities and EACI was undertaken in planning, data collection and reporting provided. Support provided to TPDD on the preparation of School Leaders Project evaluation framework and plan.

A mid-term review of the NEAP 2016-2020 was undertaken in November this year with key findings presented to SMT for consideration. The review process was undertaken and managed as an internal MHRD activity by SSU – a good sign that M&E management and technical capacity is increasing within the SSU. The preliminary results of the review assisted in the 2019 annual work planning process and allowed SMT to undertake an evidence-based approach to revisiting MEHRD strategic priorities.

**Monitoring of School Leaders’ Program**

Participants in the Graduate Certificate in School Leadership graduated this year. On overall M&E Plan was not developed at the beginning of the program and relied on some ongoing monitoring during the program focussed on monitoring the implementation of the course facilitation. Development of an M&E Plan to support the end evaluation (beginning of 2019) and proposed impact evaluation planned for second half of 2020.

Survey into School Leaders training graduate certificate program and literacy conducted in schools around Gizo and Munda to identify changes these training bring about in teaching and learning. Overall positive impacts have been anecdotally identified on how school leaders manage and administrate schools and their ability to work with communities. The literacy training has shown positive impacts on students writing and reading. As observed, children began to draw captions and write meaningful stories.

**M&E training for Education Authority Officers**

Training on Monitoring, Evaluation, Data analysis and Reporting was conducted for the Education Authorities during the EA conference at Taro in August. An action plan was developed to do follow up training for some Education Authorities this year as passed by the Education Authorities in the EA conference resolution paper. Also conducted reprioritization planning to some Provincial EAs (Makira, Western, Malaita and Honiara EA). EA National Conference resolution socialized with EA and MEHRD officers.

**4.5 International Education Donor and Stakeholder Coordination**

Supported and coordinated the external DFAT Mid Term Review Team consultation in MEHRD that would inform the design team for DFAT’s next phase of assistance to education.
5. Lessons Learned

**Delays due to external factors influence MEHRD’s ability to implement the Annual Work Plan**

There were a range of situations that caused delays in the implementation of AWP activities including:

- The freeze on education budget expenditure due to a change in Solomon Islands Government early in 2018 delayed the implementation of many activities until March or April;
- Education Bill, finance payments, decisions at different levels;
- Delay in approving of the contracts and tenders thus delay the implementation of the projects.

**Incomplete Scholarship Information Management System leads to poor management**

We cannot store and access correct information from the SIM to address all Scholarship issues and gaps when we have in completed data system. Our current data development still has some outstanding functions to be factored into the SIMS to capture what we expect from the SIMS for decision making and planning.

**The clarity of MEHRD organisation roles and responsibilities hinders full potential**

MEHRD underwent a restructure in 2016 to align and support the NEAP implementation. Although this was successful, there were some lessons learned along the way. There was a lack of clear role in some areas. In some cases, a lack of understanding of individual roles, contributed to the problem and lead to some confusion and overlap in activity design and implementation. Further fine tuning through a minor organisation re-alignment process will help to address this issue.

**Still room for improvement in data collection and sharing of data**

This year there is no improvement to the data collection on students with a disability. The data collection process of this group is still through the school census form without any diagnostic tool or support for identification of these students. Annual Survey form return rate is slow and deliberation in exaggeration of enrolment data by some schools.

**Scholarships data management continues inhibit performance**

Issues exist with the current SIEMIS not being able to insert information not already in SIEMIS. All this additional information cannot be easily exported to be reported for PAR or stakeholders’ data requests. Since it will be stored on separate spreadsheets and can be easily/mistakenly/deliberately deleted by anybody.

**Delays in SITESA establishment leading to delays in Higher Education Reform**

There has been some progress during 2018 in establishing SITESA, but the progress is much slower than expected. Approval for implementation of SITESA received from Public Service Commission. SITESA positions advertised. CEO position ready for interview whilst the Director positions were readvertised.
### 6. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Results</th>
<th>2018 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KO13.1: New roles and procedures for the Inspectorate approved by SMT and operational by 2018.</strong></td>
<td>• New roles and procedures for the Inspectorate have not yet been submitted to SMT</td>
<td>• The Inspection of schools in 2018 was put on hold, so the Inspectorate could focus on managing the completion of 3,000 teacher appraisal backlog.</td>
</tr>
</tbody>
</table>
| KO13.4: NEAP M&E data is reported in Performance Assessment Report. | • The statistical performance assessment report produced for 2016 on the Ministry’s overarching goals: Access, Quality and Management.  
• The Performance Assessment Report for 2017 will include reporting against the three result frameworks (Output, Intermediate and End Outcome) according to the theory of change. | • 2017 data collected, collated, analysed and reported from the NEAP Results Framework in April 2018 in the Performance Assessment Report (PAR). The PAR forms a compendium for the MEHRD Annual Report 2017. |

| KO13.5: M&E findings are used to develop Annual Work Plan. | • 2017 quarterly reports used to reprioritize 2017 and 2018 AWP activities. | • The MEHRD priorities for 2019 was completed and endorsed by Senior Management Team of MEHRD.  
• MEHRD 2019 Annual Work Plan drafts including costing of priorities consolidated to inform Government 2019 budgeting process. The National priorities have been shared with Education Authorities to help them contextualise and develop their 2019 Annual Work Plans.  
• AWP Tracker assists in seeing if activities are progressing – leads to Improved implementation of activities  
• M&E data helped prioritise activities for the 2018 AWP. This led to a decrease and realignment of activities. Also, a shift to focus on MEHRD strategic priorities. The number of activities planned fell from 817 in 2017 to 411 in 2018. Quarterly progress reporting and analysis of activity tracking provided the basis for decision making. |
| KO13.6: New procedures to address MIS data availability, entry and verification and delegation of MIS management tasks are developed and implemented for all existing MIS. | • Jasper Reporting System was developed to enhance reporting and availability of data. MEHRD users can login to access the reporting system with their normal username and password.  
• Review of the Annual Survey form was completed as part of MIS improvement. The survey form was separated in two parts (Part A & B). Part A includes School enrolments, Teachers details and School resources whiles Part B comprises of school facilities and WASH. Part B will be distributed bi-annually.  
• Training conducted for Malaita, Honiara and Makira Education Authority officers on the Solomon Islands Management Information System (SIEMIS). The intention of the training is to decentralize the SIEMIS to all Provincial Education Authorities in the Solomon Islands.  
• MEHRD has an operating Intranet, with key documents available to all staff. MEHRD staff have access to approved documents, information & calendar.  
• Examination results, MEHRD approved documents, advertisements, etc published, accessed on MEHRD website  
• Commenced planning for improved /new SIEMIS in 2019. |  |
| KO13.7: Approved procurement processes operational. | • Process already approved and implemented | • There is an improvement in the imprest clientele support in ensuring timely implementation of activities. This is in terms of imprest application and retirement follow ups and continuing trainings and awareness promoted during workshops and trainings.  
• MEHRD appraised by the Budget Division in MoFT for been the first ministry to submit its 2019 budget on time and accredited for meeting the budget quality assessment standard as required by budget division  
• A 100 % achievement on the timely payment of scholars hip for the International, regional and the local institutions.  
• The processes for applying for imprest clearly understood by MEHRD Officers through imprest awareness, trainings and supports promoted in MEHRD that includes the presentation at EA conference in Taro Choiseul Province on imprest and grants. |  |
| KO13.8: New SOPs designed, implemented and monitored by 2018. | • This activity has been deferred to 2018, as we have requested a TA to help us develop the SOPs for MEHRD. | SOPs developed and approved by SMT for Donor Coordination  |
| KO13.9: MEHRD officers are appraised based on the progress of the NEAP outputs and activities they are responsible for. | • For the 3rd quarter, we have received a total of 14 appraisals from MEHRD divisions including provincial education authorities. | • 41 annual appraisals completed out of the 200 MEHRD HQ staff for the first and second quarter, 20 appraisals were received and facilitated to MPS for confirmations and Increment awards in the third quarter. |
KO13.10: Number of policies developed and revised based on implementation plans.

ESP2: 3.2.1 Draft Education Bill is endorsed by NEB in October

ESP2: 1.2.1 By the end of 2018, Gender Equality in Education Policy – implementation strategy costed and approved by NEB and forwarded to Cabinet for its approval.

ESP2: 1.2.2 By the end of 2018, Child Protection Policy consulted on and revised in light of consultations

- Policy Framework developed to assist with further development of education policy.

- Gender Equality in Education School policy Awareness conducted in Choiseul (3 schools) and Central Province (3 schools). Awareness done to 70 teachers (39 males and 31 female) teachers. 423 girls attended the gender /STEM awareness program.

- Child Protection policy ongoing consultation done in the following Provinces; Malaita (3 schools), Central Islands (5) schools, Makira Province (4 Schools), Honiara/ Guadalcanal (7 schools), Western Province (4 schools).

- Donor supported recruitment process for Technical Advisor commenced to review, Basic Education, Teacher Development Training Policy, Early Childhood Education and to draft the concept paper for the Solomon Islands National Research Institute is in progress.

- Instructions of Minister regarding further work on the Education Bill drafted and submitted to AGs office for advice on how to progress the Instructions

- Education Bill endorsed by NEB December 2018.

- Follow up on process for legal advice and Finalisation of Cabinet paper for Signing of the University of the South Pacific (USP) Convention.

- Gender Research on Education Authorities CEO’s perspective on unequal appointment of Head Teachers in Primary School to identify some reasons for female underrepresentation at Primary Sector leadership in Schools in the following Education Authorities: Honiara City Council, Central Islands and Guadalcanal Province. Analysis and report of the findings finalised.

- Cultural Education Framework: coordinated, plan, drafted concept note and hosted working workshop for Culture Education Framework guideline for Community Education.
Key Output: FINANCIAL MANAGEMENT

1. Context and Background

Financial management in education is an integral part of the overall management covering all functions of education service delivery at national, provincial and school level. MEHRD understands the need to build capacity at national, provincial and school level to make a more efficient and effective use of the resources allocated to education. We need to address the most essential reforms to ensure most efficient use of limited resources. There are a range of strategies identified in the NEAP 2016-2020 that help to improve our financial management. For example, building an efficient teacher workforce, redesigning the school grants and asset management systems. This will help increase resources available for teaching and learning and strengthen the integration of planning and financial functions and substantial development of their individual management capacity.

MEHRD goal is to gain maximum benefit in terms of education outcomes from finite financial resources. Sound management systems and practices at all three levels of education will create and support a sound enabling environment for improved education service delivery. The effectiveness of our financial management should not only be measured by the performance of our financial accounting systems e.g. budgeting, procurement, acquittal, but also by the education outcomes achieved.

The Solomon Islands Government continues to give education a high priority in their budget processes and commitments. Evidence from the previous year’s finance data confirmed that the recurrent education budget appropriation (272) was SBD1,198,288,453. This represented 38 per cent of the SIG Recurrent Government budget (SBD3,142,500,000) – this is a very high level of commitment compared to many other countries. While this is extremely high, 44 per cent of this expenditure is for scholarships, which benefits less than 0.5 per cent of the population. We need to use money wisely.

Gathering and analysing data and to think strategically about answering the question of ‘are we spending money in the right areas to have the best outcomes’ is important.

2. Key Activities 2018

**MEHRD Financial Management**

Activity 1. Imprest application & retirement processes improvement: provide clientele support to improve imprest application and retirement to ensure timely implementation of activities.

Activity 2. Expenditure analysis: analyse expenditure efficiency issues in major expenditure areas. Contract LTA to analyse efficiency on MEHRD major expenses.

Activity 3. Education budget preparation; attend to government budget consultation to support education budget.

Activity 4. Education payments- imprest and divisional payment applications.

Activity 5. Audit Plan: develop Annual Audit Plan and conduct audit review of selected Ed Authorities.

Activity 6. Audit Payroll: investigations as directed by Permanent Secretary.
**School and Education Authority Financial Management**

Activity 7. Grants delivery, accountability and reporting (Ed Authorities & Schools): ECE, primary, secondary, RTC, private and church EA and PEA grants disbursement and retirement, KGVI and Waimapuru budget support, disbursement and retirement.


**Scholarship Financial Management**

Activity 9. Scholarship payments: timely payments of scholarships, raise payments for all aspects of scholarship; charter, flights, tuition fees and attaches fees, budget consultation and formulation for 2019, conduct audit on SIG and S/Association accounts in various countries.

3. **Results**

**School leaders trained in school grants and school financial management**

The MEHRD Finance Team supported the School Grants Unit in the school grant manual training and the new School financial management handbook conducted for school leaders in five Education Authorities (Guadalcanal Province, Seventh Day Adventist, Honiara City Council, Isabel and Renbel) in the Country. Two EAs were assessed for the effectiveness of the training while assessment is planned to be conducted for the remaining three remaining EAs. 95% of the school leaders (62 female and 221 male) in the five piloted EAs (GP, SDA, HCC, Isabel and Renbel) were trained on the new school grants financial management system and started using it.

**Improvements in imprest management leads to improved activity implementation**

There is an improvement in the imprest clientele support in ensuring timely implementation of activities. This is in terms of imprest application and retirement follow ups and continuing trainings and awareness promoted during workshops and trainings. The processes for applying for imprest is clearly understood by MEHRD Officers through imprest awareness, trainings and supports promoted in MEHRD that includes the presentation at EA conference in Taro Choiseul Province on imprest and grants. Although we see improvements in this area, it remains a significant inhibitor to MEHRD delivering all activities on time with effective education outcomes.

**MEHRD achieving high SIG budget management standards**

Ministry of Education and Human Resources Development appraised by the SIG Budget Coordination Committee which comprises the Budget Division in MoFT, MPS and MDPAC, MEHRD was able to submit budget within the required timeframe set by the BCC and also accredited for meeting the budget quality assessment standard as required by 2019 SIG Budget Strategy.

**Progress made in improving school and EA grants**

68% of the School Grants are retired for the 2HY grant of 2017 and another 40% of retirement is for 1HY of 2018. 88% of schools receive the first tranche of their annual School Grant by the end of March this year. This is a steady improvement from the previous year. We expect to see this trend continue and improve in the next round of grants due to the grants and financial management training provided to EA officers and school leaders.
Improvements in timely budget expenditure

<table>
<thead>
<tr>
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<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Actual</td>
</tr>
<tr>
<td>272</td>
<td>1,198,288,453</td>
<td>1,097,001,705</td>
</tr>
<tr>
<td>372</td>
<td>70,373,837</td>
<td>28,144,761</td>
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</table>

4. Lessons Learned

Scholarship payment process continues to cause inefficiencies in scholarship management

Scholarship Payment Processes. Late payments of student allowances and tuition fees. Additional names of students not included initially in the master list. The management of the student allowance payments processes and compliance has been an ongoing challenge for the Finance Division.

Late imprest retirements inhibit MEHRD’s capacity to deliver activities on time

Imprest application and retirements is a challenge. High returns of late imprest retirements for MEHRD Divisional officers leads to payment delays impeding the delivery of an activity. Several cases MEHRD officers are put on salary deduction for failing to retire on time. This has resulted in MEHRD Officers on salary deduction not allowed to apply for imprest. This causes constraints the implementation of planned activities. Last minute planned activity payment submission causes delays of activity implementation. Other factors affecting retirements include EA accountant’s workload for EAs with more schools, school leaders’ absenteeism from classes and EAs’ incomplete implementation of its AWP.

Late or no retirement of school and EA grants leads to schools and EAs are missing out on finances

The timely and accurate retirement of EA and school grants should act as an incentive to ensure the second tranche payment, but some EAs and schools continue to provide late returns, or not at all. Schools that don’t retire grants do not receive the next biannual. This is a big concern for the management of the school and ultimately, the education of the children in the school.

Some EAs’ financial capabilities limited because of lack of accountants

The engagement of extra accountants at the EA level remains a challenge. This is because it’s requires the approval from the Public service for such positions to be created. EA Accountants work overload (especially EAs with too many schools). EA Accountants couldn’t cope up with the retirement dates.

Capacity to undertake audits is limited

Financial auditing requires high-level technical skills. Capacity training in technical and critical audit areas is required to ensure timely progress of audit work.
5. Evidence Base

<table>
<thead>
<tr>
<th>Output Target/Indicator</th>
<th>2017 Results</th>
<th>2018 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO12.1: New school grants management system implemented in 95% of schools.</td>
<td>• Grants master sheet revised and Excel training conducted for Education Authority Officers to ensure that the document provides instant feedback on grants disbursed and reconciliations to Grants paid as per the AX accounting system</td>
<td>• The Finance Team supported the School Grants Unit in the School Grant Manual training and the new School financial management handbook conducted for school leaders in five Education Authorities (Guadalcanal Province, Seventh Day Adventist, Honiara City Council, Isabel and Renbel) in the Country. Two EAs were assessed for the effectiveness of the training while assessment is planned to be conducted for the three remaining EAs by the end of the year. 95% of school leaders (48: 13 female and 35 male) in the 5 piloted EAs (GP, SDA, HCC, Isabel and Renbel) were trained on the new school grants financial management system and started using it by the 3rd quarter.</td>
</tr>
<tr>
<td>KO12.2: At least 25 EAs use the new grant system by end of 2018.</td>
<td>• 72% of Education Authority receives the first tranche of their annual Grant by the end of March 2017. (October 30th).</td>
<td>• 5 EAs were trained in the use of the new grants system and are using it. 30% of the Education Authority Grants retired on time annually in 2018.</td>
</tr>
<tr>
<td>KO12.3: At least 80% of 2017 School Grants are retired on time by 2020.</td>
<td>• 78% of the school grant are retired on time. (October 30th).</td>
<td>• 84% of the School Grants were retired for the 2HY grant of 2017 and another 92% of retirement for 1HY of 2018</td>
</tr>
<tr>
<td>KO12.4: At least one external audit is conducted by the Auditor-General’s Department or a suitably qualified outside provider by 2018.</td>
<td>• Currently an external Audit of MEHRDS 2015 accounts by the office the Auditor general is conducted in support by the IA</td>
<td></td>
</tr>
<tr>
<td>KO12.5: EAs are audited annually to determine source of revenue, expenditure and whether funds were spent efficiently.</td>
<td>• Draft audit plan has been mapped with 2018’s AW. Work will commence in 2018. Unfortunately, this target is ambitious thus work will be done on selected EAs only.</td>
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<tr>
<td>KO12.6: At least 85% of schools receive the first tranche of their 2018 School Grant by the end of March 2018.</td>
<td>• 86% of the schools receive the first Biannual school Grant by the end of March 2017. (October 30th)</td>
<td>• 89% of schools received the first tranche of their annual School Grant by the end of March 2018.</td>
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</tbody>
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