



# **Ministry of Education and Human Resources Development**



**Performance Assessment  
Report 2017**

## Foreword from Permanent Secretary

This Performance Assessment Report (PAR) 2017 includes a large number of indicators relevant to monitor progress and final outcomes against the NEAP (2016-2020), the Education Strategic Framework 2016-2030 as well as international and regional goals such as the Pacific Education Development Framework (PEDF) and the Sustainable Development Goals (SDGs). The 2017 PAR is the first to be produced according to the approved Monitoring, Evaluation and Learning Plan Results Framework for the Intermediate and End Outcome Results of the Ministry of Education and Human Resources Development (MEHRD).

This PAR report provides data on access, quality and management of education in the Solomon Islands. Data and indicators have been analysed in order to provide MEHRD and stakeholders with the most relevant statistical indicators and trends. Data coverage ranges from early childhood education through to TVET level and covers Education Authorities and provincial data.

Improvements to SIEMIS data collection, processing and analysis continues to be a priority for MEHRD. Timeliness and data quality needs more focus and attention to ensure good quality data for decision making. MEHRD is currently improving processes and providing resources to support better collection and validation of data at the school level. I am encouraging all Education Authorities, school heads and principals to comply with the annual school census that forms the basis of SIEMIS, from which data is used for critical MEHRD processes.

I want to thank everyone who have contributed to the development of this current report. We need to continue to improve the collection, validation, analysis and dissemination of education information to demonstrate our transparency, for MEHRD's use and for use by all stakeholders. This Performance Assessment Report was prepared by MEHRD's Information Services Division SIEMIS team and the Strategic Support Unit. We also would like to acknowledge Australian Government for its ongoing Technical support that have resulted in producing this comprehensive report.

I proudly present to you the 2017 Performance Assessment Report (PAR). I am pleased to be able to showcase our ongoing commitment to improvement in the Solomon Islands education system while demonstrating our accountability and transparency in publishing data in this report.



James Bosamata  
Permanent Secretary (Acting)  
Ministry of Education and Human Resources Development

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## Acronyms

<b>ASER</b>	Age Specific Enrolment Rate
<b>CHS</b>	Community High Schools
<b>DR</b>	Dropout Rate
<b>ECE</b>	Early Childhood Education
<b>ESF</b>	Solomon Island Education Strategic Framework, 2007 – 2015
<b>FBEAP</b>	Forum Basic Education Action Plan
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Ratio
<b>GIR</b>	Gross Intake Rate
<b>GPI</b>	Gender Parity Index
<b>JSS</b>	Junior Secondary School, Year 7 to Year 9
<b>LANG</b>	Language
<b>MDG</b>	Millennium Development Goals
<b>MDPAC</b>	Ministry of Development Planning and Aid Coordination
<b>MEHRD</b>	Ministry of Education and Human Resources Development
<b>MoFT</b>	Ministry of Finance and Treasury
<b>MQS</b>	Minimum Quality Standards
<b>NEAP</b>	National Education Action Plan
<b>NER</b>	Net Enrolment Ratio
<b>PEO</b>	Provincial Education Office
<b>PRIM</b>	Primary Education, Prep to Year 6
<b>PCR</b>	Pupil-to-Certified Teacher Ratio
<b>PTR</b>	Pupil-to-Teacher Ratio
<b>PQR</b>	Pupil-to-Qualified-Teacher Ratio
<b>RR</b>	Repetition Rate
<b>SIEMIS</b>	Solomon Islands Education Management Information System
<b>SIG</b>	Solomon Islands Government
<b>SINU</b>	Solomon Islands National University
<b>SPC</b>	The Pacific Community
<b>SR</b>	Survival Rate
<b>SS</b>	Senior Secondary, Year 10 to Year 13
<b>TR</b>	Transition Rate
<b>UIS-AIMS</b>	UNESCO Institute for Statistics- Assessment, Information Systems, Monitoring and Statistics

## Introduction

The vision of the Solomon Islands Education System is to ensure that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. It envisions a united and progressive society where all citizens can live in peace and harmony with fair and equitable opportunities for a better life. Parents and members of the community develop a sense of ownership for their educational institutions.

The long-term goals for the Solomon Islands education system from 2016 to 2030 are:

- To provide equitable access to all girls and boys to quality early childhood development, care and pre-primary education by 2030 and to achieve full enrolment of all 5 year olds by 2030.
- To achieve full completion to quality and relevant basic education (primary and junior secondary) for all children in the Solomon Islands
- To extend equitable access and ensure quality and relevance of secondary education to deliver both work-related skills and transferable skills, including entrepreneurial and ICT skills to increase the number of youth who have relevant skills for employment, decent jobs and entrepreneurship
- To consolidate the establishment of a comprehensive, integrated system of Tertiary Education which provides quality education and relevant skills for employment, decent jobs and entrepreneurship
- To strengthen multi stakeholder approaches to extend adult literacy and gradually introduce lifelong learning approaches to education and training
- To manage education resources in an efficient, effective and transparent manner so that it promotes access and quality goals

This Performance Assessment Report (PAR) presents the main 2017 data against indicators associated with the National Education Action Plan (NEAP) 2016-2020 and the Education Strategic Framework 2016-2030. Data in this report is inclusive of data related to the period 2016-2017.

In 2017 MEHRD developed a comprehensive monitoring and evaluation Results Framework (RF) and Monitoring, Evaluation and Learning Plan (MELP). The RF contains the indicators by which the NEAP will be monitored and measured. The MELP describes how the monitoring and measuring will be undertaken. This PAR is developed within the first year of the MELP implementation with the majority of data drawn from the annual school census, collected by survey and data stored in the Solomon Island Education Management Information System (SIEMIS). Additional information is sourced from relevant MEHRD Divisions regular progress reporting, key output reports as well as other Solomon Island Government agencies. This report should be read in conjunction with the MEHRD Annual Report 2017 which provides evidence of progress against the Annual Work Plan 2017.

It is acknowledged that data collection methods are still a 'work in progress' and rely heavily on the primary data source of SIEMIS. The quality of some of the data continues to be less than perfect, as some school census forms are returned incomplete or incorrect. Ongoing strategies are being undertaken to continually improve the efficacy and timeliness of SIEMIS data.

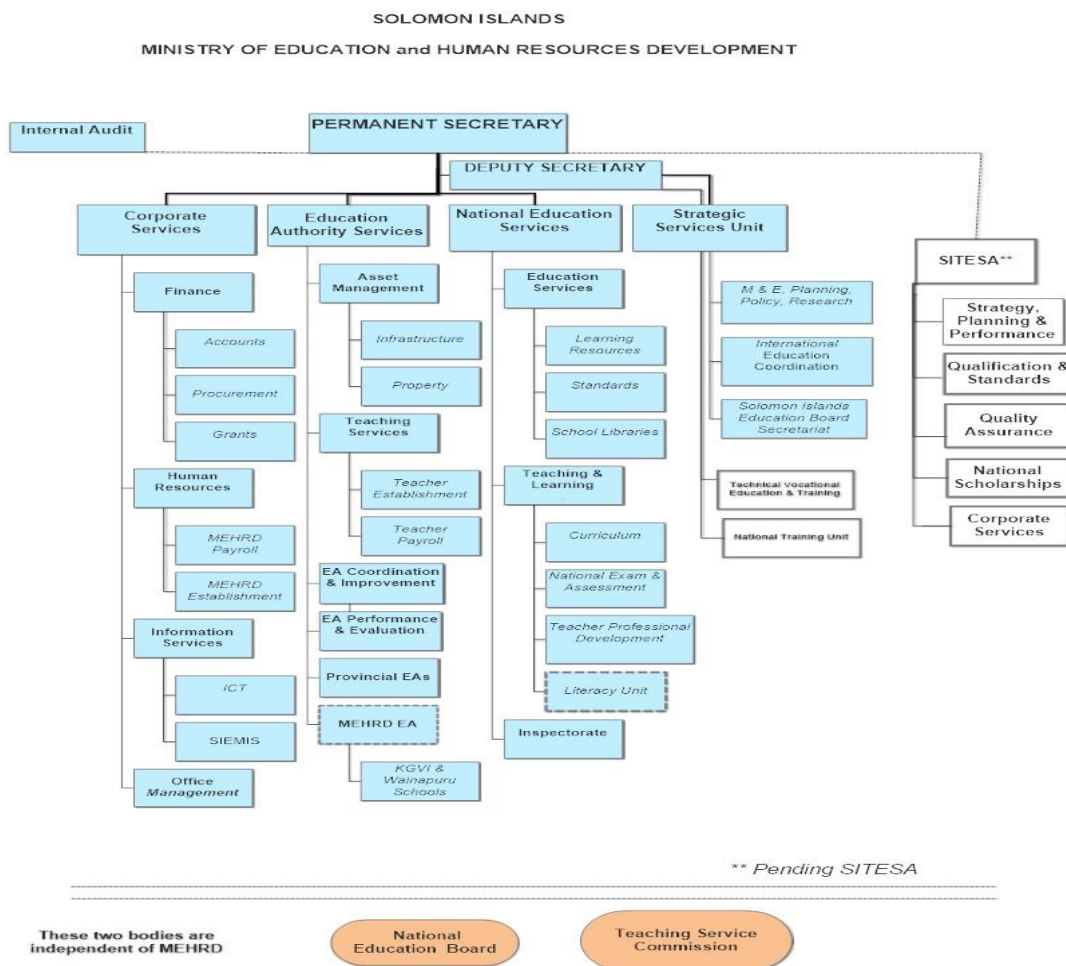
Readers and stakeholders of the Solomon Islands education sector are encouraged to contact MEHRD and discuss access to SIEMIS customised tables and output to suit a range of research and planning purposes. Much of the education indicator data can also be found on the MEHRD website at [www.merhd.gov.sb](http://www.merhd.gov.sb).

The intent of this Performance Assessment Report is to capture, report and share the analysis of progress for 2017 towards the NEAP 2016-2020. This report provides education sector data and analysis of this to support evidenced based decision making.

Please note that based on the NEAP Results Framework (see appendix 2), this Performance Assessment Report is focused on the Intermediate and End Outcome level indicators in our Results Framework. Details reporting of the output levels are to be found in our Annual Report 2017.

## Ministry of Education Organic Structure 2017

Figure 1. MEHRD Functional Organizational Structure

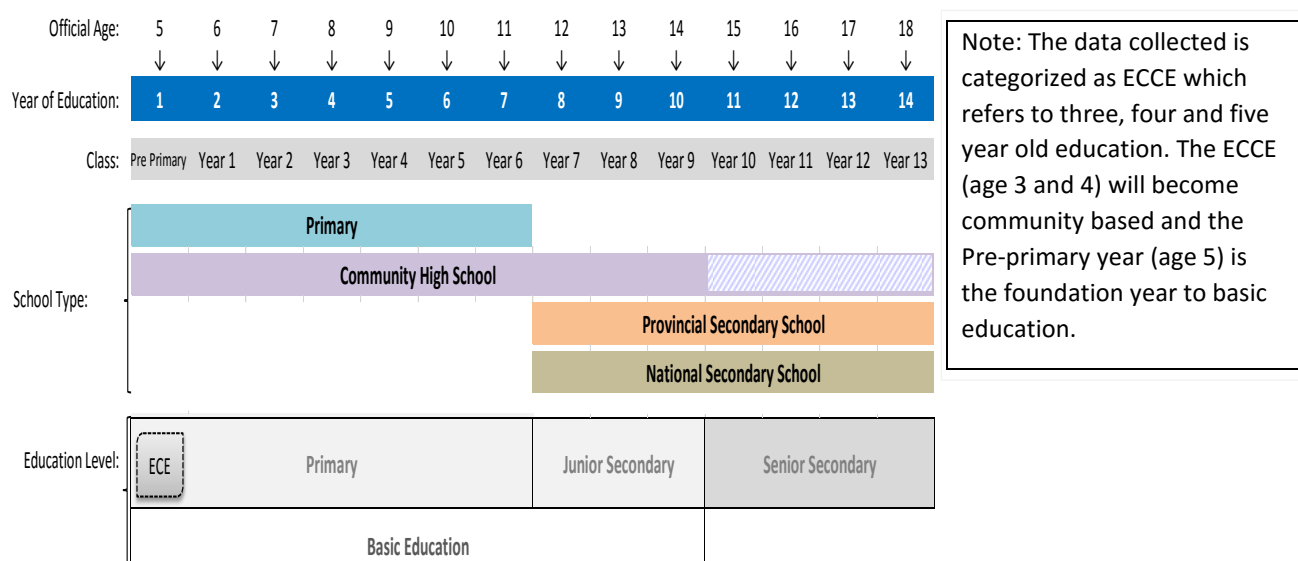


Source: MEHRD Corporate Profile<sup>1</sup>

<sup>1</sup> MEHRD Organic Structure may be updated in 2018.

## Education System Structure

**Figure 2. Solomon Islands Education System Structure**



Source: MEHRD Corporate Profile

### Measuring Change

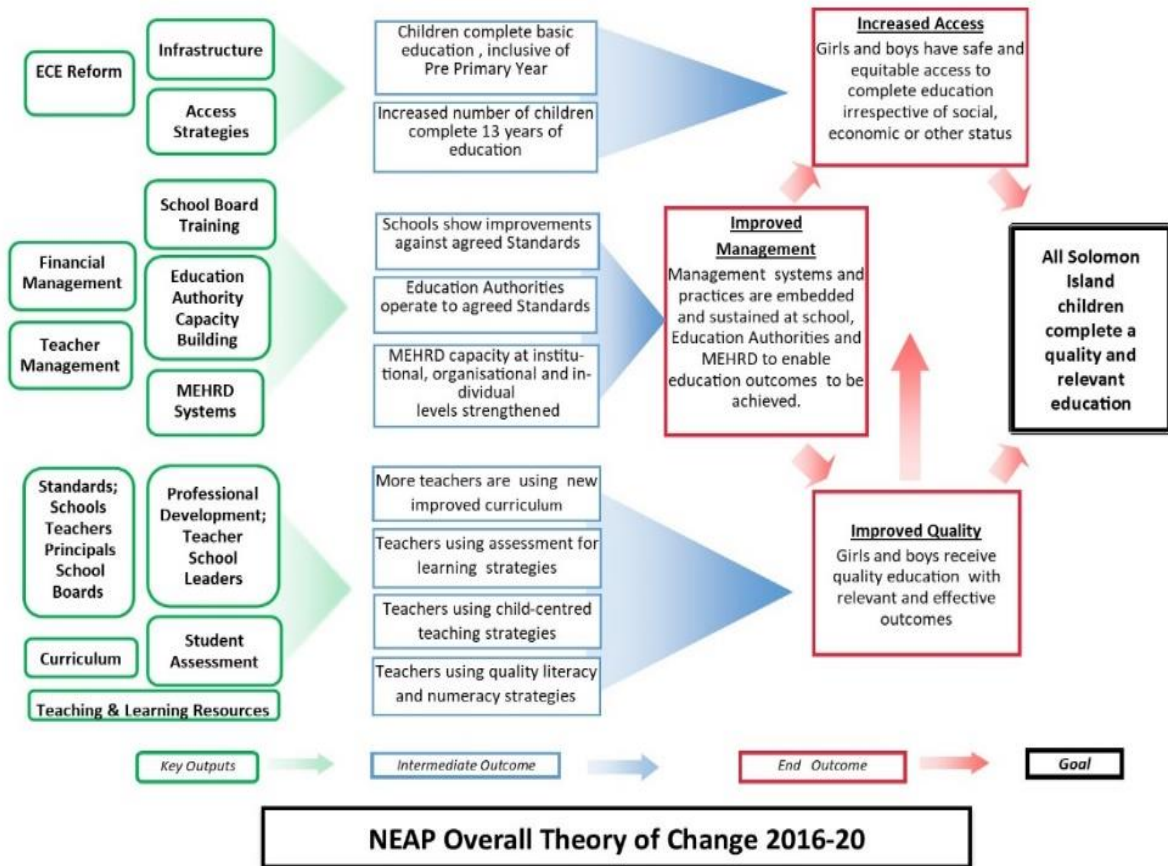
MEHRD developed and commenced implementing a Monitoring, Evaluation and Learning Plan in 2017. At the core of the MELP is the description of a Theory of Change (ToC). Based on the NEAP 2016-2020 objectives and priorities, the ToC describes how MEHRD expects change and education reform to happen over the life of the current NEAP.

MEHRD works to achieve the goal “all Solomon Island children will complete a quality and relevant education’ through three key change processes or ‘pathways of change’, as described below. Theory of Change (TOC) describes how we think change will emerge as a result of intervention strategies in the MEHRD National Education Action Plan (NEAP).

The ToC provides the basis for monitoring and evaluation by clearly describing expected results - what and how MEHRD contributed to the results and therefore, what we need to measure and report. This narrative should be read in conjunction with the attached ToC diagram.<sup>2</sup>

<sup>2</sup> This PAR provides data on end and intermediate outcomes. Evidence of progress of outputs can be found in the MEHRD Annual Report 2017.

Figure 3. MEHRD Theory of Change

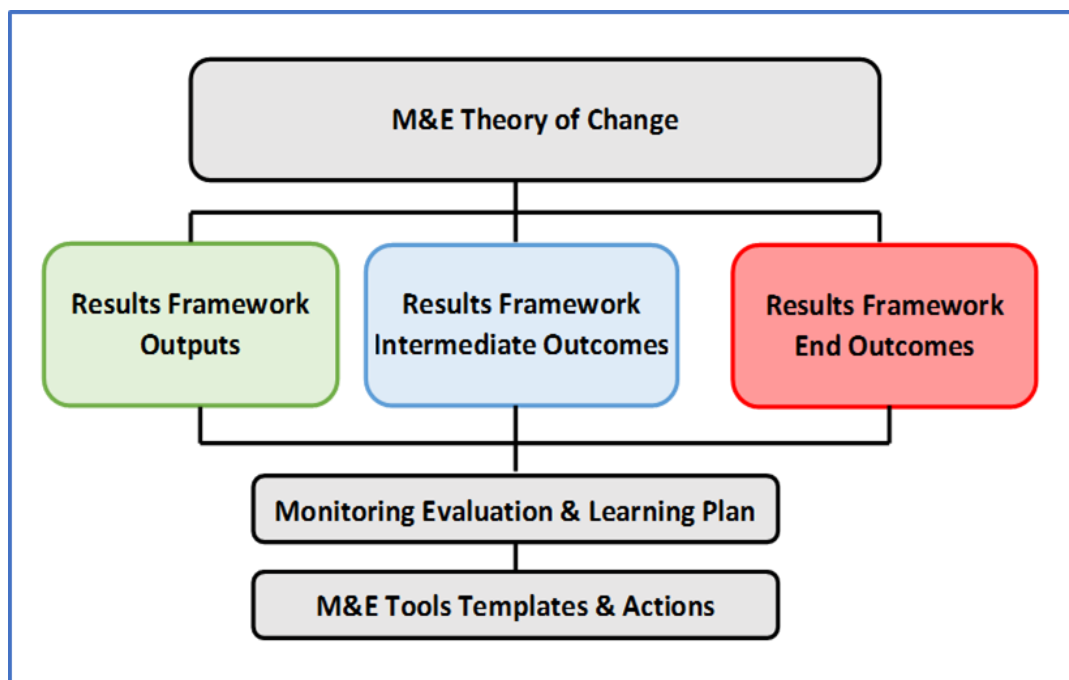


Source: MEHRD MELP

The Results Framework (RF) in figure 4 is the foundation instrument that is used to monitor and manage progress and report on delivery of the results of the NEAP. The RF details the key measurement points of the ToC at the End Outcome, Intermediate Outcome and Output levels<sup>3</sup>. They set out the education reform outcomes MEHRD is seeking to achieve, the results MEHRD will deliver, and the metrics used to measure them. The RF will enable the MEHRD to assess and report performance for all results at all levels and provides the framework for all M&E activities within the MELP. This Performance Assessment Reports the observable change at the Results Framework for Intermediate Outcomes and End Outcomes while Results Framework Outputs will be reported in the Annual Reports.

<sup>3</sup> This PAR provides data on end and intermediate outcome indicators. Data for key output level indicators can be found in the MEHRD Annual Report 2017.

Figure 4. Key components for measuring results



Source: MEHRD MELP 2017-2020 V1.<sup>4</sup>

### Access to Education

MEHRD maintains a strong commitment to all girls and boys having safe and equitable access to complete their education irrespective of social, economic or other status.

MEHRD implements a range of activities to understand what stops children commencing, continuing and completing their education. Understanding the 'blockers' to access creates an opportunity for evidence-based decision-making regarding future access related strategies. MEHRD will also focus on implementing infrastructure activities and reframing pre-primary years into early childhood education. This will contribute to children completing basic education (inclusive of PPY) and an increased number of children completing 13 years of education.

### Quality of Education

Improving the quality of education is a priority area for MEHRD during the first phase of NEAP. Developing and implementing a new curriculum, reshaping the approach to student assessment and realigning teaching strategies to focus on the child forms the basis for achieving improvements. This is supported with a range of professional development activities for teachers and school leaders and the implementation of teacher, principal and school Standards.

It is expected that there will be more teachers using the new curriculum and contemporary literacy and numeracy strategies. The child will become the centre of the teaching and learning experience and teachers will utilise class-based assessment to development improvement strategies.

### Improved Management

MEHRD engages in a collaborative process with education partners to improve education management at the school, Education Authorities and national level (MEHRD). Improvements in education management are

<sup>4</sup> End and Intermediate Outcome Results Frameworks can be found at Annex 1

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.

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.

## Access to Education: Intermediate Outcomes and Indicators

### Intermediate Outcome 1: Children complete basic education, inclusive of PPY

Basic education is defined as the schooling years of Pre-Primary Year (PPY), year 1 to year 6 (Primary) and Year 7 to year 9 ( Junior Secondary) including the This indicator measures the number of children attending this schooling level who complete the full cycle from PPY to Year 9.

#### IO Indicator 1.1: Strategy developed and implemented for 3-4-year olds

A strategic direction is developed and implemented for the Solomon Islands children age 3 to 4 to attend Early Childhood Care Education (ECCE).

An ECCE Road Map 2020 was developed and outlines the future direction for ECCE in the Solomon Islands. This direction is specifically for Pre-primary and community based ECCE for the period 2017-2020. The ECCE Road Map serves as the principal conceptual and planning document for the government in resources mobilisation, implementation and government's delivery of its pledges to support ECCE programmes<sup>5</sup>. The 3 pillars for the new 2020 proposed policy direction for ECCE includes Institutional-Governance, Access-Coverage and Quality<sup>6</sup>.

**Table 1 Enrolment of age 3 and 4 in ECCE by gender and Education Authority, 2016-2017**

Authority	2016			2017		
	Female	Male	Total	Female	Male	Total
Archdiocese of Honiara	52	62	114	51	54	105
Central Islands Province	226	209	435	230	241	471
Choiseul Province	232	235	467	263	208	471
Christian Outreach Centre	44	68	112	46	44	90
Church of Melanesia	224	239	463	214	224	438
Church of the Living Word	39	41	80	55	36	91
Church of the Nazarene	10	5	15	10	8	18
Diocese of Auki	68	64	132	64	49	113
Diocese of Gizo	47	61	108	56	45	101
Guadalcanal Province	854	890	1,744	1,084	1,120	2,204
Honiara Town Council	422	457	879	436	392	828
Isabel Province	442	422	864	550	519	1,069
Kelyn Education Authority	22	4	26	14	9	23
Makira & Ulawa Province	610	631	1,241	691	694	1,385
Malaita Province	1,261	1,295	2,556	1,213	1,187	2,400
Perch	25	32	57	33	44	77
Red Cross	3	3	6	3	3	6
Rennell & Bellona	26	22	48	27	29	56
Seventh Day Adventist Church	136	138	274	124	127	251
South Seas Evangelical Church	220	201	421	162	172	334
Tamalan	38	38	76	59	61	120
Temotu Province	356	368	724	342	300	642
United Church	255	268	523	260	268	528
Western Province	211	237	448	209	199	408
Woodford	24	35	59	24	35	59
<b>Grand Total</b>	<b>5,847</b>	<b>6,025</b>	<b>11,872</b>	<b>6,220</b>	<b>6,068</b>	<b>12,288</b>

Source: SIEMIS

<sup>5</sup> Road Map 2017-2020 Early Childhood Care and Education (ECCE)

<sup>6</sup> Ibid



**Table 2. Total enrolment, regardless of age, in ECCE by gender and Education Authority, 2016-2017.**

Authority	2016			2017		
	Female	Male	Total	Female	Male	Total
Archdiocese of Honiara	90	95	185	74	92	166
Central Islands Province	509	522	1,031	512	550	1,062
Choiseul Province	578	560	1,138	561	527	1,088
Christian Outreach Centre	138	180	318	132	153	285
Church of Melanesia	439	470	909	446	495	941
Church of the Living Word	96	95	191	112	93	205
Church of the Nazarene	22	16	38	25	24	49
Diocese of Auki	175	153	328	198	202	400
Diocese of Gizo	104	103	207	98	85	183
Guadalcanal Province	1,947	2,019	3,966	2,514	2,697	5,211
Honiara Town Council	1,071	1,110	2,181	1,176	1,154	2,330
Isabel Province	839	839	1,678	1,101	1,051	2,152
Kelyn Education Authority	36	24	60	36	20	56
Makira & Ulawa Province	1,375	1,541	2,916	1,494	1,634	3,128
Malaita Province	3,207	3,347	6,554	3,310	3,401	6,711
Perch	45	60	105	46	63	109
Red Cross	22	17	39	22	17	39
Rennell & Bellona	62	69	131	48	54	102
Seventh Day Adventist Church	381	359	740	367	332	699
South Seas Evangelical Church	398	441	839	408	433	841
Tamlan	64	65	129	123	121	244
Temotu Province	671	682	1,353	631	613	1,244
United Church	615	651	1,266	610	644	1,254
Western Province	487	540	1,027	475	512	987
Woodford	24	37	61	24	37	61
<b>Grand Total</b>	<b>13,395</b>	<b>13,995</b>	<b>27,390</b>	<b>14,543</b>	<b>15,004</b>	<b>29,547</b>

Source: SIEMIS

The total enrolment of age 3 and 4 in ECCE in table 1 has increased by 3.5% in 2017 relative to 2016. Girls increased with 6.4% and boys 0.7%. Tamlan shows the highest increase of 57.9% while SSEC shows the biggest drop in enrolment of -20.7%. Other Education Authorities with increased enrolment are Pearch (35.1%), Guadalcanal (26.4%), Isabel (23.7%) Church of Nazarene (20%), Rennel and Bellona (16.7%), Church of the Living Word (13.8%) and Makira and Ulawa (11.6%).

The net participation of ages 3 and 4 year olds in ECCE increased from 36.0% in 2016 to 37.3% and gross participation increases from 83% to 89.6% in 2017 with females showing the bigger increase for the two years reported. The female participation increased from 83.7% in 2016 to 91.1% in 2017 while male 82.2% and 88.3% respectively. Malaita has the highest enrolment followed by Guadalcanal, Makira Ulawa, Isabel, Honiara and Temotu as indicated in Table 1 and 2.

The 37.3% net enrolment and 91.1% gross enrolment has indicated that the education system in the Solomon Islands in principle is not able to accommodate all of the age 3 and 4 early childhood education population age. There are still many overage children attending ECCE.

**Table 3. Enrolment of age 5 in Prep classes only (PPY, 2016-2017)**

Authority	2016			2017		
	Female	Male	Total	Female	Male	Total
Central Islands Province	85	114	199	111	121	232
Chinese Association	28	26	54	25	22	47
Choiseul Province	46	39	85	64	80	144
Christian Fellowship Church	3	4	7	4	6	10
Christian Outreach Centre	43	26	69	63	64	127
Church of Melanesia	16	17	33	16	20	36
Church of the Living Word	4	1	5	20	16	36
Church of the Nazarene	2	4	6	7	2	9
Diocese of Auki	4	5	9	20	21	41
Diocese of Gizo				4	5	9
Guadalcanal Province	334	349	683	383	401	784
Honiara Town Council	138	125	263	87	58	145
Isabel Province	51	40	91	20	24	44
Makira & Ulawa Province	51	46	97	111	105	216
Malaita Province	704	733	1,437	793	894	1,687
Rennell & Bellona	8	7	15	19	13	32
Seventh Day Adventist Church	163	168	331	215	207	422
South Seas Evangelical Church	75	73	148	85	85	170
Tamran	10	10	20	1		1
Temotu Province	81	109	190	140	108	248
United Church	116	135	251	108	127	235
Western Province	49	48	97	20	24	44
Woodford	25	17	42	25	17	42
<b>Grand Total</b>	<b>2,036</b>	<b>2,096</b>	<b>4,132</b>	<b>2,341</b>	<b>2,420</b>	<b>4,761</b>

Source: SIEMIS

**Table 4. Total enrolment of age 5 across the system**

Authority	2016			2017		
	Female	Male	Total	Female	Male	Total
Central Islands Province	571	673	1,244	677	734	1,411
Chinese Association	36	36	72	38	33	71
Choiseul Province	382	384	766	375	387	762
Christian Fellowship Church	34	28	62	37	31	68
Christian Outreach Centre	201	218	419	223	231	454
Church of Melanesia	131	167	298	143	164	307
Church of the Living Word	78	67	145	108	103	211
Church of the Nazarene	44	59	103	21	21	42
Diocese of Auki	91	88	179	75	98	173
Diocese of Gizo	5	4	9	26	27	53
Guadalcanal Province	1,635	1,800	3,435	1,740	1,788	3,528
Honiara Town Council	453	454	907	339	297	636
Isabel Province	472	508	980	511	549	1,060
Kelyn Education Authority	20	15	35			
Makira & Ulawa Province	887	971	1,858	983	1,066	2,049
Malaita Province	3,821	3,937	7,758	3,944	4,264	8,208
Perch	31	19	50			
Rennell & Bellona	38	30	68	40	39	79
Seventh Day Adventist Church	1,063	1,205	2,268	1,217	1,246	2,463
South Seas Evangelical Church	395	450	845	399	463	862
Tamran	38	42	80	39	33	72
Temotu Province	509	570	1,079	575	554	1,129
United Church	600	633	1,233	554	687	1,241
Western Province	301	317	618	291	344	635
Woodford	25	19	44	25	19	44
<b>Grand Total</b>	<b>11,861</b>	<b>12,694</b>	<b>24,555</b>	<b>12,380</b>	<b>13,178</b>	<b>25,558</b>

Source: SIEMIS

The net participation rate of age 5 year olds in prep (PPY) has increased from 25% to 28.9% and the gross participation rate increases from 148.7% to 155% for 2016 and 2017 respectively. The higher gross participation rate shows that there is adequate space in prep to accommodate all age 5 children in the population. The data also shows that Malaita and Guadalcanal have the highest enrolment in prep for both the net and gross participation.

### IO Indicator 1.2: Number of licensed and functioning ECCE Centres.

The licensed and functioning ECCE Centres are the centres that are registered <sup>7</sup>to operate the Early Childhood Education in the Solomon Islands and are receiving grants from MEHRD to support their operational costs.

**Table 5. Number of registered ECCE by Education Authority, 2016-2017.**

Authority	2016	2017
Archdiocese of Honiara	1	1
Central Islands Province	14	14
Choiseul Province	16	16
Christian Outreach Centre	3	3
Church of Melanesia	5	5
Church of the Living Word	2	2
Diocese of Auki	3	3
Diocese of Gizo	3	3
Guadalcanal Province	28	28
Honiara Town Council	19	19
Isabel Province	21	21
Kelyn Education Authority	1	1
Makira & Ulawa Province	22	22
Malaita Province	60	60
Perch	1	1
Rennell & Bellona	2	2
Seventh Day Adventist Church	8	8
South Seas Evangelical Church	5	5
Tamlan	1	1
Temotu Province	15	15
United Church	13	13
Western Province	15	15
<b>Grand Total</b>	<b>258</b>	<b>258</b>

The number of registered ECCE Centres remains the same for the year 2016 and 2017. This is consistent with the moratorium being in place to prevent further ECCEs registering while the ECCE road map is developed and implemented. Malaita has the highest registered ECCE centres followed by Guadalcanal. In 2017, there were 478 ECCE Centres recorded in the Solomon Islands Management Information System (SIEMIS). 362 ECCE school census forms were received and 357 were entered into SIEMIS. The data in table 5 shows that only 258 ECCE centres were registered. This indicates that between 30% to 48% ECCE centres were not registered. This information is consistent with the known need to record all operating ECCE Centres

Source: SIEMIS

### IO Indicator 1.3: Number of licensed community ECCE Centres applying national standards.

There are no national standards currently in place for ECCE centres. The new Education Bill details requirements for ECCE centres to comply with relevant policies and regulations. A process of licensing will be developed, implemented and accountability measured through new standards. MEHRD is currently developing and proposes to implement National Standards as a performance accountability, monitoring and improvement mechanism. The Standards relating to ECE centres are currently being developed in 2018 and will be implemented in 2019. Data for this indicator will be available from 2019.

<sup>7</sup> ECCE registration is the same as ECCE licensing

#### IO Indicator 1.4: Number of primary schools offering the new pre-primary year for 5-year olds.

The total number of primary schools that offer pre-primary level of education in the Solomon Islands. The current Prep year will be integrated into the formal education system and transformed into pre-primary year as the second cycle of early childhood education for 5 years old in the basic education level<sup>8</sup>. The transition planning commenced in 2017.

**Table 6. Number of Primary Schools offering Prep (PPY), 2016-2017**

Authority	2016	2017
Central Islands Province	38	39
Chinese Association	1	1
Choiseul Province	32	30
Christian Fellowship Church	2	2
Christian Outreach Centre	9	9
Church of Melanesia	5	5
Church of the Living Word	3	3
Church of Nazarene	2	1
Diocese of Auki	2	2
Diocese of Gizo	1	2
Guadalcanal Province	74	78
Honiara Town Council	12	11
Isabel Province	36	38
Kelyn Education Authority	1	0
Makira & Ulawa Province	67	68
Malaita Province	146	147
Perch	1	0
Rennell & Bellona	6	7
Seventh Day Adventist Church	74	74
South Seas Evangelical Church	14	14
Tamalan	1	1
Temotu Province	34	36
United Church	42	41
Western Province	26	26
WoodFord	1	1
<b>Grand Total</b>	<b>630</b>	<b>636</b>

Source: SIEMIS

The number of primary schools offering prep year increased by 6. Malaita has the largest number of schools offering prep followed by Guadalcanal and Makira.

SIEMIS records 740 operational primary schools in the Solomon Islands.

503 are stand along primary schools and 237 are part of Community High Schools.

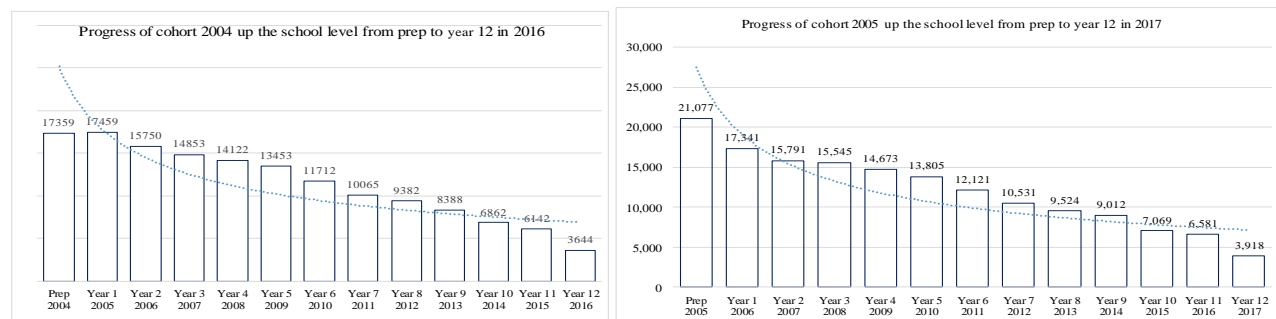
636 (86%) of all primary schools offer a prep year. Only 14% of primary schools are yet to establish Pre-primary classes in the Solomon Islands.

<sup>8</sup> Road Map 2017-2020 Early Childhood Care and Education (ECCE)

## Intermediate Outcome 2: Increased number of children complete 13 years of education.

Children going to school and staying at school for the entire 13 years of schooling is a priority access outcome in the current NEAP. The number of children completing 13 years of education increased because of expanding infrastructure and the implementation of access strategies in the National Education Action Plan 2016-2030.

Figure 5 cohort 2004 and 2005 progress up the school level



Source: SIEMIS

Source: SIEMIS

Figure 5 shows the trend of the number of students progressing through the education system declines. This graph does not show the number of students repeating in the 2004 and 2005 cohorts. It is obvious that many children do not complete 12 years of education. It does show that there is a 7.5% improvement in 2017 of year 12, 274 more students than 2016.

Table 7. Enrolment by Education Authority and school type, 2016-2017.

Authority	2016												2017																				
	ECCE			PS			CHS			PSS			NSS			ECCE			PS			CHS			PSS			NSS			Grand Total		
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female		Male	Total
Archdiocese of Honiara	90	95	185				547	557	1,104					269	282	551	1,840	74	92	166				576	533	1,109				300	306	606	1,881
Central Islands Province	509	522	1,031	1,919	2,085	4,004	1,972	2,118	4,090	95	124	219				9,344	512	550	1,062	1,908	2,095	4,003	2,232	2,301	4,533	108	113	221				9,819	
Chinese Association							149	140	289							289				147	140	287										287	
Choiseul Province	578	560	1,138	1,475	1,539	3,014	1,851	1,873	3,724	179	209	388				8,264	561	527	1,088	1,531	1,636	3,167	1,680	1,684	3,364	180	158	338				7,957	
Christian Fellowship Church				193	203	396										396				209	243	452										452	
Christian Outreach Centre	138	180	318	858	861	1,719										2,037	132	153	285	912	866	1,778										2,063	
Church of Melanesia	439	470	909	256	338	594	1,453	1,585	3,038				642	650	1,292	5,833	446	495	941	288	344	632	1,566	1,646	3,212			645	722	1,367	6,152		
Church of the Living Word	96	95	191	251	220	471	421	429	850							1,512	112	93	205	252	237	489	463	445	908							1,602	
Church of the Nazarene	22	16	38	63	50	113	109	130	239							390	25	24	49				98	137	235							284	
Diocese of Auki	175	153	328				620	627	1,247							1,575	198	202	400				617	647	1,264							1,664	
Diocese of Gizo	104	103	207	45	62	107	133	133	266							580	98	85	183	57	60	117	405	348	753							1,053	
Guadalcanal Province	1,947	2,019	3,966	5,386	5,808	11,194	5,552	5,713	11,265	439	500	939				27,364	2,514	2,697	5,211	5,705	6,164	11,869	5,683	5,712	11,395	431	476	907				29,382	
Honiara Town Council	1,071	1,110	2,181	1,058	1,099	2,157	6,073	6,494	12,567	601	783	1,384				18,289	1,176	1,154	2,330	1,148	1,064	2,212	5,326	5,590	10,916	534	712	1,246				16,704	
Isabel Province	839	839	1,678	2,216	2,265	4,481	1,657	1,821	3,478	407	472	879				10,516	1,101	1,051	2,152	2,269	2,355	4,624	1,720	1,767	3,487	390	413	803				11,066	
Kelyn Education Authority	36	24	60	156	177	333										393	36	20	56	150	151	301										357	
Makira & Ulawa Province	1,375	1,541	2,916	3,472	3,784	7,256	2,912	3,249	6,161	162	239	401				16,734	1,494	1,634	3,128	3,680	3,942	7,622	2,982	3,336	6,318	142	205	347				17,415	
Malaita Province	3,207	3,347	6,554	7,099	7,618	14,717	12,912	14,378	27,290	496	629	1,125				49,686	3,310	3,401	6,711	7,165	7,926	15,091	13,927	14,688	28,615	559	640	1,199				51,616	
Ministry of Education & Human Resources Development													498	521	1,019	1,019														588	586	1,174	1,174
Perch	45	60	105				177	184	361							466	46	63	109				163	150	313							422	
Red Cross	22	17	39													39	22	17	39														39
Rennell & Bellona	62	69	131	156	194	350	91	91	182	56	68	124				787	48	54	102	167	178	345	86	114	200	81	72	153				800	
Seventh Day Adventist Church	381	359	740	4,857	5,271	10,128	2,204	2,063	4,267	200	211	411	486	485	971	16,517	367	332	699	5,025	5,412	10,437	2,139	2,086	4,225	190	205	395	532	516	1,048	16,804	
South Seas Evangelical Church	398	441	839	700	756	1,456	2,198	2,410	4,608				183	258	441	7,344	408	433	841	761	828	1,589	2,313	2,432	4,745			195	256	451			7,626
Talea										127	141	268				268											130	128	258				258
Tamalan	64	65	129				426	410	836							965	123	121	244				436	433	869							1,113	
Temotu Province	671	682	1,353	1,399	1,548	2,947	1,911	2,212	4,123	146	258	404				8,827	631	613	1,244	1,493	1,638	3,131	1,918	2,135	4,053	165	272	437				8,865	
United Church	615	651	1,266	1,989	2,092	4,081	2,704	3,051	5,755				460	405	865	11,967	610	644	1,254	1,926	2,169	4,095	2,748	2,935	5,683			499	431	930			11,962
Western Province	487	540	1,027	1,028	1,092	2,120	1,751	1,687	3,438	144	165	309				6,894	475	512	987	971	1,131	2,102	1,689	1,766	3,455	142	154	296				6,840	
Woodford	24	37	61				192	227	419							480	24	37	61				192	227	419							480	
<b>Grand Total</b>	<b>13,395</b>	<b>13,995</b>	<b>27,390</b>	<b>34,576</b>	<b>37,062</b>	<b>71,638</b>	<b>48,015</b>	<b>51,582</b>	<b>99,597</b>	<b>3,052</b>	<b>3,799</b>	<b>6,851</b>	<b>2,538</b>	<b>2,601</b>	<b>5,139</b>	<b>210,615</b>	<b>14,543</b>	<b>15,004</b>	<b>29,547</b>	<b>35,617</b>	<b>38,439</b>	<b>74,056</b>	<b>49,106</b>	<b>51,252</b>	<b>100,358</b>	<b>3,052</b>	<b>3,548</b>	<b>6,600</b>	<b>2,759</b>	<b>2,817</b>	<b>5,576</b>	<b>216,137</b>	

Source: SIEMIS 2017

Table 7 shows enrolment by EA and school type. It shows that the largest enrolment in 2017 is in Malaita Province 23.9 % (51,616 students followed by Guadalcanal Provinces 13.6% (27,382 students).

SDA has the largest enrolment with 7.8% (16,804 students) for non-government Education Authorities.

Community High Schools enrol the largest proportion of students 46.4% (100,358 students) with Primary schools having 34.3% (74,054 students). It should be noted that Community High Schools enrol primary, secondary and senior secondary students. ECCE centers account for 3.7% (29,547 students) while Provincial High Schools and National Senior Secondary schools have the smallest enrolments.

### IO Indicator 2.1. Student with disability attending school.

The data presented in table 8 is based simply on teacher’s anecdotal observational assessment of student disabilities in the classroom. There was no standard nor diagnosis tool used. It was reported on the annual school census forms.

**Table 8 Number of Students with a reported Disability by School Type, 2016.**

	2016					2017				
	PS	CHS	PSS	NSS	Total	PS	CHS	PSS	NSS	Total
Gripping impairment	51	34	0	2	87	39	41	2	0	82
Hearing Impairment	432	380	44	22	878	378	390	38	18	824
Learning Disability	544	477	35	0	1,056	509	405	21	7	942
Mental Disability	65	54	0	0	119	70	48	0	0	118
Moving impairment	60	53	5	3	121	67	62	3	1	133
Multiple Disabilities	39	43	0	0	82	31	19	0	4	54
Other Disability	47	510	0	0	557	22	57	1	0	80
Sight Impairment	140	183	5	34	362	165	146	3	14	328
Speech Impairment	166	66	2	13	247	118	72	3	1	194
<b>Total</b>	<b>1,544</b>	<b>1,800</b>	<b>91</b>	<b>74</b>	<b>3,509</b>	<b>1,399</b>	<b>1,240</b>	<b>71</b>	<b>45</b>	<b>2,755</b>

Source: SIEMIS

The above data has not used any formal assessment protocols. Although it is acknowledged that this methodology does not have any rigour, it makes an attempt to provide a snapshot of students with disability in schools in Solomon Islands. Data presented should be used with caution.

Progress is being made to improve disability data quality in SIEMIS as part of the new *Solomon Islands National Disability Inclusive Education Policy 2016-2020* (MEHRD 2016).

In 2017, it was reported that 2,755 (1.3%) students in primary and secondary levels were identified as having a disability. This is a decrease of 21.3% (754) in 2017 compared to 2016. The largest category as recorded was “Learning Disability” for the reported years followed by “hearing impairment”.

## IO Indicator 2.2: Decrease in the number of overage students by primary and junior secondary by gender.

This indicator measures the number of students at each level of education in primary and junior secondary (lower secondary) who are above the official age intended for their year level. The data shows the progress of all female and male students completing the full cycle of primary and junior secondary education at the intended age.

**Table 9 number of overage students by levels, 2016-2017**

Survey Year	Age	ECCE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
<b>2016</b>																	
	3	5,322															5,322
	4	6,550															6,550
	5	7,187	4,132	22													11,341
	6	5,122	7,010	1,641	6												13,779
	7	2,123	7,101	5,147	1,421	22											15,814
	8	785	4,291	6,771	4,191	1,219	23	3									17,283
	9	221	1,766	4,700	5,725	3,520	928	30									16,890
	10	80	200	2,528	5,010	5,290	3,001	757	11								16,877
	11		51	340	2,948	4,894	4,758	2,318	480								15,789
	12		3	83	414	3,262	4,824	4,239	1,869	989	22						15,705
	13		1	5	94	530	3,295	4,822	3,838	2,395	690	13					15,683
	14			2	18	121	612	3,114	4,143	3,546	2,064	580	15				14,215
	15				3	18	116	478	2,661	3,190	3,411	1,880	536				12,298
	16					4	29	106	308	2,050	2,989	3,360	1,573	349	8	0	10,776
	17					3	1	25	41	259	1,470	2,698	2,454	1,428	305	5	8,689
	18					3	2		17	59	194	1,268	1,912	2,188	976	81	6,700
	19									6	29	159	839	1,681	1,265	246	4,225
	20										5	57	159	930	1,088	432	2,671
	21														2	5	7
	23												1				1
<b>2016 Total</b>		<b>27,390</b>	<b>24,555</b>	<b>21,239</b>	<b>19,830</b>	<b>18,886</b>	<b>17,589</b>	<b>15,892</b>	<b>13,368</b>	<b>12,494</b>	<b>10,874</b>	<b>10,015</b>	<b>7,489</b>	<b>6,581</b>	<b>3,644</b>	<b>769</b>	<b>210,615</b>
<b>Official age</b>		<b>11,872</b>	<b>4,132</b>	<b>1,641</b>	<b>1,421</b>	<b>1,219</b>	<b>928</b>	<b>757</b>	<b>480</b>	<b>989</b>	<b>690</b>	<b>580</b>	<b>536</b>	<b>349</b>	<b>305</b>	<b>81</b>	<b>25,980</b>
<b>Under age</b>				<b>22</b>	<b>6</b>	<b>22</b>	<b>23</b>	<b>33</b>	<b>11</b>		<b>22</b>	<b>13</b>	<b>15</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>185</b>
<b>Over age</b>		<b>15,518</b>	<b>20,423</b>	<b>19,576</b>	<b>18,403</b>	<b>17,645</b>	<b>16,638</b>	<b>15,102</b>	<b>12,877</b>	<b>11,505</b>	<b>10,162</b>	<b>9,422</b>	<b>6,938</b>	<b>6,227</b>	<b>3,331</b>	<b>683</b>	<b>184,450</b>
<b>2017</b>																	
	3	5,545															5,545
	4	6,743															6,743
	5	7,994	4,764	22													12,780
	6	5,555	7,302	1,714	11												14,582
	7	2,470	7,063	5,459	1,385	18											16,395
	8	834	4,295	6,882	4,178	1,356	24	6									17,575
	9	301	1,883	4,843	5,920	3,533	1,041	17									17,538
	10	105	222	2,385	5,040	5,520	2,977	879	16								17,144
	11		28	337	2,670	4,871	4,961	2,357	581								15,805
	12		7	65	478	3,261	4,673	4,314	2,076	966	12						15,852
	13			13	104	591	3,101	4,954	3,564	2,293	847	15					15,482
	14			5	19	92	705	3,158	4,299	3,473	2,151	613	6				14,521
	15			1	4	17	136	556	2,619	3,045	3,360	1,745	526	9			12,018
	16				1	3	10	99	413	1,797	3,025	3,150	1,509	395	4		10,406
	17						4	15	67	235	1,880	2,879	2,609	1,281	349	2	9,321
	18							1	12	43	197	1,490	2,038	2,376	933	146	7,236
	19								7	34	155	922	1,841	1,389	235		4,583
	20								2	5	30	140	842	1,243	340		2,602
	21															4	4
	22															2	2
	23															3	3
<b>2017 Total</b>		<b>29,547</b>	<b>25,564</b>	<b>21,726</b>	<b>19,810</b>	<b>19,262</b>	<b>17,632</b>	<b>16,356</b>	<b>13,647</b>	<b>11,861</b>	<b>11,511</b>	<b>10,077</b>	<b>7,750</b>	<b>6,744</b>	<b>3,918</b>	<b>732</b>	<b>216,137</b>
<b>Official age</b>		<b>12,288</b>	<b>4,764</b>	<b>1,714</b>	<b>1,385</b>	<b>1,356</b>	<b>1,041</b>	<b>879</b>	<b>581</b>	<b>966</b>	<b>847</b>	<b>613</b>	<b>526</b>	<b>395</b>	<b>349</b>	<b>146</b>	<b>27,850</b>
<b>Under Age</b>				<b>22</b>	<b>11</b>	<b>18</b>	<b>24</b>	<b>23</b>	<b>16</b>		<b>12</b>	<b>15</b>	<b>6</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>162</b>
<b>Over Age</b>		<b>17,259</b>	<b>20,800</b>	<b>19,990</b>	<b>18,414</b>	<b>17,888</b>	<b>16,567</b>	<b>15,454</b>	<b>13,050</b>	<b>10,895</b>	<b>10,652</b>	<b>9,449</b>	<b>7,218</b>	<b>6,340</b>	<b>3,565</b>	<b>584</b>	<b>188,125</b>

Source; SIEMIS

Table 10 and 11 shows that the number of overage students increased for all year levels in 2017 relative to 2016. It is significant that there are more overage students in schools as this has access, efficiency and quality implications.

Around 87% of students are not in their ‘age appropriate’ year level in school for both years. The proportion of students at the correct age in school is only around 12 %.

It is important to note that there are still many pupils of ages 7 to 10 in ECCE and pupil ages 10 to 13 in Prep classes.

The overage issue in school is a consequence of late starters and pupils repeating one or more grades. Students repeating grades adds significantly to the cost to the education system. It is also a contributing factor to class overcrowding which turn can diminish the teaching and learning experience.

### IO Indicator 2.3: Number of schools operational by sector.

The number of school types operated by Education Authorities and operational in the reported year. The number of operational schools provided means schools that implement teaching and learning programs disaggregated by school types.

**Table 10. Number of schools operational schools by government and non-government 2016-2017**

Authority	2016					2017				
	ECCE	PS	CHS	PSS	NSS	ECCE	PS	CHS	PSS	NSS
Government	212	356	179	14	2	212	355	179	14	2
Non-Government	46	127	54	2	8	46	126	54	2	8
<b>Total</b>	<b>258</b>	<b>483</b>	<b>233</b>	<b>16</b>	<b>10</b>	<b>258</b>	<b>481</b>	<b>233</b>	<b>16</b>	<b>10</b>

Source: SIEMIS

The government Education Authorities operated Primary and Community High schools increased by 4 and 1 school in 2017 from 2016 respectively with largest number of schools being Primary.

The number of Provincial Secondary Schools and National Secondary Schools has not changed over this reporting period. For the public schools, the following Education Authority has the biggest number of operational schools. Malaita, Guadalcanal, Makira Ulawa and Isabel.

RenBel has the smallest number of schools operating. SDA and United Church have the most schools operating in the non-government Education Authorities.

### IO Indicator 2.4: Number of classrooms by sector and type.

The Policy Statement and Guidelines for School Infrastructure in the Solomon Islands was launched in 2011 with an emphasis on quality construction materials, construction quality and safety standards to be promoted. Classrooms are expected to be built according to the infrastructure standards with primary school classrooms accommodating 30 students and secondary classrooms accommodating 40 students.



**Table 11 pupil classroom ratio by school type, 2016-2017**

Province	SchoolType	2016			2017		
		Number of classrooms	Enrolment	PupilClassroomRatio	Number of Classrooms	Enrolment	PupilClassroomRatio
Central	Primary School	294	4,004	13.6	251	4,003	15.9
	Community High School	232	4,090	17.6	253	4,533	17.9
	Provincial Secondary School	10	219	21.9	10	221	22.1
<b>Central Total</b>		<b>536</b>	<b>8,313</b>	<b>15.5</b>	<b>514</b>	<b>8,757</b>	<b>17.0</b>
Choiseul	Primary School	374	3,832	10.2	345	4,092	11.9
	Community High School	270	4,164	15.4	264	4,305	16.3
	Provincial Secondary School	10	388	38.8	10	338	33.8
<b>Choiseul Total</b>		<b>654</b>	<b>8,384</b>	<b>12.8</b>	<b>619</b>	<b>8,735</b>	<b>14.1</b>
Guadalcanal	Primary School	793	14,754	18.6	855	15,392	18.0
	Community High School	580	14,193	24.5	555	14,377	25.9
	Provincial Secondary School	30	939	31.3	30	907	30.2
	National Secondary School	40	1,742	43.6	30	1,834	61.1
<b>Guadalcanal Total</b>		<b>1,443</b>	<b>31,628</b>	<b>21.9</b>	<b>1,470</b>	<b>32,510</b>	<b>22.1</b>
Honiara	Primary School	133	5,266	39.6	121	5,336	44.1
	Community High School	413	20,159	48.8	372	18,657	50.2
	Provincial Secondary School	10	1,384	138.4	10	1,246	124.6
	National Secondary School	10	523	52.3	10	602	60.2
<b>Honiara Total</b>		<b>566</b>	<b>27,332</b>	<b>48.3</b>	<b>513</b>	<b>25,841</b>	<b>50.4</b>
Isabel	Primary School	357	4,481	12.6	349	4,624	13.2
	Community High School	150	3,566	23.8	110	3,614	32.9
	Provincial Secondary School	15	879	58.6	20	803	40.2
<b>Isabel Total</b>		<b>522</b>	<b>8,926</b>	<b>17.1</b>	<b>479</b>	<b>9,041</b>	<b>18.9</b>
Makira and Ulawa	Primary School	494	7,664	15.5	468	8,030	17.2
	Community High School	276	6,419	23.3	318	6,551	20.6
	Provincial Secondary School	10	401	40.1	10	347	34.7
	National Secondary School	22	1,122	51.0	22	1,265	57.5
<b>Makira and Ulawa Total</b>		<b>802</b>	<b>15,606</b>	<b>19.5</b>	<b>818</b>	<b>16,193</b>	<b>19.8</b>
Malaita	Primary School	997	17,803	17.9	1,052	18,238	17.3
	Community High School	1,314	32,407	24.7	1,338	33,917	25.3
	Provincial Secondary School	30	1,393	46.4	30	1,457	48.6
	National Secondary School	10	441	44.1	10	451	45.1
<b>Malaita Total</b>		<b>2,351</b>	<b>52,044</b>	<b>22.1</b>	<b>2,430</b>	<b>54,063</b>	<b>22.2</b>
Rennell and Bellona	Primary School	61	521	8.5	73	480	6.6
	Community High School	50	266	5.3	50	288	5.8
	Provincial Secondary School	5	124	24.8	10	153	15.3
<b>Rennell and Bellona Total</b>		<b>116</b>	<b>911</b>	<b>7.9</b>	<b>133</b>	<b>921</b>	<b>6.9</b>
Temotu	Primary School	241	2,947	12.2	221	3,131	14.2
	Community High School	250	4,123	16.5	198	4,053	20.5
	Provincial Secondary School	10	404	40.4	10	437	43.7
<b>Temotu Total</b>		<b>501</b>	<b>7,474</b>	<b>14.9</b>	<b>429</b>	<b>7,621</b>	<b>17.8</b>
Western	Primary School	917	10,366	11.3	933	10,730	11.5
	Community High School	509	10,210	20.1	459	10,173	22.2
	Provincial Secondary School	30	720	24.0	21	691	32.9
	National Secondary School	50	1,311	26.2	30	1,424	47.5
<b>Western Total</b>		<b>1,506</b>	<b>22,607</b>	<b>15.0</b>	<b>1,443</b>	<b>23,018</b>	<b>16.0</b>
<b>Grand Total</b>		<b>8,997</b>	<b>183,225</b>	<b>20.4</b>	<b>8,848</b>	<b>186,700</b>	<b>21.1</b>

Sources: SIEMIS

There appears to be less classrooms in 2017 compared to 2016. This may simply be as a result of data discrepancy due to incomplete school census forms. There may be some classrooms that have been deemed unfit for use, however this level of detail is not available.

Data shows that the student to room ratio is reasonable in most school types in most provinces, except Honiara. Honiara has between 44 and 124 students in each room in every school type.

All National Secondary Schools have large student numbers in each room Guadalcanal 61, Honiara 60, Makira 57, Malaita 45 and Western 47

Provincial High Schools with class numbers are in Honiara (124 students), Isabel (40 students) Malaita (48 students), Temotu (43 students)

Student to classroom ratio in Primary schools in all provinces is very reasonable, averaging 17 student/s room. Honiara is the only exception having 44 students per room and Renbel has only 7 students in each room. This shows there are sufficient classrooms in the Primary sector.

All provinces except Honiara have reasonable student classroom ratios in Community High Schools. Renbel averages only 6 students per room. Honiara has an average of 50 students per class.

The above data clearly shows the provinces where more classrooms are required.

### IO Indicator 2.5: Number of functioning boarding facilities.

The school census collects information on the number of dormitories for students for both female and male in Community High Schools, Provincial Secondary Schools and National Secondary Schools. The geographic isolation of some Solomon Island communities means many students are required to relocate and board to continue their education. Hence measuring the number and location of boarding facilities for boys and girls is an important access indicator. This measures the number of dormitories available to accommodate both female and male accommodate students in schools in the Solomon Islands.

**Table 12 Pupil dormitory ratio for 2016-2017**

Authority	2016							2017						
	Enrol		Boarders		% boarders		BoarderDormRatio	Enrol		Boarders		% boarders		BoarderDormRatio
	Female	Male	Female	Male	F	M		Female	Enrol	Female	Male	Female	Male	
Archdiocese of Honiara	816	839	269	280	33.0%	33.4%	27.5	300	306	295	304	98.3%	99.3%	59.9
Central Islands Province	322	430	190	252	59.0%	58.6%	14.7	267	316	150	170	56.2%	53.8%	16.0
Choiseul Province	219	228	83	76	37.9%	33.3%	15.9							
Church of Melanesia	642	650	611	620	95.2%	95.4%	41.0	927	995	796	852	85.9%	85.6%	54.9
Diocese of Gizo	133	133	132	131	99.2%	98.5%	13.2	405	348	232	175	57.3%	50.3%	25.4
Guadalcanal Province	1,209	1,282	508	536	42.0%	41.8%	17.4	1,227	1,316	642	655	52.3%	49.8%	18.5
Isabel Province	1,260	1,337	882	892	70.0%	66.7%	35.5	1,044	1,017	708	671	67.8%	66.0%	49.3
Makira & Ulawa Province	1,776	2,005	1,023	1,145	57.6%	57.1%	32.8	1,604	1,804	781	912	48.7%	50.6%	18.8
Malaita Province	320	419	166	236	51.9%	56.3%	20.1	1,062	1,263	493	587	46.4%	46.5%	21.6
Ministry of Education & Human Resources Development	498	521	395	474	79.3%	91.0%	29.0							
Rennell & Bellona								81	72	55	58	67.9%	80.6%	11.3
Seventh Day Adventist Church	1,822	1,808	1,352	1,348	74.2%	74.6%	22.5	1,791	1,715	1,252	1,215	69.9%	70.8%	25.4
South Seas Evangelical Church	324	440	261	348	80.6%	79.1%	30.5	195	256	165	230	84.6%	89.8%	39.5
Talea	127	141	127	141	100.0%	100.0%	13.4	130	128	130	128	100.0%	100.0%	25.8
Temotu Province	651	850	286	409	43.9%	48.1%	13.9	286	393	165	272	57.7%	69.2%	21.9
United Church	1,120	1,183	580	566	51.8%	47.8%	16.4	1,123	1,077	731	671	65.1%	62.3%	22.6
Western Province	433	425	212	230	49.0%	54.1%	8.5	449	458	346	353	77.1%	77.1%	10.0
<b>Grand Total</b>	<b>11,672</b>	<b>12,691</b>	<b>7,077</b>	<b>7,684</b>	<b>60.6%</b>	<b>60.5%</b>	<b>22.1</b>	<b>10,891</b>	<b>11,464</b>	<b>6,941</b>	<b>7,253</b>	<b>63.7%</b>	<b>63.3%</b>	<b>23.9</b>

Source: SIEMIS

Table 9 shows the Education Authorities that have boarding schools with dormitories for students. 17 of the 30 Education Authorities provide dormitories in some of their schools. The boarder dormitory ratio increased for all these Education Authorities in 2017 compared to 2016. Archdioceses of Honiara has the highest ratio followed by Church of Melanesia and Isabel Province. Western and Renbel has the lowest ratio. There is no significant difference between the females and males who are provided with dormitories.

### IO Indicator 2.6: Number of schools with clean safe water supplies by sector.

Clean water is defined as treated and safe drinking water. Access to clean and safe (potable) water is important for ensuring hygienic practices within schools and reducing the spread of diseases which may affect pupils' well-being and consequently educational performance.

**Table 13 Schools water supply by Education Authority and by schools, 2017**

Survey Year	Authority	Kindergarten					Primary School					Community High School					Provincial Secondary School					National Secondary School					Rural Training Centre										
		Roof Tank	Well (non-drinkable)	Well (drinkable)	Stream/River	Piped	Total	Roof Tank	Well (non-drinkable)	Well (drinkable)	Stream/River	Piped	Total	Roof Tank	Well (non-drinkable)	Well (drinkable)	Stream/River	Piped	Total	Roof Tank	Well (non-drinkable)	Well (drinkable)	Stream/River	Piped	Total	Roof Tank	Well (non-drinkable)	Well (drinkable)	Stream/River	Piped	Total						
2017	Archdiocese of Honiara	1				1	2						1				1	2							1						17						
	Central Islands Province	10	5	2	2	5	24	13	9	2	15	16	55	15	9	1	6	4	35	1	1		1		3					2							
	Chinese Association																																				
	Choiseul Province	10	2	10	3	15	40	22	1	2	13	12	50	10	2		2	7	21	1	1			1	3												
	Christian Fellowship Church							2			1		3																								
	Christian Outreach Centre	2	1	2		3	8	8	3	2	2	5	20																								
	Church of Melanesia	5	1	6	4	3	19	2		1	1		4	2			1	2	5					2			2	4	6	1	2	4	4	17			
	Church of the Living Word	1			1	2	4	1	1		1	2	5	1			1	1	3										1	1	1	1	4				
	Church of the Nazarene	1					1						1						1																		
	Diocese of Auki	3	1			1	5						2	1		1	2	6																			
	Diocese of Gizo	3	1	1	1	1	7	2			1	2	5	3	1			2	6									5	1	1	2	2	11				
	Guadalcanal Province	22	9	18	26	24	99	36	9	12	41	23	121	20	4	3	11	17	55	3	1		2	3	9												
	Honiara Town Council	18	3	12	1	18	52	2		1	3		6	11	1			8	20	1				1	2			2		1	2	5					
	Isabel Province	18	3	18	13	30	82	32	2	1	18	29	82	5			6	4	15	1			1	2	4												
	Kelyn Education Authority	1				1	2	1				1	2																								
	Makira & Ulawa Province	11	4	16	27	39	97	23		7	32	32	94	13		2	9	16	40	1			1	1	3												
	Malaita Province	36	9	39	38	57	179	29	8	12	47	45	141	42	16	14	29	27	128	2	1			2	5			2	1		2	2	7				
	Ministry of Education & Human Resources Development																																				
	Perch	1				1	2						1		1		1	3																			
	Red Cross	1		1		1	3																					1				1	2				
	Rennell & Bellona	2	1	1	1	1	6	4	2	2			8	2					2	1	1			1	3												
	Salesians of Don Bosco																											2		1		1	4				
	Seventh Day Adventist Church	10	1	4	12	11	38	57	9	8	41	35	150	10	1	2	7	8	28	1	1		1	1	4	1		2	2	5	2	1	7				
	South Seas Evangelical Church	9	2	6	2	6	25	2		2	2	4	10	8	1		5	4	18				1	1	3	1		1	1	3	8	3	4	7	27		
	Talea																			1			1	1	3												
	Tamkun	1				1	2																														
	Temotu Province	12	6	5	4	9	36	20	4	3	6	11	44	10	2		3	7	22	1			1	1	3												
	United Church	20	3	6	7	11	47	30	6	5	10	13	64	17	3	3	9	10	42							1	1	1	1	4	3	2	1	9			
	Western Province	14	1	5	4	9	33	21	3	1	10	8	43	10	1		6	8	25	1			1	1	3			1		2		2	3				
	Woodford	1				1	2							1			1	2																			
2017 Total		213	53	152	146	251	815	307	57	60	242	241	907	186	42	26	96	132	482	15	6	1	8	15	45	8	2	2	4	8	24	39	14	12	26	24	115

Source: SIEMIS

**Table 14 Number of schools with clean water supply by Education Authority and school type, 2017**

Survey Year	Authority	ECCE		PS		CHS		PSS		NSS		RTC	
		Clean Safe	No of sch	Clean Safe	No of sch	Clean Safe	No of sch	Clean Safe	No of sch	Clean Safe	No of sch	Clean Safe	No of sch
2017	Archdiocese of Honiara	0	1			1	1			0	1	5	5
	Central Islands Province	8	15	12	28	8	15	1	1			0	1
	Chinese Association					0	1						
	Choiseul Province	8	22	14	29	4	11	1	1				
	Christian Fellowship Church			0	2								
	Christian Outreach Centre	0	3	4	9								
	Church of Melanesia	3	9	1	2	2	3			1	2	5	6
	Church of the Living Word	1	2	0	2	1	1					0	1
	Church of the Nazarene	0	1			1	1						
	Diocese of Auki	0	4			1	2						
	Diocese of Gizo	0	4	2	2	2	3					3	5
	Guadalcanal Province	17	50	29	64	14	25	2	3				
	Honiara Town Council	6	23	1	6	2	11	1	1			2	2
	Isabel Province	22	47	16	36	5	6	2	2				
	Kelyn Education Authority	0	1	0	1								
	Makira & Ulawa Province	32	60	28	53	14	18	1	1				
	Malaita Province	35	101	32	88	38	67	2	2			2	4
	MEHRD									1	2		
	Perch	0	1			0	1						
	Red Cross	1	1									1	1
	Rennell & Bellona	2	2	3	5	2	2	1	1				
	Salesians of Don Bosco											0	2
	Seventh Day Adventist Church	4	19	32	78	6	12	1	1	1	2	2	2
	South Seas Evangelical Church	6	13	3	5	5	10			0	1	4	11
	Talea							1	1				
	Tamlan	1	1			0	1						
	Temotu Province	10	24	17	27	11	14	0	1				
	United Church	11	22	15	35	9	19			1	2	2	3
	Western Province	6	18	6	24	5	11	1	1			0	2
	Woodford	0	1			0	1						
<b>2017 Total</b>		<b>173</b>	<b>445</b>	<b>215</b>	<b>496</b>	<b>131</b>	<b>236</b>	<b>14</b>	<b>16</b>	<b>4</b>	<b>10</b>	<b>26</b>	<b>45</b>

Source: SIEMIS

There are four common water sources used in schools - roof tank, well, stream/river and piped water in table 12. The Provincial Education Authorities in Rennell and Bellona have 80% of schools with safe and clean water and Western Province (32.1%) shows the lowest percentage of schools with safe and clean water.

### IO Indicator 2.7: Number of functional toilets in schools by sector and gender.

The number of toilets that are used by students and staff in the school. This indicator is to track the improvement of water and sanitation, embedded in the Education Strategic Framework 2016-2030 as a long-term priority of MEHRD. International Water and Hygiene (WaSH) and national standards state that suitable separate washing facilities and toilets are provided for both girls and boys. Access to toilets is important for ensuring hygienic practices within schools and reducing the spread of disease which may affect pupils' well-being and educational performance.

**Table 15 Number of functional toilets by gender, school type and Province, 2016-2017**

Province	SchoolType	2016				2017			
		Enrolment		Toilets		Enrolment		Toilets	
		Female	Male	Female	Male	Female	Male	Female	Male
Central	Kindergarten	558	573	9	8	564	608	8	7
	Primary School	1,919	2,085	26	23	1,908	2,095	23	20
	Community High School	1,972	2,118	18	20	2,232	2,301	23	24
	Provincial Secondary School	95	124	0	0	108	113	0	0
<b>Central Total</b>		<b>4,544</b>	<b>4,900</b>	<b>53</b>	<b>51</b>	<b>4,812</b>	<b>5,117</b>	<b>54</b>	<b>51</b>
Choiseul	Kindergarten	607	584	9	11	590	551	14	11
	Primary School	1,850	1,982	30	40	1,975	2,117	32	32
	Community High School	2,062	2,102	21	17	2,172	2,133	28	30
	Provincial Secondary School	179	209	0	0	180	158	0	0
<b>Choiseul Total</b>		<b>4,698</b>	<b>4,877</b>	<b>60</b>	<b>68</b>	<b>4,917</b>	<b>4,959</b>	<b>74</b>	<b>73</b>
Guadalcanal	Kindergarten	2,178	2,271	69	76	2,765	2,944	73	80
	Primary School	7,065	7,689	83	94	7,360	8,032	82	88
	Community High School	7,013	7,180	72	73	7,173	7,204	73	71
	Provincial Secondary School	439	500	26	12	431	476	26	47
	National Secondary School	860	882	14	22	924	910	23	43
<b>Guadalcanal Total</b>		<b>17,555</b>	<b>18,522</b>	<b>264</b>	<b>277</b>	<b>18,653</b>	<b>19,566</b>	<b>277</b>	<b>329</b>
Honiara	Kindergarten	2,086	2,105	66	59	2,250	2,267	62	53
	Primary School	2,604	2,662	32	30	2,741	2,595	28	27
	Community High School	9,789	10,370	108	91	9,152	9,505	123	102
	Provincial Secondary School	601	783	5	4	534	712	5	4
	National Secondary School	248	275	8	8	309	293	8	8
<b>Honiara Total</b>		<b>15,328</b>	<b>16,195</b>	<b>219</b>	<b>192</b>	<b>14,986</b>	<b>15,372</b>	<b>226</b>	<b>194</b>
Isabel	Kindergarten	846	855	19	20	1,105	1,060	17	20
	Primary School	2,216	2,265	27	39	2,269	2,355	33	36
	Community High School	1,703	1,863	29	31	1,776	1,838	24	23
	Provincial Secondary School	407	472	22	20	390	413	16	16
<b>Isabel Total</b>		<b>5,172</b>	<b>5,455</b>	<b>97</b>	<b>110</b>	<b>5,540</b>	<b>5,666</b>	<b>90</b>	<b>95</b>
Makira and Ulawa	Kindergarten	1,435	1,606	52	67	1,560	1,690	40	48
	Primary School	3,657	4,007	44	49	3,863	4,167	45	50
	Community High School	3,035	3,384	24	24	3,095	3,456	23	22
	Provincial Secondary School	162	239	6	4	142	205	1	1
	National Secondary School	565	557	5	5	585	680	16	24
<b>Makira and Ulawa Total</b>		<b>8,854</b>	<b>9,793</b>	<b>131</b>	<b>149</b>	<b>9,245</b>	<b>10,198</b>	<b>125</b>	<b>145</b>
Malaita	Kindergarten	3,645	3,830	115	134	3,783	3,919	111	131
	Primary School	8,595	9,208	132	114	8,693	9,545	127	136
	Community High School	15,431	16,976	165	176	16,536	17,381	164	179
	Provincial Secondary School	623	770	16	14	689	768	29	18
	National Secondary School	183	258	10	15	195	256	16	14
<b>Malaita Total</b>		<b>28,477</b>	<b>31,042</b>	<b>438</b>	<b>453</b>	<b>29,896</b>	<b>31,869</b>	<b>447</b>	<b>478</b>
Rennell and Bellona	Kindergarten	81	85	1	2	67	70	0	1
	Primary School	253	268	5	5	234	246	7	7
	Community High School	137	129	2	2	137	151	2	2
	Provincial Secondary School	56	68	0	0	81	72	1	1
<b>Rennell and Bellona Total</b>		<b>527</b>	<b>550</b>	<b>8</b>	<b>9</b>	<b>519</b>	<b>539</b>	<b>10</b>	<b>11</b>
Temotu	Kindergarten	671	682	18	18	631	613	18	19
	Primary School	1,399	1,548	19	20	1,493	1,638	16	16
	Community High School	1,911	2,212	16	18	1,918	2,135	16	17
	Provincial Secondary School	146	258	10	12	165	272	10	12
<b>Temotu Total</b>		<b>4,127</b>	<b>4,700</b>	<b>63</b>	<b>68</b>	<b>4,207</b>	<b>4,658</b>	<b>60</b>	<b>64</b>
Western	Kindergarten	1,288	1,404	39	42	1,228	1,282	36	34
	Primary School	5,018	5,348	86	85	5,081	5,649	93	90
	Community High School	4,962	5,248	83	73	4,985	5,188	89	85
	Provincial Secondary School	344	376	4	13	332	359	4	13
	National Secondary School	682	629	4	8	746	678	15	19
<b>Western Total</b>		<b>12,294</b>	<b>13,005</b>	<b>216</b>	<b>221</b>	<b>12,372</b>	<b>13,156</b>	<b>237</b>	<b>241</b>

Source: SIEMIS

The data reported in table 14 and 15 only captures the schools that reported this section in their submitted school census form to MEHRD for the reported year. The school census data did not require a condition report of toilets nor the suitability for gender. There is possibility that some reported toilets may not meet any required standards nor be suitable for use.

### IO Indicator 2.8: Toilets: Pupil ratio and gender.

The national minimum infrastructure standard for pupil to toilet ratio is female 1:40 and male 1:60. This standards ratio is used to measure the availability of usable toilets for both female and male in schools. Sex disaggregated data is very important for this indicator. Lack of single-sex toilets in schools may deter parents from sending girls to school. It may also deter girls themselves from attending school or even cause them to drop-out.

Table 16 Pupil Toilet Ratio by gender, 2016-2017

Province	SchoolType	2016			2017		
		Female	Male	Total	Female	Male	Total
Central	Kindergarten	62.0	71.6	66.8	70.5	86.9	78.7
	Primary School	73.8	90.7	82.2	83.0	104.8	93.9
	Community High School	109.6	105.9	107.7	97.0	95.9	96.5
	Provincial Secondary School			0.0			0.0
<b>Central Total</b>		85.7	96.1	90.9	89.1	100.3	94.7
Choiseul	Kindergarten	67.4	53.1	60.3	42.1	50.1	46.1
	Primary School	61.7	49.6	55.6	61.7	66.2	63.9
	Community High School	98.2	123.6	110.9	77.6	71.1	74.3
	Provincial Secondary School			0.0			0.0
<b>Choiseul Total</b>		78.3	71.7	75.0	66.4	67.9	67.2
Guadalcanal	Kindergarten	31.6	29.9	30.7	37.9	36.8	37.3
	Primary School	85.1	81.8	83.5	89.8	91.3	90.5
	Community High School	97.4	98.4	97.9	98.3	101.5	99.9
	Provincial Secondary School	16.9	41.7	29.3	16.6	10.1	13.4
	National Secondary School	61.4	40.1	50.8	40.2	21.2	30.7
<b>Guadalcanal Total</b>		66.5	66.9	66.7	67.3	59.5	63.4
Honiara	Kindergarten	31.6	35.7	33.6	36.3	42.8	39.5
	Primary School	81.4	88.7	85.1	97.9	96.1	97.0
	Community High School	90.6	114.0	102.3	74.4	93.2	83.8
	Provincial Secondary School	120.2	195.8	158.0	106.8	178.0	142.4
	National Secondary School	31.0	34.4	32.7	38.6	36.6	37.6
<b>Honiara Total</b>		70.0	84.3	77.2	66.3	79.2	72.8
Isabel	Kindergarten	44.5	42.8	43.6	65.0	53.0	59.0
	Primary School	82.1	58.1	70.1	68.8	65.4	67.1
	Community High School	58.7	60.1	59.4	74.0	79.9	77.0
	Provincial Secondary School	18.5	23.6	21.1	24.4	25.8	25.1
<b>Isabel Total</b>		53.3	49.6	51.5	61.6	59.6	60.6
Makira and Ulawa	Kindergarten	27.6	24.0	25.8	39.0	35.2	37.1
	Primary School	83.1	81.8	82.4	85.8	83.3	84.6
	Community High School	126.5	141.0	133.7	134.6	157.1	145.8
	Provincial Secondary School	27.0	59.8	43.4	142.0	205.0	173.5
	National Secondary School	113.0	111.4	112.2	36.6	28.3	32.4
<b>Makira and Ulawa Total</b>		67.6	65.7	66.7	74.0	70.3	72.1
Malaita	Kindergarten	31.7	28.6	30.1	34.1	29.9	32.0
	Primary School	65.1	80.8	72.9	68.4	70.2	69.3
	Community High School	93.5	96.5	95.0	100.8	97.1	99.0
	Provincial Secondary School	38.9	55.0	47.0	23.8	42.7	33.2
	National Secondary School	18.3	17.2	17.8	12.2	18.3	15.2
<b>Malaita Total</b>		65.0	68.5	66.8	66.9	66.7	66.8
Rennell and Bellona	Kindergarten	81.0	42.5	61.8		70.0	35.0
	Primary School	50.6	53.6	52.1	33.4	35.1	34.3
	Community High School	68.5	64.5	66.5	68.5	75.5	72.0
	Provincial Secondary School			0.0	81.0	72.0	76.5
<b>Rennell and Bellona Total</b>		65.9	61.1	63.5	51.9	49.0	50.5
Temotu	Kindergarten	37.3	37.9	37.6	35.1	32.3	33.7
	Primary School	73.6	77.4	75.5	93.3	102.4	97.8
	Community High School	119.4	122.9	121.2	119.9	125.6	122.7
	Provincial Secondary School	14.6	21.5	18.1	16.5	22.7	19.6
<b>Temotu Total</b>		65.5	69.1	67.3	70.1	72.8	71.4
Western	Kindergarten	33.0	33.4	33.2	34.1	37.7	35.9
	Primary School	58.3	62.9	60.6	54.6	62.8	58.7
	Community High School	59.8	71.9	65.8	56.0	61.0	58.5
	Provincial Secondary School	86.0	28.9	57.5	83.0	27.6	55.3
	National Secondary School	170.5	78.6	124.6	49.7	35.7	42.7
<b>Western Total</b>		56.9	58.8	57.9	52.20	54.59	53.4

Source: SIEMIS

It is evident from the data that the female and male pupil toilet ratio for Primary, Community High Schools and Provincial Secondary Schools have the highest ratio compared to other sectors for all provinces. This indicates significant issues with WaSH standards predominantly for Community High Schools and Provincial Secondary Schools especially for the provinces of Makira Ulawa, Honiara and Temotu.

### IO Indicator 2.9: Power Supply.

Power supply is an important resource to support the functioning of a school to improve the quality of learning and teaching.

**Table 17. Schools with multiple sources of power supply type by Education Authority, 2017**

Survey Year	Authority	Kindergarten				Primary School				Community High School				Provincial Secondary School				National Secondary School				Rural Training Centre							
		Generator	Mains	Solar	Total	Generator	Mains	Solar	Total	Generator	Mains	Solar	Total	Generator	Mains	Solar	Total	Generator	Mains	Solar	Total	Generator	Mains	Solar	Total				
2017	Archdiocese of Honiara																									6		15	21
	Central Islands Province					4		21	25	11	1	36	48																
	Chinese Association																												
	Choiseul Province					1		44	45	7		17	24																
	Christian Fellowship Church					2			2																				
	Christian Outreach Centre					2		8	10																				
	Church of Melanesia	1	21		22	1			1	1			1					1				1	6	1	28				35
	Church of the Living Word									1	1		2										2		4				6
	Church of the Nazarene		2		2																								
	Diocese of Auki	1			1					3		1	4																
	Diocese of Gizo					1		2	3	5	1	4	10									5	1		6				
	Guadalcanal Province	3		2	5	8	1	87	96	19	2	52	73	17	1	1	19												
	Honiara Town Council	10	4	100	114		2		2	1	7		8	1			1					1			1				
	Isabel Province			3	3	9		180	189	6	2	22	30	2		28	30												
	Kelyn Education Authority																												
	Makira & Ulawa Province	1	1	3	5	1		52	53	11		40	51	2		2	4												
	Malaita Province	1	4	9	14	8		52	60	20	2	87	109	1			1					3	9	6	18				
	Ministry of Education & Human Resources Development																												
	Perch											1	1																
	Red Cross																												
	Rennell & Bellona									1			1	1			1												
	Salesians of Don Bosco																					3			3				
	Seventh Day Adventist Church	1		12	13	9	2	99	110	11	53	43	107	3	1	2	6	3	1	2	6	6	2	13	15				
	South Seas Evangelical Church					1			1	8		19	27					2		5	7	10	1	22	33				
	Talea													1		1	2												
	Tamran																												
	Temotu Province			3	3			17	17	4		37	41	2	1	3	6												
	United Church	1	1	9	11	4		45	49	7	10	34	51					6			6	6	6	9	15				
	Western Province	1		2	3	2	1	19	22	7	19	12	38	1		2	3					1		1	2				
	Woodford									1			1																
2017 Total		20	33	143	196	53	6	626	685	124	98	405	627	31	3	39	73	12	1	7	20	45	12	98	155				

Source: SIEMIS

In 2017, solar power is being used in many schools followed by power from generators. Only a few schools use main power for electrical energy to do their ongoing school operations and to provide energy for other purposes.

### Quality of Education: Intermediate Outcomes and Indicators

Improving the quality of education is an end outcome for MEHRD during the first phase of NEAP. Developing and implementing a new curriculum, reshaping the approach to student assessment and realigning teaching strategies to focus on the child forms the basis for achieving improvements. These are to be supported with a range of professional development activities for teachers and school leaders along with the implementation of teacher, principal and school Standards.

It is expected that during the 2016 to 2020 period, more teachers will be using the new curriculum and contemporary literacy and numeracy strategies. The child will become the centre of the teaching and learning experience and teachers will utilise class-based assessment to develop improvement strategies. It is understood these changes will take time and are interdependent however combined will contribute towards students having a relevant and quality education.

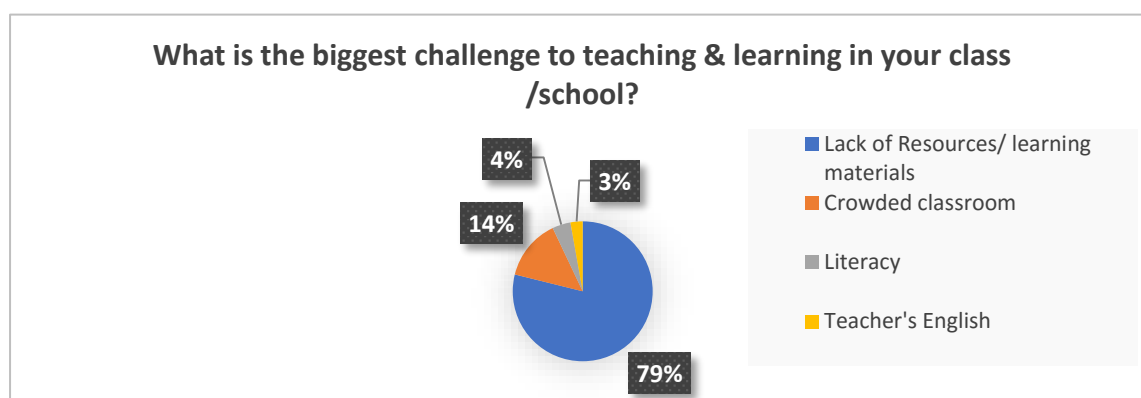
### Intermediate Outcome 3: More teachers using new improved curriculum.

The quality of the teaching and learning experience is paramount to achieve the education improvements expected during this NEAP. The proposed new curriculum will create the framework in which many positive changes will be undertaken. More teachers using the new curriculum is a clear sign that curriculum reform is happening and consequently improved teaching and learning<sup>9</sup>.

### IO Indicator 3.1: Number and percentage of teachers with adequate teaching resources.

A sample survey conducted at the World Teachers Day in 2017 found that 87% of teachers claimed the biggest challenge to improve the quality of teaching and learning was the lack of learning resources. In the same survey 28% of teachers said that a lack of learning resources in the school and classroom was the biggest challenge across the school.

Figure 6. Sample survey from World Teachers Day, 2017

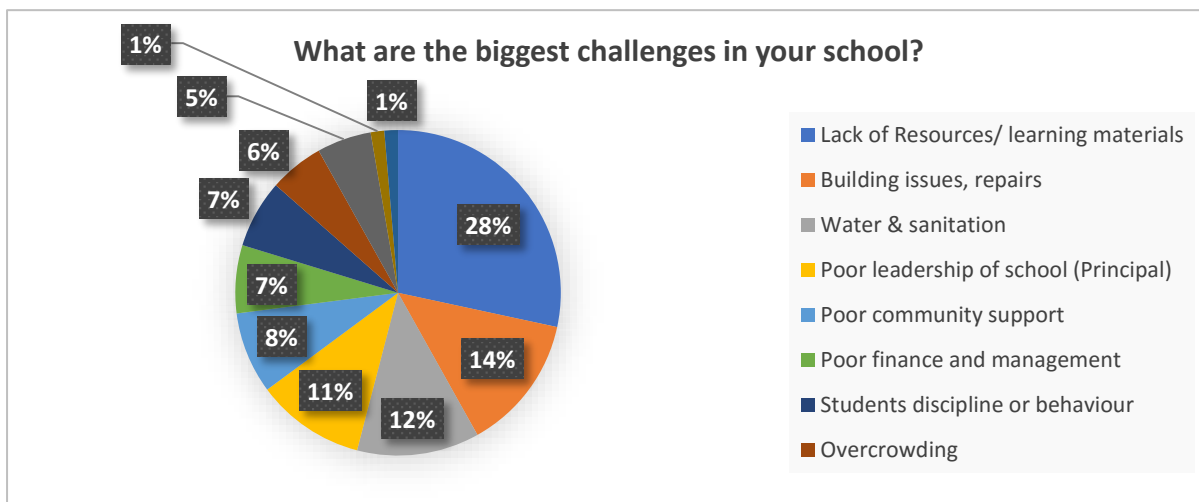


Source: 2017 WTD, survey report.

Figure 7 Sample survey from World Teachers Day, 2017

<sup>9</sup> The new curriculum was in the development phase in 2017, subsequently outcome indicator data this year will be light.





Source: 2017 WTD, survey report.

PPY, Primary, Junior Secondary and Senior Secondary curriculum are currently being revised, updated and implemented by MEHRD. The curriculum reform commenced in 2017 with anticipated implementation at school level commencing later in 2018. Gathering data on the number of teachers using the new curriculum will commence in 2019 school year.

### IO Indicator 3.2: Pupil: Text Book ratio.

This data demonstrates the number of textbooks and readers available in Primary, Junior Secondary and National Secondary disaggregated by province. Textbooks are one of the major teaching and learning resources used in schools. Given that many low-income families cannot afford to buy their own textbooks, this is an important indicator related to equal access to quality education.

**Table 18 Textbooks to Student Ratio and Reader to student ratio by education level and province, 2016-2017**

Province	Education Level	2016					2017				
		Enrol	Number of textbook	Ratio	Number of Readers	Ratio	Enrol	Number of textbook	Ratio	Number of Readers	Ratio
Central	Primary	6,562	39,834	6.1	23,389	3.6	6,887	42,649	6.2	24,638	3.6
	Junior Secondary	1,281	3,545	2.8	310	0.2	1,335	4,183	3.1	346	0.3
	Senior Secondary	470	106	0.2		0.0	535	850	1.6	86	0.2
<b>Central Total</b>		<b>8,313</b>	<b>43,485</b>	<b>5.2</b>	<b>23,699</b>	<b>2.9</b>	<b>8,757</b>	<b>47,682</b>	<b>5.4</b>	<b>25,070</b>	<b>2.9</b>
Choiseul	Primary	6,361	49,879	7.8	33,736	5.3	6,675	60,478	9.1	37,513	5.6
	Junior Secondary	1,578	3,587	2.3	409	0.3	1,598	4,430	2.8	533	0.3
	Senior Secondary	445	448	1.0	195	0.4	462	452	1.0	195	0.4
<b>Choiseul Total</b>		<b>8,384</b>	<b>53,914</b>	<b>6.4</b>	<b>34,340</b>	<b>4.1</b>	<b>8,735</b>	<b>65,360</b>	<b>7.5</b>	<b>38,241</b>	<b>4.4</b>
Guadalcanal	Primary	23,178	83,215	3.6	56,108	2.4	23,941	94,368	3.9	54,388	2.3
	Junior Secondary	5,650	9,627	1.7	1,222	0.2	5,636	12,275	2.2	828	0.1
	Senior Secondary	2,800	2,437	0.9	727	0.3	2,933	1,079	0.4	255	0.1
<b>Guadalcanal Total</b>		<b>31,628</b>	<b>95,279</b>	<b>3.0</b>	<b>58,057</b>	<b>1.8</b>	<b>32,510</b>	<b>107,722</b>	<b>3.3</b>	<b>55,471</b>	<b>1.7</b>
Honiara	Primary	15,270	21,548	1.4	10,363	0.7	14,208	24,579	1.7	12,646	0.9
	Junior Secondary	5,729	5,999	1.0	949	0.2	5,432	8,402	1.5	1,361	0.3
	Senior Secondary	6,333	2,561	0.4	545	0.1	6,201	3,742	0.6	819	0.1
<b>Honiara Total</b>		<b>27,332</b>	<b>30,108</b>	<b>1.1</b>	<b>11,857</b>	<b>0.4</b>	<b>25,841</b>	<b>36,723</b>	<b>1.4</b>	<b>14,826</b>	<b>0.6</b>
Isabel	Primary	6,148	42,642	6.9	25,865	4.2	6,297	44,083	7.0	25,104	4.0
	Junior Secondary	1,910	3,826	2.0	301	0.2	1,902	3,217	1.7	347	0.2
	Senior Secondary	868	1,751	2.0	219	0.3	842	409	0.5	222	0.3
<b>Isabel Total</b>		<b>8,926</b>	<b>48,219</b>	<b>5.4</b>	<b>26,385</b>	<b>3.0</b>	<b>9,041</b>	<b>47,709</b>	<b>5.3</b>	<b>25,673</b>	<b>2.8</b>
Makira and Ulawa	Primary	11,042	83,179	7.5	57,008	5.2	11,501	90,971	7.9	62,967	5.5
	Junior Secondary	3,160	7,557	2.4	2,057	0.7	3,149	8,278	2.6	1,241	0.4
	Senior Secondary	1,404	1,662	1.2	1,333	0.9	1,543	4,692	3.0	776	0.5
<b>Makira and Ulawa Total</b>		<b>15,606</b>	<b>92,398</b>	<b>5.9</b>	<b>60,398</b>	<b>3.9</b>	<b>16,193</b>	<b>103,941</b>	<b>6.4</b>	<b>64,984</b>	<b>4.0</b>
Malaita	Primary	40,822	139,005	3.4	84,705	2.1	41,915	175,679	4.2	101,703	2.4
	Junior Secondary	7,976	18,037	2.3	2,186	0.3	8,530	18,839	2.2	2,092	0.2
	Senior Secondary	3,246	2,449	0.8	516	0.2	3,618	2,409	0.7	488	0.1
<b>Malaita Total</b>		<b>52,044</b>	<b>159,491</b>	<b>3.1</b>	<b>87,407</b>	<b>1.7</b>	<b>54,063</b>	<b>196,927</b>	<b>3.6</b>	<b>104,283</b>	<b>1.9</b>
Rennell and Bellona	Primary	653	5,474	8.4	1,677	2.6	618	4,544	7.4	954	1.5
	Junior Secondary	168	456	2.7	30	0.2	198	785	4.0	104	0.5
	Senior Secondary	90	199	2.2	20	0.2	105	89	0.8	38	0.4
<b>Rennell and Bellona Total</b>		<b>911</b>	<b>6,129</b>	<b>6.7</b>	<b>1,727</b>	<b>1.9</b>	<b>921</b>	<b>5,418</b>	<b>5.9</b>	<b>1,096</b>	<b>1.2</b>
Temotu	Primary	5,461	46,266	8.5	31,558	5.8	5,608	57,601	10.3	41,271	7.4
	Junior Secondary	1,443	3,435	2.4	69	0.0	1,386	3,671	2.6	179	0.1
	Senior Secondary	570	491	0.9		0.0	627	791	1.3	7	0.0
<b>Temotu Total</b>		<b>7,474</b>	<b>50,192</b>	<b>6.7</b>	<b>31,627</b>	<b>4.2</b>	<b>7,621</b>	<b>62,063</b>	<b>8.1</b>	<b>41,457</b>	<b>5.4</b>
Western	Primary	15,862	137,859	8.7	85,066	5.4	16,347	140,943	8.6	79,554	4.9
	Junior Secondary	4,488	10,624	2.4	1,351	0.3	4,366	10,475	2.4	1,266	0.3
	Senior Secondary	2,257	2,733	1.2	697	0.3	2,305	2,153	0.9	674	0.3
<b>Western Total</b>		<b>22,607</b>	<b>151,216</b>	<b>6.7</b>	<b>87,114</b>	<b>3.9</b>	<b>23,018</b>	<b>153,571</b>	<b>6.7</b>	<b>81,494</b>	<b>3.5</b>
<b>Grand Total</b>		<b>183,225</b>	<b>730,431</b>	<b>4.0</b>	<b>422,611</b>	<b>2.3</b>	<b>186,700</b>	<b>827,116</b>	<b>4.4</b>	<b>452,595</b>	<b>2.4</b>

Source: SIEMIS

The data only captures the schools that completed the questions on textbook and readers in the school census form and should be considered informative rather than complete. It is evident from the data that the available textbooks and readers declines in the upper education levels. It is worst in Senior Secondary. This information highlights that more textbooks and readers provided for Primary schools. The information provided is only on quantity and not on the condition. There is a possibility that some of the textbooks and readers may not be in good condition (or appropriate teaching and learning resource for the year level and school context) at the time of reporting.

### **IO Indicator 3.3 Number and percentage of teachers using the new curriculum by sector.**

PPY, Primary, Junior Secondary and Senior Secondary curriculum are currently being revised, updated and implemented by MEHRD. The curriculum reform commenced in 2017 with anticipated implementation at school level commencing later in 2018. Hence no teachers are using the new curriculum at this stage. This indicator will require time to achieve. Gathering data on the number and percentage of teachers using the new curriculum will commence in 2019 school year

### **Intermediate Outcome 4: Teachers using assessment for learning strategies.**

#### **IO Indicator 4.1 Number and percentage of teachers using assessment for learning system.**

This indicator measures the number of teachers that are using assessment results such as SISTA, PILNA, EGRA and classroom based formative and summative assessment to develop learning strategies in the classroom. In 2017, a draft policy framework for classroom assessment program for years one to three was completed in alignment with the new curriculum. This is a result of the Ministry shifting its focus to a mix of external and classroom base assessment towards a stronger reliance on quality classroom based assessment to inform and developed sound learning strategies.

### **Intermediate Outcome 5: Teachers using child-centred teaching strategies**

#### **IO Indicator 5.1: Number and percentage of teachers meeting agreed Standards.**

This indicator measures the percentage of teachers that are meeting the agreed standards on using child centred teaching strategies to improve learning in the classroom. The development of the teacher standards is still in the initial planning stage. However, to ensure that the target of 90% of teachers are trained by 2020, the Ministry undertook collaboration with USP to deliver USP Certificates in Teaching Primary and Secondary courses for Teachers in Training (untrained teachers). In 2017, 80 untrained teachers have completed course 2 ED108 and 140 school leaders completed course 4 EDP08 of the USP Graduate certificate in School Leadership. 822 school leaders have completed 4 of 5 units USP School Leaders Course.

### **Intermediate Outcome 6: Teachers using quality literacy and numeracy strategies**

#### **IO Indicator 6.1: Number of students achieving minimum learning outcomes of the new curriculum.**

This indicator measures the achievement of students of the minimum learning outcomes of the new curriculum as a result of teachers using quality literacy and numeracy strategies in teaching. There is no concrete data available on this indicator and the minimum learning standards and new curriculum is still in the process of development. However, as a priority of the Ministry to ensure that capacity of teachers to use contemporary literacy strategies is improved, training was conducted in 2017 for Early Year Literacy for 278 teachers and Education Authority Officers of Malaita (185) and Western (93).

### **Intermediate Outcome 7: Schools show improvements against agreed Standards.**

#### **IO Indicator 7.1: Number of schools that meet new Standards.**

This indicator measures the number of schools that meet agreed school standards. The intent of this strategy is to ensure that schools are complying with the school standards. Although the school standards is still in the process of development and is yet to be completed, through the whole School Inspection tool, 100 compliance checks were undertaken in 38 Primary School, 38 CHS, 13 ECE and 5

RTCs. Special inspections were also conducted which had resulted in identifying poor student attendance in 8 ECE and 25 primary schools.

### IO Indicator 7.2: Number of school leaders that meet Standards.

This indicator measures the number of school leaders that meet agreed standards in school management improvements. There is no concrete data to report this indicator because the school leaders standards is still in the process for development. There is a wider Provincial consultation done with all Education Authorities and MEHRD HoDs. The first draft of the school standards was developed and is underway for implementation in 2018.

### IO Indicator 7.3: Number of School Boards that are fully functioning in line with the school board manual.

This indicators measures the number of school boards that are operational and meeting agreed standards. Consultation were done with PEAs, schools and school boards. A TOR was developed to engage a consultant to use the consultation report to develop the school board manual in 2018. There is still no concrete data on the number of functional school boards

## Intermediate Outcome 8: Education Authorities operate to agree Standards.

### IO Indicator 8.1: Number of EAs that meet new Standards.

MEHRD is developing and implementing National Standards as a performance accountability, monitoring and improvement mechanism. The Education Act and the current National Education Action Plan (NEAP) will guide the design and implementation of National Standards for Education Authorities. The standards will describe what EA officers need to know and do to provide the educational services to schools as outlined in the Education Act and the NEAP 2016-2020. The Standards relating to Education Authorities will be developed in 2018 and will be implemented in 2019. Data for this indicator will be available from 2019.

During 2017 a capacity evaluation was conducted with 8 Provincial Education Authorities. As no Standards had been approved it did not capture data on Standards rather an interim set of information which may provide a baseline for future Standards data.

Figure 8. Capacity evaluation of 8 Provincial Education Authorities, 2017

	Leadership								Adaptability					Management					Operational							
	Vision shared beliefs & values	Mission	Goals linked to NEAP & PEAP	Analytical & Strategic Thinking, Planning	Change Management	Organisational Skills	Financial Competence	Ability to motivate & enable others	Performance Measurement	Data, Program Planning & organizational Change	Program Relevance, Integration & Adaptability	Job Descriptions, key roles & responsibilities	Assessment of school needs	Engagement with School Boards & Community	Leadership background & experience for role	Shared practices & decision making	Goal Setting & meeting targets	Financial planning systems & budgeting	Financial operations management	Operational planning & processes	PEA staff performance	Recruiting, retaining & training of school staff	Staffing of schools	School Board involvement	Communication strategy	Database management & reporting systems
Guadacanal	5	3	4	3	3	5	3	4	4	3	3	5	4	4	3	3	3	3	4	4	3	4	3	3	3	4
Malaita	7	4	5	5	5	3	4	6	6	7	5	4	6	5	3	3	3	3	5	4	5	5	5	5	4	7
Central Islands	5	7	5	3	3	5	7	5	5	5	5	5	6	6	5	5	7	5	7	5	5	5	5	5	3	7
Renbel	5	4	6	5	6	4	7	7	7	6	6	5	7	7	7	7	5	3	5	7	7	7	5	7	6	
Western	5	4	5	5	5	5	5	5	7	5	5	5	7	5	5	5	3	4	5	4	5	5	5	5	5	5
Makira/Uluwa	4	4	3	3	3	5	3	3	5	3	3	5	5	3	3	3	3	3	3	2	3	3	3	3	4	5
Isabel	5	4	3	3	4	4	3	3	4	4	4	3	5	5	4	3	3	3	5	3	5	5	4	3	3	3
Choisel	5	4	6	3	5	5	5	5	5	5	5	4	5	5	5	4	4	4	5	3	5	5	5	5	5	5

Source: EAPE EA Capacity report.

As the above is not based on agreed standards, reporting on standards will occur in 2018.

### **IO Indicator 8.2: Number of PEAs and EAs that produce quarterly reports in a timely manner and appropriate format.**

This indicator measures the number of Government and Non-government education Authorities that produces their quarterly reports in the appropriate format and submitted to Education Authority Coordination and Improvement on time.

## **Improved Management: Intermediate Outcomes and Indicator**

### **Intermediate Outcome 9: MEHRD capacity at institutional, organisational and individual levels strengthened.**

Improving the capacity for individuals to undertake their work to their potential. Ensuring MEHRD systems, processes and practices are efficient and effective. Creating an organisation that can provide the best service to SIG and to the education service delivers – schools, school leaders and managers and most importantly teachers. These are all important areas for MEHRD to improve in the current NEAP.

### **IO Indicator 9.1: Improved MEHRD planning and reporting systems and processes.**

In April 2017, the Performance Assessment Report was published for both 2015 and 2016 by MEHRD. MEHRD received assistance from SPC to produce the initial data, but was able to finalise the report in house. SPC (EQAP) supported the data collation process.

In 2017 MEHRD began a quarterly reporting process. Whole of MEHRD reports were produced and shared with stakeholders in April, July and October. The final quarter report along with these three forms the MEHRD Annual Report to be released along with this PAR. These reports were the basis of the Annual Joint Review in November 2017 providing evidence for decision making.

All Heads of Departments are continuing to improve their skills in results based reporting with support from the M & E section of SSU.

In September 2017 a Monitoring, Evaluation and Learning Plan inclusive of a Results Framework for NEAP 2016 -2020 was approved and implementation commenced. . This framework included a Theory of Change to enable all stakeholders to see and engage in strategies that are expected to result in achieving end outcomes. These tools were derived from the NEAP 2016 -2020.

The Results Framework is consistent with the Sustainable Development goals to allow MEHRD to have a holistic system for use internally as well as reporting progress globally.

MEHRD achieved 91% success in meeting agreed indicators in mid-year review (Australian government performance matrix)

MEHRD published live visualised statistics in December 2017 using Tableau

### **IO Indicator 9.2: ICT and Communication Learning Resources**

Schools are now educating a generation of students who are growing up in a digital world. As the use of ICT continues to grow globally, schools will increasingly require support to provide education services that embrace ICT and this requires the necessary infrastructure to be available to facilitate social and economic development.

The annual school census collects data on communication resource types and ICT equipment at the school level. This data indicates that there are many remote island locations

throughout the Solomon Islands where the communities and schools have limited access to communication resources to support education.

**Table 19. Number of schools equipment with ICT and communication learning resources, 2016-2017**

Resource Type		2016							2017						
		Kindergarten	Primary School	Community High School	Provincial Secondary School	National Secondary School	Rural Training Centre	Total	Primary School	Community High School	Provincial Secondary School	National Secondary School	Rural Training Centre	Total	
Communications	Fax			4			2	6	2	4	2	2		10	
	Radio Telephone	33	17	13	5	1	1	70	18	6		2		26	
	Telephone	45	81	88	4	22	6	246	88	74	14	12	17	205	
	Radio		5	2	3		18	28		6		2	32	40	
	Internet and email	6	7	49	4	47	2	115	8	42	6	80	6	142	
<b>Communications Total</b>		<b>84</b>	<b>110</b>	<b>156</b>	<b>16</b>	<b>72</b>	<b>27</b>	<b>465</b>	<b>116</b>	<b>132</b>	<b>22</b>	<b>98</b>	<b>55</b>	<b>423</b>	
ICT Equipments	Photocopier	24	23	165	20	21	10	263	78	172	34	16	14	314	
	Cassette/CD Player	36	22	23	3	2	2	88	24	16	2		2	44	
	Typewriter	3	5	14	1	2	42	67	6	34	4	4	66	114	
	DVD Player	42	12	31	3	3	2	93	24	30	8	6	4	72	
	Computer Printer	39	176	290	37	60	20	622	160	342	63	34	40	639	
	Computer	75	112	611	56	151	59	1,064	206	768	94	132	122	1,322	
	Duplicator	3	3	8	1	1	1	17	6	6	4	2	2	20	
	Video Monitor	24	3	17	3	7	2	56	10	20	8	8	2	48	
Television	9	4	18	3	8	3	45	4	18	4		4	30		
<b>ICT Equipments Total</b>		<b>255</b>	<b>360</b>	<b>1,177</b>	<b>127</b>	<b>255</b>	<b>141</b>	<b>2,315</b>	<b>518</b>	<b>1,406</b>	<b>221</b>	<b>2,145</b>	<b>256</b>	<b>2,603</b>	
<b>Grand Total</b>		<b>339</b>	<b>470</b>	<b>1,333</b>	<b>143</b>	<b>327</b>	<b>168</b>	<b>2,780</b>	<b>634</b>	<b>1,538</b>	<b>243</b>	<b>2,243</b>	<b>311</b>	<b>3,026</b>	

Source: SIEMIS

## End Outcomes

### End Outcome 1. Increased Access

Girls and boys have the right to expect safe and equitable access to complete their education irrespective of social, economic or other status.

#### EO Indicator 1.1 Gross Enrolment Rates by level and gender

The number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. A high GER generally indicates a high degree of participation, whether the students belong to the official age group or not. A GER value approaching 100% indicates that we are able to accommodate all of our school age population and it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school.

**Table 20. Gross Enrolment Rate for ECCE, 2016 by Province, 2016-2017**

ECE	Year	2016			2017		
	Province	Female	Male	Total	Female	Male	Total
	Central	49%	50%	48%	51%	51%	51%
	Choiseul	46%	43%	44%	45%	40%	42%
	Guadalcanal	40%	39%	39%	50%	50%	50%
	Honiara	78%	75%	76%	83%	78%	80%
	Isabel	75%	72%	74%	97%	87%	92%
	Makira and Ulawa	68%	72%	70%	75%	76%	75%
	Malaita	61%	61%	61%	64%	63%	64%
	Rennell and Bellona	64%	63%	64%	52%	50%	51%
	Temotu	81%	77%	79%	78%	70%	74%
	Western	38%	38%	38%	37%	35%	36%
<b>Early Childhood Total</b>	<b>Total</b>	<b>60%</b>	<b>59%</b>	<b>59%</b>	<b>63%</b>	<b>60%</b>	<b>61%</b>

Source: SIEMIS

**Table 21. Age Specific Enrolment Rate of age 5 in school by Province, 2016-2017**

Age 5 in school	2016			2017		
	Province	Female	Male	Total	Female	Male
Central	54.5%	64.0%	59.4%	65.0%	65.5%	65.3%
Choisuel	50.3%	42.6%	46.4%	58.4%	62.5%	60.5%
Guadalcanal	55.9%	54.1%	55.0%	71.9%	69.6%	70.8%
Honiara	111.1%	98.8%	104.8%	101.6%	100.2%	100.9%
Isabel	66.2%	63.8%	65.0%	85.0%	71.5%	78.1%
Markira/Ulawa	59.0%	63.6%	61.4%	73.2%	70.4%	71.7%
Malaita	82.5%	79.8%	81.1%	91.9%	96.6%	94.3%
Renbel	73.2%	72.7%	72.9%	71.4%	57.8%	64.4%
Temotu	88.6%	88.0%	88.3%	108.8%	91.2%	99.6%
Western	50.8%	50.5%	50.7%	44.0%	47.6%	45.9%
<b>Total</b>	<b>69.2%</b>	<b>67.8%</b>	<b>68.5%</b>	<b>77.1%</b>	<b>73.3%</b>	<b>75.1%</b>

Source: SIEMIS

**Table 22. Gross Enrolment Rate in Primary by Province, 2016-2017**

Primary	Year	2016			2017		
	Province	Female	Male	Total	Female	Male	Total
	Central	113%	116%	115%	120%	122%	121%
	Choiseul	107%	105%	106%	112%	109%	110%
	Guadalcanal	102%	104%	103%	104%	104%	104%
	Honiara	136%	131%	134%	125%	118%	121%
	Isabel	109%	110%	110%	111%	113%	112%
	Makira and Ulawa	107%	114%	111%	111%	116%	114%
	Malaita	132%	138%	135%	137%	142%	140%
	Rennell and Bellona	109%	115%	112%	97%	117%	107%
	Temotu	126%	128%	127%	134%	133%	133%
	Western	98%	97%	97%	99%	101%	100%
<b>Primary Total</b>	<b>Total</b>	<b>116%</b>	<b>118%</b>	<b>117%</b>	<b>117%</b>	<b>119%</b>	<b>118%</b>

Source: SIEMIS

**Table 23. Gross Enrolment Rate in JSS by Province, 2016-2017**

Junior Secondary	Year	2016			2017		
	Province	Female	Male	Total	Female	Male	Total
	Central	54%	57%	55%	56%	56%	56%
	Choiseul	66%	64%	65%	64%	59%	61%
	Guadalcanal	70%	65%	67%	68%	61%	65%
	Honiara	135%	133%	134%	129%	118%	123%
	Isabel	86%	81%	83%	86%	76%	81%
	Makira and Ulawa	89%	85%	87%	82%	84%	83%
	Malaita	63%	64%	64%	68%	66%	67%
	Rennell and Bellona	63%	73%	68%	84%	75%	80%
	Temotu	73%	76%	74%	68%	73%	70%
	Western	70%	68%	69%	69%	62%	66%
<b>Junior Secondary Total</b>	<b>Total</b>	<b>76%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>71%</b>	<b>73%</b>

Source: SIEMIS

**Table 24. Gross Enrolment Rate in SS by Province, 2016-2017**

Senior Secondary	Year	2016			2017		
	Province	Female	Male	Total	Female	Male	Total
	Central	18%	18%	18%	20%	19%	19%
	Choiseul	18%	14%	16%	17%	13%	15%
	Guadalcanal	28%	27%	28%	28%	28%	28%
	Honiara	111%	130%	121%	108%	122%	115%
	Isabel	30%	36%	33%	31%	30%	31%
	Makira and Ulawa	36%	33%	34%	35%	37%	36%
	Malaita	21%	23%	22%	24%	24%	24%
	Rennell and Bellona	23%	26%	25%	28%	31%	29%
	Temotu	21%	32%	26%	24%	31%	28%
	Western	30%	30%	30%	29%	29%	29%
<b>Senior Secondary Total</b>	<b>Total</b>	<b>34%</b>	<b>36%</b>	<b>35%</b>	<b>35%</b>	<b>36%</b>	<b>35%</b>

Source: SIEMIS



**Table 25. Summarised GER for ECE, Primary, JSS and SS, 2016-2017**

Year	2016			2017		
	Female	Male	Total	Female	Male	Total
ECE	60%	59%	59%	63%	60%	61%
Primary	116%	118%	117%	117%	119%	118%
JSS	76%	74%	75%	75%	71%	73%
SS	34%	36%	35%	35%	36%	35%

Source: SIEMIS

The Primary sector has the highest Gross Enrolment Rate (GER). This indicates that this sector has the capacity to accommodate all children in the primary population age from age 5 to age 11. Honiara shows the highest GER for ECE, JSS and SS while Malaita has the highest GER for Primary for this reporting period. The difference between the GER and NER indicates that there are still many children that are not in their right education level. It is more significant in primary where the GER is well above 100%. The below 100% GER for ECCE, JSS and SS denotes that there is still not enough space in these sectors to absorb their official population age.

#### EO Indicator 1.2 Net Enrolment Rates by level and gender

The Net Enrolment Ratio (NER) is defined as enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population. In the Solomon Islands it is age 3-5 for ECCE, age 5-11 for Primary, age 12-14 for Junior Secondary and age 15-18 for Senior Secondary including year 13 which is the foundation year at the Senior Secondary Level. The high NER denotes a high degree of coverage for the official school-aged population.

**Table 26. ECCE NER by Province, 2016-2017**

ECCE	Province	2016			2017		
		Female	Male	Total	Female	Male	Total
	Central	33.7%	32.3%	33.0%	35.2%	35.4%	35.3%
	Choiseul	30.2%	28.2%	29.2%	32.5%	28.0%	30.2%
	Guadalcanal	12.0%	11.7%	11.8%	35.3%	34.2%	34.7%
	Honiara	62.2%	58.2%	60.2%	60.1%	57.6%	58.8%
	Isabel	57.7%	54.0%	55.8%	75.1%	64.7%	69.7%
	Makira and Ulawa	46.9%	48.0%	47.5%	53.5%	50.7%	52.1%
	Malaita	39.1%	37.8%	38.4%	39.1%	38.3%	38.7%
	Rennell and Bellona	42.1%	38.5%	40.2%	37.2%	35.0%	36.1%
	Temotu	63.3%	58.8%	61.0%	61.3%	52.8%	56.9%
	Western	26.4%	26.8%	26.6%	25.1%	24.1%	24.6%
<b>ECCE Total</b>		<b>39.1%</b>	<b>37.8%</b>	<b>38.4%</b>	<b>41.9%</b>	<b>39.7%</b>	<b>40.7%</b>

Source: SIEMIS

**Table 27. NER of Age 5 in Prep (PPY) by Province, 2016-2017**

Prep Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	29.6%	20.7%	25.0%	32.1%	27.5%	29.7%
Choiseul	10.3%	11.9%	11.1%	25.1%	20.2%	22.6%
Guadalcanal	23.8%	22.2%	23.0%	27.4%	25.2%	26.3%
Honiara	26.4%	29.1%	27.8%	21.3%	24.8%	23.1%
Isabel	10.2%	12.1%	11.2%	7.1%	5.5%	6.3%
Markira/Ulawa	8.9%	8.1%	8.5%	17.0%	16.6%	16.8%
Malaita	41.2%	37.5%	39.3%	52.2%	44.8%	48.4%
Renbel	19.5%	18.2%	18.8%	38.1%	51.1%	44.8%
Temotu	38.9%	26.9%	32.7%	39.4%	47.5%	43.6%
Western	21.2%	18.1%	19.6%	18.8%	15.7%	17.2%
<b>Total</b>	<b>23.0%</b>	<b>20.5%</b>	<b>21.7%</b>	<b>27.9%</b>	<b>27.9%</b>	<b>27.9%</b>

Source: SIEMIS

**Table 28 Primary NER by Province, 2016-2017**

Primary Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	85.8%	87.0%	86.4%	89.4%	89.9%	89.6%
Choiseul	84.7%	82.5%	83.5%	86.9%	84.8%	85.8%
Guadalcanal	81.1%	82.1%	81.6%	81.6%	82.4%	82.0%
Honiara	113.3%	110.7%	112.0%	105.4%	100.6%	102.9%
Isabel	86.3%	85.1%	85.7%	88.2%	87.6%	87.9%
Makira and Ulawa	83.6%	86.3%	85.0%	85.3%	86.6%	86.0%
Malaita	102.3%	107.2%	104.8%	106.4%	110.5%	108.5%
Rennell and Bellona	90.9%	85.6%	88.3%	79.4%	86.8%	83.0%
Temotu	95.4%	93.2%	94.2%	98.3%	98.4%	98.4%
Western	75.8%	74.3%	75.0%	76.8%	77.4%	77.1%
<b>Primary Total</b>	<b>90.8%</b>	<b>91.8%</b>	<b>91.3%</b>	<b>91.9%</b>	<b>92.7%</b>	<b>92.3%</b>

Source: SIEMIS

**Table 29. JSS NER by Province, 2016-2017**

JSS Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	27.4%	27.1%	27.3%	30.8%	25.7%	28.2%
Choiseul	34.7%	31.5%	33.1%	30.9%	27.9%	29.4%
Guadalcanal	42.3%	37.2%	39.7%	38.0%	31.1%	34.4%
Honiara	83.4%	77.2%	80.3%	81.3%	68.3%	74.7%
Isabel	53.2%	44.8%	48.8%	50.4%	45.3%	47.8%
Makira and Ulawa	45.7%	42.8%	44.2%	42.5%	37.1%	39.6%
Malaita	29.7%	28.2%	29.0%	33.7%	32.5%	33.1%
Rennell and Bellona	36.5%	42.6%	39.5%	37.0%	35.5%	36.3%
Temotu	35.0%	34.8%	34.9%	31.1%	32.3%	31.7%
Western	39.6%	35.1%	37.3%	38.2%	30.3%	34.1%
<b>JSS Total</b>	<b>41.7%</b>	<b>38.1%</b>	<b>39.8%</b>	<b>41.0%</b>	<b>35.7%</b>	<b>38.3%</b>

Source: SIEMIS

**Table 30. Senior Secondary NER by Province, 2016-2017**

Senior Secondary	Province	2016			2017		
		Female	Male	Total	Female	Male	Total
	Central	16.1%	15.0%	15.5%	17.2%	15.6%	16.4%
	Choiseul	14.6%	11.0%	12.7%	15.9%	10.4%	13.1%
	Guadalcanal	25.0%	23.6%	24.3%	24.9%	23.7%	24.3%
	Honiara	92.2%	102.1%	97.2%	90.3%	95.5%	92.9%
	Isabel	26.4%	28.9%	27.7%	28.1%	26.5%	27.3%
	Makira and Ulawa	31.5%	26.5%	28.9%	30.0%	27.7%	28.8%
	Malaita	17.9%	17.9%	17.9%	20.6%	19.2%	19.9%
	Rennell and Bellona	21.6%	19.6%	20.5%	25.1%	27.9%	26.5%
	Temotu	18.4%	25.5%	22.0%	21.9%	25.2%	23.6%
	Western	26.1%	25.0%	25.5%	27.0%	24.7%	25.8%
<b>SS Total</b>		<b>29.4%</b>	<b>29.3%</b>	<b>29.4%</b>	<b>30.3%</b>	<b>28.9%</b>	<b>29.6%</b>

Source: SIEMIS

**Table 31. Summary of NER for all Education for ECCE, Primary, JSS and SS, 2016-2017**

Year	2016			2017		
	Female	Male	Total	Female	Male	Total
ECE	39%	38%	38%	42%	40%	41%
Primary	91%	92%	91%	92%	93%	92%
JSS	42%	38%	40%	41%	36%	38%
SS	29%	29%	29%	30%	29%	30%
<b>Total</b>	<b>50%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>49%</b>	<b>50%</b>

Source: SIEMIS

The net enrolment rate for all education level increased marginally in 2017 from 2016. Isabel has the highest NER for ECCE in 2017. In 2017, Malaita has the highest net enrolment of age 5 (48.4%) and Net Enrolment Rate for Primary (108.5%)<sup>10</sup> which is quite unreasonably high for an ideal NER. Honiara has the highest NER for JSS (74.7%) and SS (92.9%). Western Province shows the lowest NER for ECCE (25%) and Primary (71.1%). Isabel shows the lowest net enrolment rate for age 5 (6.3%). Central and Temotu Province shows the lowest NER for JSS and SS respectively.

### EO Indicator 1.3 Transition Rates by level and gender

This indicator is calculated by the number of students admitted to the next year of education in a given year less the number of students repeating that year and is expressed as a percentage of the number of students enrolled in the final grade year of the lower level of education in the previous year.

In this report the transition rate is calculated for prep, year 6, year 9, year 11 and year 12. These years are the key transition points in the education sector in the Solomon Islands.

High transition rates indicate a high percentage of students moving into the next stage of education. Inversely, low transition rates signal problems in bridging between two sectors or levels of education. Reasons for low rates may include the examination system, inadequate places, and the higher level of education but may also include many other factors.

<sup>10</sup> Statistical inconsistency is noted here as theoretical maximum is 100%. This reflects inconsistencies in either the school census and/or population data.

**Table 32. Transition rate for prep, year 6, 9, 11 and 12, 2016-2017.**

Year Level	2016			2017		
	M	F	Tot	M	F	Tot
Prep	90.0%	90.1%	90.1%	86.4%	86.1%	86.2%
Year 6	88.9%	93.2%	91.1%	88.1%	90.2%	89.1%
Year 9	77.9%	78.4%	78.2%	78.1%	76.5%	77.3%
Year 11	59.1%	61.0%	60.0%	59.4%	57.0%	58.3%
Year 12	22.7%	17.3%	20.2%	21.8%	15.5%	18.8%

Source: SIEMIS

The transition rate decreases as the education level increases. The lowest transition rate is reported in year 12. The transition rate for all these year levels declined in 2017 relatively to year 2016. This indicates that the number of students repeating increased in 2017 compared to 2016 and not all learners were completing 13 years of education.

#### EO Indicator 1.4 Gender Parity Index by level

The Gender Parity Index (GPI) is a socioeconomic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education.

**Table 33. Gender Parity index for ECE, Primary, JSS, SS for 2016-2017**

Sector	2016				2017				Increase in 2017			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
ECCE	13,395	13,995	27,390	0.96	14,543	15,004	27,390	0.97	1,148	1,009	2,157	1.14
Primary	63,204	68,155	131,359	0.93	64,648	69,349	133,997	0.93	1,444	1,194	2,638	1.21
Junior Secondary	16,333	17,050	33,383	0.96	16,734	16,715	33,449	1.00	401	-335	66	-1.20
Senior Secondary	8644	9839	18483	0.88	9152	9992	167,446	0.92	508	153	661	3.32
Total	101,576	109,039	210,615	0.93	105,077	111,060	216,137	0.95	3,501	2,021	5,522	1.73

Source: SIEMIS

The gender parity index shows that the number of girls attending schools in 2017 increased more than the number of boys in all education subsectors. This is reflected in the increase of enrolment in 2017 in relation to 2016 enrolment. The data also shows that the number of boys attending Junior Secondary Schools in 2017 decreased compared to 2016.

#### EO Indicator 1.5 Survival Rate by year level and gender

The percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected reach a given grade, regardless of repetition. This indicator illustrates the situation regarding retention of students from grade to grade in schools and conversely the magnitude of dropout by grade. Rates approaching 100% indicate a high level of retention and low evidence of dropout.

**Table 34. Survival by year level and gender, 2014-2017**

Year Level	2014			2015			2016			2017		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Prep	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Year 1	89.9%	92.2%	91.1%	91.0%	90.0%	90.5%	90.2%	89.9%	90.1%	85.7%	85.7%	85.7%
Year 2	83.9%	84.9%	84.4%	85.6%	84.8%	85.2%	83.0%	85.6%	84.4%	76.0%	80.3%	78.2%
Year 3	81.5%	82.2%	81.8%	85.8%	85.6%	85.7%	81.9%	83.6%	82.8%	75.8%	77.1%	76.5%
Year 4	78.7%	75.6%	77.1%	83.7%	80.7%	82.1%	77.7%	78.0%	77.8%	70.1%	70.2%	70.2%
Year 5	73.5%	67.8%	70.5%	79.8%	77.9%	78.8%	72.5%	72.3%	72.4%	65.3%	64.2%	64.8%
Year 6	66.2%	58.8%	62.3%	73.9%	73.5%	73.7%	66.7%	62.9%	64.8%	57.5%	55.0%	56.2%
Year 7	61.1%	54.2%	57.4%	71.0%	70.3%	70.7%	62.4%	56.1%	59.1%	51.1%	47.4%	49.2%
Year 8	56.9%	50.1%	53.3%	66.9%	65.6%	66.2%	59.3%	50.0%	54.4%	48.5%	44.7%	46.6%
Year 9	53.1%	46.9%	49.8%	62.0%	61.8%	61.9%	55.0%	46.3%	50.4%	39.9%	39.2%	39.6%
Year 10	41.5%	37.1%	39.1%	49.0%	49.7%	49.4%	43.2%	36.1%	39.4%	30.0%	30.1%	30.0%
Year 11	35.9%	33.8%	34.8%	44.6%	46.2%	45.4%	38.7%	32.4%	35.4%	25.2%	26.0%	25.6%
Year 12	19.9%	20.0%	20.0%	26.0%	28.2%	27.2%	23.6%	19.1%	21.2%	14.5%	15.6%	15.1%

Source: SIEMIS

The survival rates declines as student progress up the education level. It is lowest by year 12. This demonstrates weakness of the education system in retaining the students in education. The total survival rate also declines over time for all year levels for this reporting period except for Prep.

### EO Indicator 1.6 Gross intake rate (GIR) in primary by level and gender.

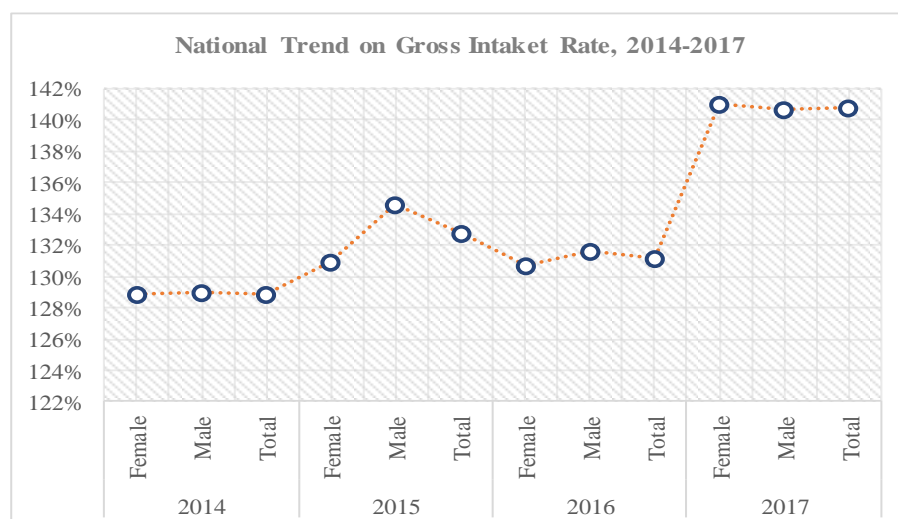
Total number of new entrants to the first grade of primary school in a given year, regardless of age, who are expected to reach the last grade of primary education and lower secondary regardless of repetition, expressed as a percentage of the population at the official entrance age to primary education in the same year by level and gender. This indicates the general level of access to grade 1 for the official school entrance age population. A high GIR indicates a high degree of access to primary education. As this calculation includes all entrants to first grade (regardless of age). The ratio can exceed 100%, due to over-age and under-age children entering school for the first time.

**Table 35. Gross Intake Rate by Province, 2016-2017.**

Province	2016				2017			
	Female	Male	Total	GPI	Female	Male	Total	GPI
Central	128%	141%	134%	0.91	162%	159%	161%	1.02
Choiseul	89%	92%	91%	0.97	101%	97%	99%	1.04
Guadalcanal	110%	113%	111%	0.97	122%	118%	120%	1.04
Honiara	112%	106%	109%	1.06	87%	78%	83%	1.11
Isabel	111%	111%	111%	1.00	119%	121%	120%	0.98
Makira and Ulawa	117%	120%	118%	0.97	130%	136%	133%	0.95
Malaita	188%	189%	188%	0.99	209%	216%	212%	0.97
Rennell and Bellona	85%	68%	76%	1.25	110%	109%	109%	1.01
Temotu	163%	164%	163%	0.99	182%	166%	174%	1.10
Western	98%	97%	97%	1.02	104%	107%	106%	0.97
Grand Total	131%	132%	131%	0.99	141%	141%	141%	1.00

Source: SIEMIS

**Figure 9. National Trend on Gross Intake Rate 2014-2016.**



Source: SIEMIS

The Gross Intake Rate is well above 100% in the period reported (2014-2017). The highest rate is in 2017. This indicates that many children started schooling at an older age than the official entry age of 6. This data also shows that there is adequate space to absorb all official entrance age 6 population in PPY. The high GIR is significant. It shows the effect of a backlog of overaged children who did not enter school when they were at the primary school entrance age.

#### EO Indicator 1.7 Net intake rate (NIR) in primary and lower secondary by level and gender

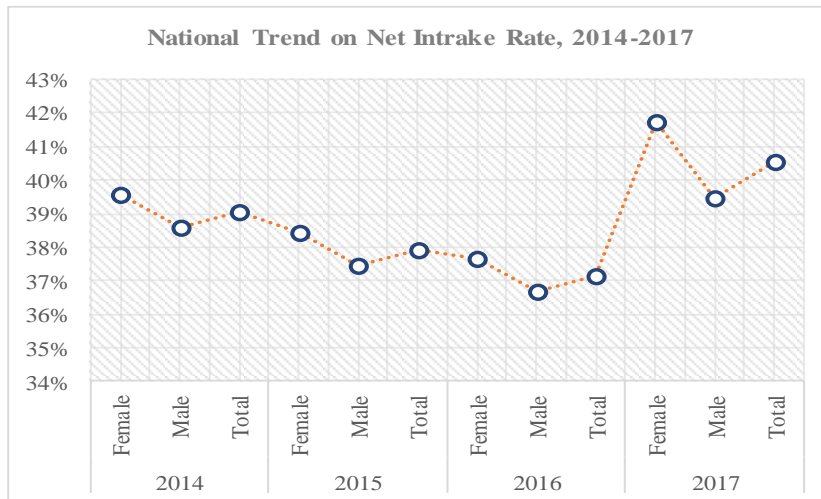
New entrants in the first grade of primary education and lower secondary by level and gender who are of the official primary school-entrance age, expressed as a percentage of the population of the same age. A high NIR indicates a high degree of access to primary education for the official primary school entrance age children.

**Table 36. Nat Intake Rate by Province, 2016-2017**

Province	2016				2017			
	Female	Male	Total	GPI	Female	Male	Total	GPI
Central	38%	36%	37%	1.08	46%	43%	44%	1.06
Choiseul	28%	25%	26%	1.10	32%	28%	30%	1.16
Guadalcanal	35%	38%	37%	0.94	33%	35%	34%	0.95
Honiara	52%	45%	48%	1.15	38%	32%	35%	1.16
Isabel	27%	30%	28%	0.91	26%	25%	25%	1.05
Makira and Ulawa	25%	26%	26%	0.96	37%	34%	35%	1.10
Malaita	45%	44%	44%	1.02	55%	53%	54%	1.05
Rennell and Bellona	48%	27%	37%	1.74	54%	50%	52%	1.07
Temotu	54%	46%	50%	1.17	53%	48%	50%	1.10
Western	29%	28%	28%	1.02	41%	37%	39%	1.10
Total	38%	37%	37%	1.03	42%	39%	41%	1.06

Source: SIEMIS

**Figure 10. National Trend on Net Intake Rate by gender, 2014-2017**



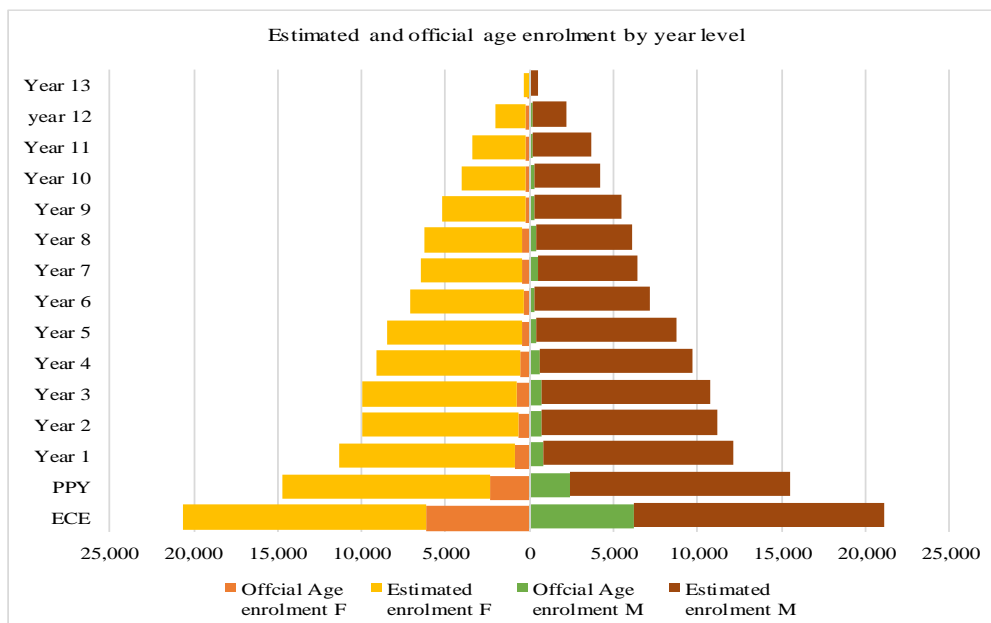
Source: SIEMIS

The low NIR over this reporting period shows that there is a low degree of access to primary education for the official age 6. This indicates that there is a backlog of children who are of the official population age that are yet to enter school.

**EO Indicator 1.8 Percentage of children over-aged for primary and lower secondary by gender**

The percentage of pupils in each level of education (primary and lower secondary) who are at least 2 years above the intended age for their grade. A high percentage indicates both retention and quality issues may be impacting on the education system (internal efficiency and quality). Older age students place pressure on the provision of services and potentially impacts on the quality of the teaching and learning experience.

**Figure 11, Age Structure pyramids in SI Education System, 2017**



Source: SIEMIS

**Table 37. Number of overage students per education sub-sector, 2016-2017**

Sector	2016			2017		
	Female	Male	Total	Female	Male	Total
ECCE	7,548	7,970	15,518	8,323	8,936	17,259
Primary	57,817	62,847	120,664	57,616	63,474	121,090
Junior Secondary	13,954	15,586	29,540	15,465	15,531	30,996
Senior Secondary	7,966	9,213	17,179	8,415	9,292	17,707

Source: SIEMIS

**Table 38. Percentage of overage students per education sub-sector, 2016-2017**

Year	2016			2017		
	Female	Male	Total	Female	Male	Total
ECCE	56.3%	56.9%	56.6%	57.2%	59.6%	58.4%
Primary	91.5%	92.2%	91.8%	89.1%	91.5%	90.3%
Junior Secondary	85.4%	91.4%	88.4%	92.4%	92.9%	92.7%
Senior Secondary	92.2%	93.6%	92.9%	91.9%	93.0%	92.5%

Source: SIEMIS

The above figure and tables show that there are increased overaged students enrolled in all education subsectors at each year level in 2017. This issue is more significant in Primary, JSS and SS with all formal sectors having above 90% of overage students. This demonstrates that students start school late and may have repeated one or more previous year levels.

This data has implications for the system's capacity to cater for every student having access to complete basic education. Every year a student repeats, there is an additional cost to the system while contributing to class overcrowding. This data raises questions surrounding practices of exams, assessment and school based attitudes and practices of repetition.

### EO Indicator 1.9 Age specific enrolment rate (ASER) for age 3, 5 and 6 by gender

Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age. This indicator shows the extent of the educational participation of a specific age cohort. A high ASER denotes a high degree of educational participation of the population of the particular age. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation of the particular age. These age are critical age that may provide alternative information on how to address the age issue at the entry points to the education sector.



**Table 39. Age Specific Enrolment Rate for age 3, 2016-2017**

ECE Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	37.4%	31.4%	34.3%	34.8%	37.4%	36.2%
Choisuel	22.1%	20.7%	21.4%	27.4%	20.6%	23.9%
Guadalcanal	23.1%	22.9%	23.0%	27.5%	26.7%	27.1%
Honiara	45.7%	43.0%	44.3%	39.1%	36.2%	37.6%
Isabel	55.8%	52.8%	54.2%	73.1%	68.5%	70.7%
Markira/Ulawa	43.4%	42.0%	42.7%	46.5%	44.6%	45.5%
Malaita	30.9%	29.8%	30.3%	33.0%	30.0%	31.5%
Renbel	48.8%	30.4%	39.3%	31.8%	27.1%	29.3%
Temotu	66.8%	63.0%	64.8%	67.0%	53.3%	59.9%
Western	20.9%	23.5%	22.3%	21.2%	18.2%	19.6%
<b>Total</b>	<b>39.5%</b>	<b>36.0%</b>	<b>37.7%</b>	<b>40.2%</b>	<b>36.3%</b>	<b>38.1%</b>

Source: SIEMIS

**Table 40. Age Specific Enrolment Rate for age 5, 2016-2017**

Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	54.5%	64.0%	59.4%	65.0%	65.5%	65.3%
Choisuel	50.3%	42.6%	46.4%	58.4%	62.5%	60.5%
Guadalcanal	55.9%	54.1%	55.0%	71.9%	69.6%	70.8%
Honiara	111.1%	98.8%	104.8%	101.6%	100.2%	100.9%
Isabel	66.2%	63.8%	65.0%	85.0%	71.5%	78.1%
Markira/Ulawa	59.0%	63.6%	61.4%	73.2%	70.4%	71.7%
Malaita	82.5%	79.8%	81.1%	91.9%	96.6%	94.3%
Renbel	73.2%	72.7%	72.9%	71.4%	57.8%	64.4%
Temotu	88.6%	88.0%	88.3%	108.8%	91.2%	99.6%
Western	50.8%	50.5%	50.7%	44.0%	47.6%	45.9%
<b>Total</b>	<b>69.2%</b>	<b>67.8%</b>	<b>68.5%</b>	<b>77.1%</b>	<b>73.3%</b>	<b>75.1%</b>

Source: SIEMIS

**Table 41. Age Specific Enrolment Rate for age 6, 2016-2017**

Province	2016			2017		
	Female	Male	Total	Female	Male	Total
Central	88.5%	75.7%	81.9%	83.6%	77.6%	80.5%
Choisuel	73.6%	66.4%	69.9%	73.9%	65.4%	69.6%
Guadalcanal	72.1%	73.3%	72.7%	72.4%	77.5%	75.0%
Honiara	110.8%	102.1%	106.3%	105.9%	93.2%	99.4%
Isabel	71.5%	71.7%	71.6%	79.4%	81.1%	80.3%
Markira/Ulawa	73.1%	81.1%	77.2%	86.7%	89.9%	88.3%
Malaita	100.7%	98.2%	99.4%	114.7%	110.1%	112.3%
Renbel	155.0%	97.7%	125.0%	97.6%	90.9%	94.1%
Temotu	102.8%	96.4%	99.5%	98.9%	93.7%	96.2%
Western	63.7%	60.4%	62.0%	70.3%	65.2%	67.7%
<b>Total</b>	<b>91.2%</b>	<b>82.3%</b>	<b>86.6%</b>	<b>88.4%</b>	<b>84.5%</b>	<b>86.4%</b>

Source: SIEMIS

The participation of age 3 and 5 slightly improved in 2017 compared to 2016. Age 3 participation in school is still below 50% while age 5 is above 70% and age 6 is above 80%. The difference between the ASER 100% measures the proportion of the population of these particular age who are not yet enrolled in school.

### EO Indicator 1.10 Repetition Rate by level, gender and province

Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. This indicator helps to measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition Rate ideally should be around zero percent. High repetition rate reveals problems in the internal efficiency of the educational system. This data relates to the previous data on overage students.

**Table 42. Repetition Rate by level and gender, 2014-2017**

Year Level	2014			2015			2016			2017		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Prep	9.3%	9.7%	9.5%	12.1%	12.3%	12.2%	9.5%	10.0%	9.7%	8.9%	9.4%	9.2%
Year 1	8.3%	9.4%	8.9%	10.4%	12.1%	11.3%	7.8%	8.9%	8.4%	7.5%	8.7%	8.1%
Year 2	7.2%	8.1%	7.7%	10.1%	11.4%	10.8%	7.6%	8.4%	8.0%	7.7%	8.2%	7.9%
Year 3	7.0%	8.1%	7.5%	9.1%	10.8%	10.0%	6.1%	8.0%	7.1%	6.0%	7.8%	7.0%
Year 4	5.7%	7.0%	6.4%	8.7%	10.0%	9.4%	6.4%	6.9%	6.7%	6.4%	6.8%	6.6%
Year 5	5.7%	6.5%	6.1%	7.4%	8.6%	8.0%	6.5%	7.3%	6.9%	6.1%	7.0%	6.5%
Year 6	1.8%	2.0%	1.9%	2.5%	2.8%	2.6%	2.6%	3.6%	3.1%	2.5%	3.5%	3.0%
Year 7	.9%	.7%	.8%	2.0%	2.3%	2.2%	.6%	.7%	.6%	.5%	.7%	.6%
Year 8	1.3%	1.2%	1.2%	2.0%	2.4%	2.2%	1.0%	1.4%	1.2%	.9%	1.3%	1.1%
Year 9	1.2%	1.3%	1.3%	2.6%	2.9%	2.8%	1.8%	1.6%	1.7%	1.7%	1.7%	1.7%
Year 10	1.1%	1.4%	1.2%	.9%	1.3%	1.1%	.7%	.7%	.7%	.7%	.8%	.7%
Year 11	1.7%	1.9%	1.8%	1.6%	2.2%	1.9%	1.5%	1.5%	1.5%	1.3%	1.5%	1.4%
Year 12	.6%	1.4%	1.0%	.7%	1.3%	1.0%	.3%	1.3%	.9%	.3%	1.3%	.8%

Source: SIEMIS

The Repetition Rate is highest in the early years of education but declines up the education level. The higher repetition rate in the early years of education suggests there are issues that may require investigation. This high rates of repetition in the early years is likely to be addressed in the new ECCE policy and work being undertaken on early years assessment.

### EO Indicator 1.11 Dropout Rate by level, gender and province

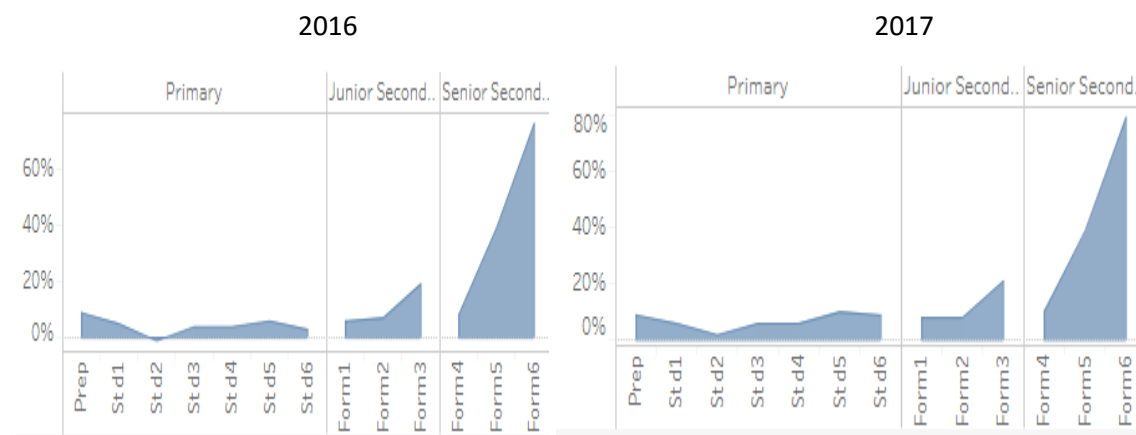
Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year by level, gender and province. This indicator measures the number of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of the education system. It is also a key indicator for analysing and projecting pupil flows from grade to grade within the educational cycle.

**Table 43. Dropout Rate by year level, 2014-2017.**

Year Level	2014			2015			2016			2017		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
Prep	9.1%	7.0%	8.1%	7.9%	8.8%	8.4%	8.9%	9.1%	9.0%	13.1%	13.0%	13.0%
Year 1	6.1%	7.1%	6.7%	5.4%	5.1%	5.2%	7.3%	4.4%	5.8%	10.4%	5.8%	8.0%
Year 2	2.7%	3.0%	2.9%	0.2%	0.8%	0.5%	1.3%	2.1%	1.7%	0.3%	3.6%	2.1%
Year 3	3.2%	7.4%	5.4%	2.2%	5.1%	3.7%	4.8%	6.2%	5.6%	7.1%	8.2%	7.7%
Year 4	6.3%	9.5%	8.0%	4.2%	3.1%	3.7%	6.2%	6.8%	6.5%	6.4%	8.0%	7.2%
Year 5	9.3%	12.4%	10.9%	6.9%	5.1%	6.0%	7.5%	12.0%	9.8%	11.3%	13.4%	12.4%
Year 6	7.5%	7.8%	7.7%	3.7%	4.3%	4.0%	6.4%	10.5%	8.5%	10.8%	13.3%	12.1%
Year 7	6.8%	7.4%	7.1%	5.7%	6.5%	6.1%	4.9%	10.7%	7.9%	5.0%	5.6%	5.3%
Year 8	6.7%	6.3%	6.5%	7.2%	5.6%	6.4%	7.1%	7.3%	7.2%	17.5%	12.2%	14.9%
Year 9	21.6%	20.7%	21.1%	20.4%	19.1%	19.7%	21.2%	21.7%	21.4%	24.5%	22.8%	23.7%
Year 10	13.3%	8.7%	10.9%	9.0%	6.9%	7.9%	10.2%	10.2%	10.2%	15.7%	13.4%	14.6%
Year 11	43.9%	40.0%	41.8%	40.9%	38.1%	39.4%	38.4%	40.3%	39.4%	42.0%	39.3%	40.6%
Year 12	76.7%	75.1%	75.8%	78.3%	74.7%	76.3%	82.5%	76.3%	79.1%	84.3%	77.3%	80.6%

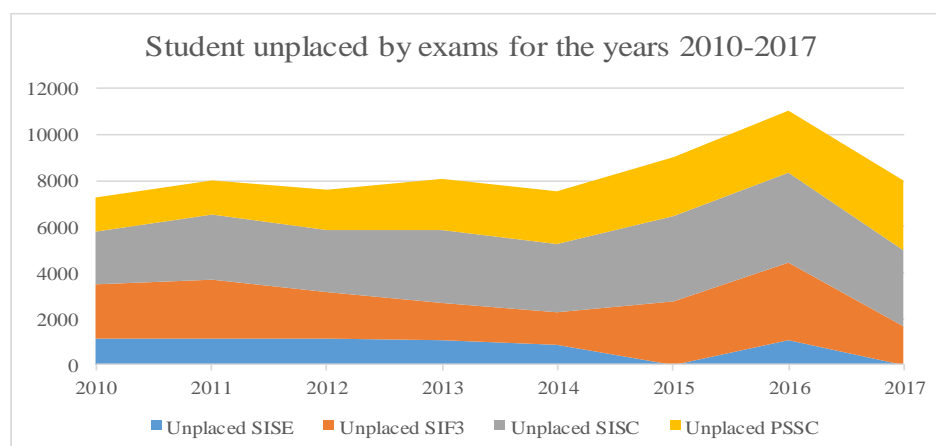
Source: SIEMIS

**Figure 12. Dropout Rate by year level, 2016-2017**



Source: <http://www.mehrd.gov.sb/education-management>

**Figure 13. Unplaced students by SISE, SIF3, SISC and PSSC for the years 2010-2017.**



Source: Atlas

The dropout rate is highest in year 12. This indicates that there is a problem in the internal efficiency of retaining students in the senior secondary education level which may require greater policy emphasis. Figure 13 shows that many students are leaving the education system at the examination points. The trend indicates that 2016 had the largest number of students being unplaced, but shows improvements in 2017.

### EO Indicator 1.12 Completion Rate for primary, lower secondary and upper secondary

Percentage of a cohort of students aged 3 to 5 years above the intended age for the last grade of each level of education who have completed that grade. The intended age for the last grade of each level of education is the age which pupils would normally enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. A completion rate at or near 100% indicates that most or all students have completed a level of education by the time they are 3 to 5 years older than the official age of entry into the last grade given level of education.

### End Outcome 2. Improved Quality

Girls and boys receive quality education with relevant and effective outcomes.

#### EO Indicator 2.1 Percentage of students achieving at or above the expected level. (SISTA)

The SISTA is the Solomon Islands Standardised Test Assessment. The SISTA program is a key monitoring tool which is intended to provide the Minister and Policy makers across all stakeholders to get reliable measures of how well students are achieving the intended curriculum of the Ministry of Education and Human Resources Development. The test is conducted with sample students for year 4 and 6 across the sampled primary schools. It is single Standards Referenced Scale that enables measure of growth between Year 4 and Year 6 and estimates of improvement in achievement over time. The SISTA results contain a wealth of data about how well students have responded to items that are indicators of curriculum attainment.<sup>11</sup>

This information might be helpful to MEHRD, principals, teachers, students and parents to formulate pupil level strategies that are most appropriate to their context and circumstances.

PILNA is the Pacific Islands Literacy and Numeracy Assessment which is a regional collaborative approach to assessing literacy and numeracy skills in the Pacific Island countries. It is an initiative endorsed by FEdeMM (2006) upon revelations that students achievement in the Pacific Region is low. It

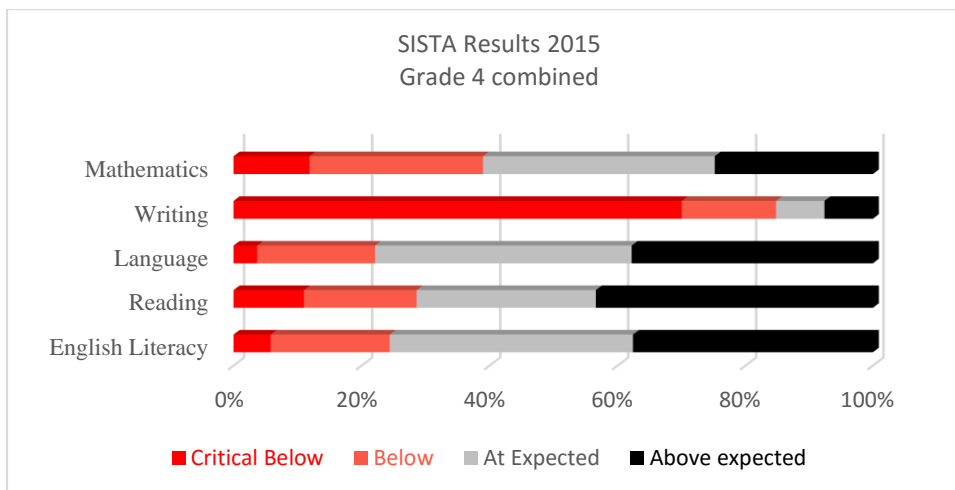
<sup>11</sup> SISTA Results, 2015

is derived from the Regional benchmark indicators for literacy and numeracy and was first administered in 2012<sup>12</sup>.

The SISTA and PILNA results is published again in this 2017 PAR because the results for 2017 SISTA is still in the process of analysis and reporting. The PILNA will be conducted in October 2018 and the result will not be available until 2019.

### Solomon Islands Standardized Test for Achievement (SISTA) Results

Figure 14. 2015 SISTA results for all year 4 students assessed across the Solomon Islands.

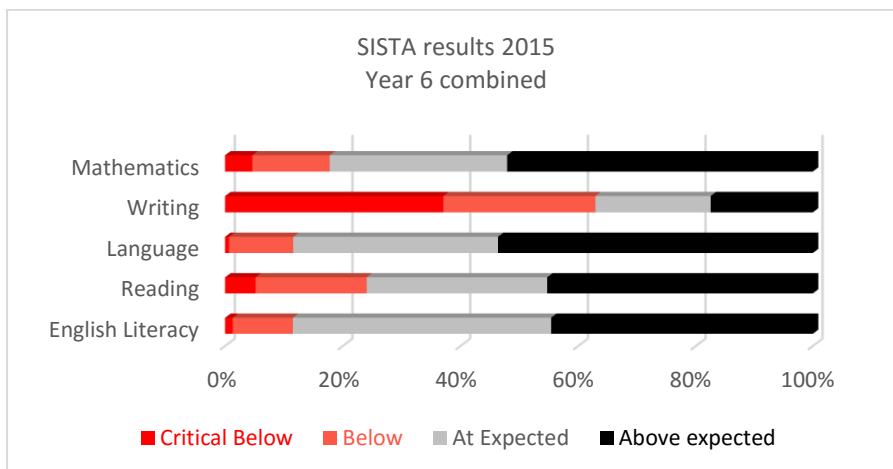


Source: SISTA Report, 2015

Results for Year 4 students across all SISTA in 2015 showed that

- Over 60% of students were critically below the required standard in writing.
- 15% were at or above the required level in writing
- Over 40% achieved at or above the required standard for reading

Figure 15. 2015 SISTA results for all Year 6 students assessed across the Solomon Islands



<sup>12</sup> PILNA Results, 2015

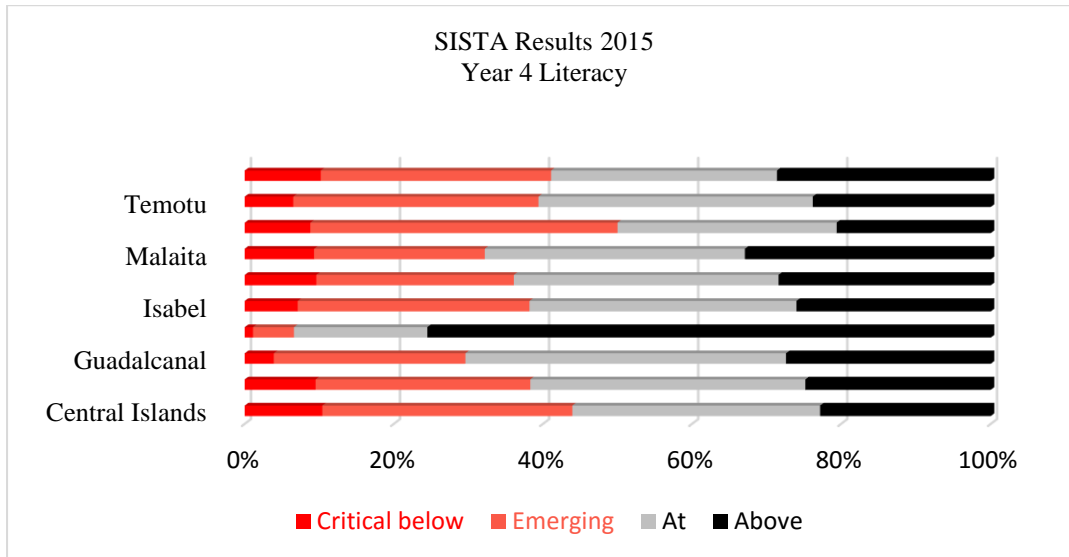
Source: SISTA Report, 2015

Results for Year 6 students across all SISTA areas 2015 showed:

- In excess of 30% were critically below the standard required in Writing
- Approximately 85% were at or above the expected standard in Mathematics

### SISTA Literacy

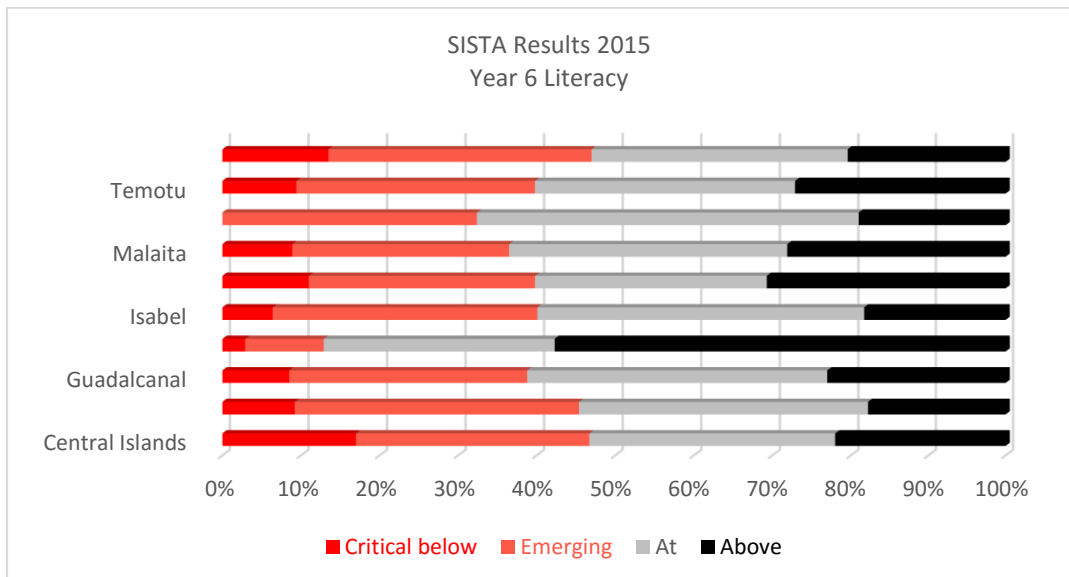
Figure 16. 2015 SISTA Literacy results for Year 4 by Province



Source: SISTA Report, 2015

- Honiara is almost 80% above expected, with 1% at a critical level
- Rennel and Bellona is the only province with less than 50% of students meeting the required level

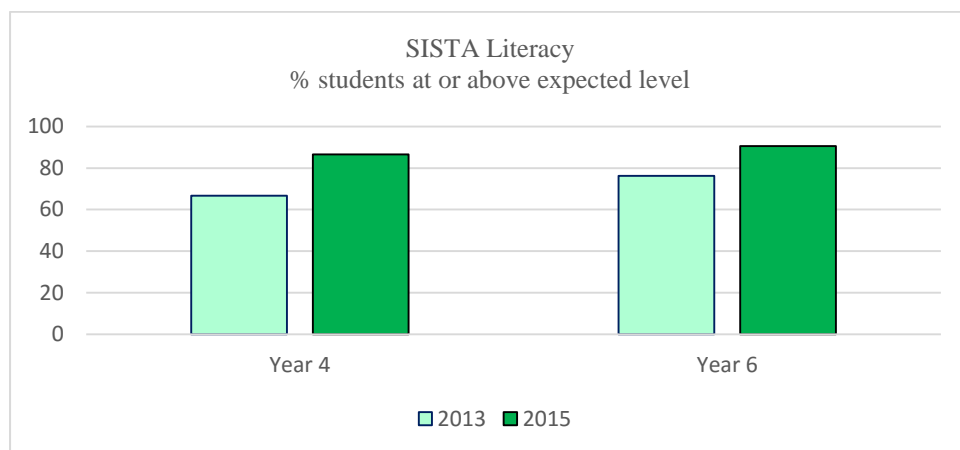
Figure 17. 2015 SISTA Literacy results for Year 6 by Province.



Source: SISTA Report, 2015

- Honiara 90% of students achieving the expected level, nearly 60% being well above expected level
- Rennell & Bellona having around 70% reaching an expected level

**Figure 18. SISTA Students at or above expected level 2013:2015**

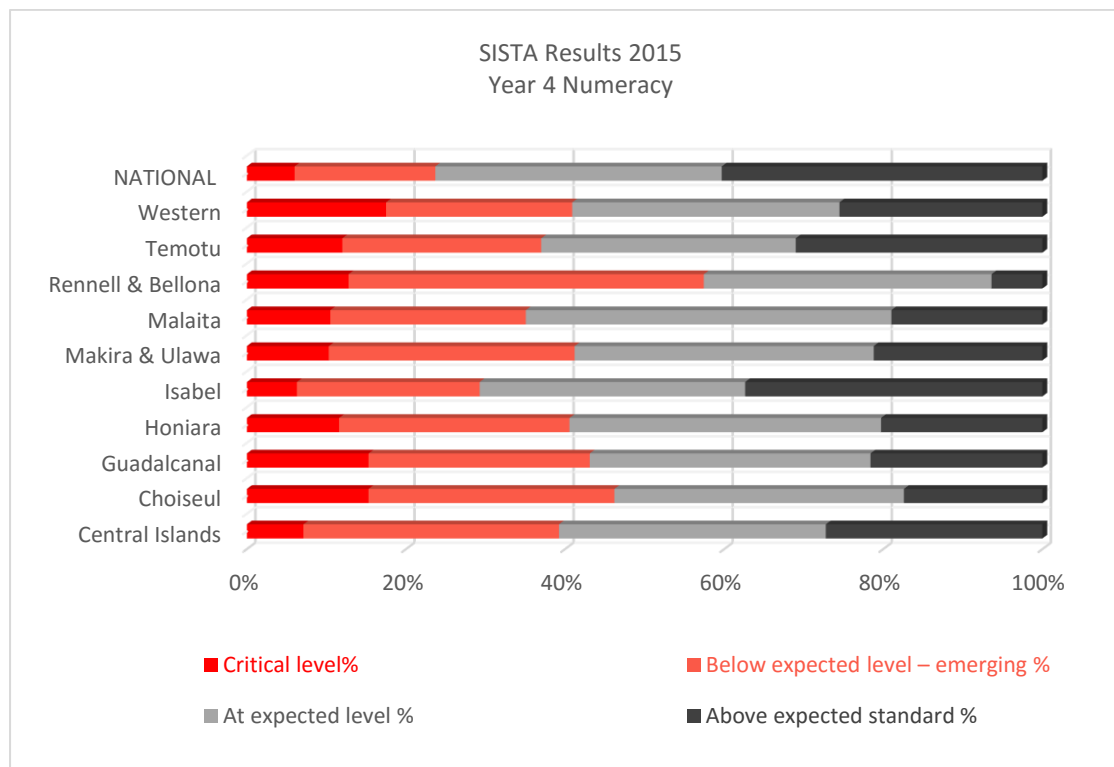


Source: SISTA Report, 2015

- The percentage of students achieving at least the expected level rose in both grade 4 and 6 assessment results
- 10% more year 4 students achieved at or above the expected level in 2015

**SISTA Numeracy**

**Figure 19. 2015 SISTA Numeracy results for Year 4 by Province and National**

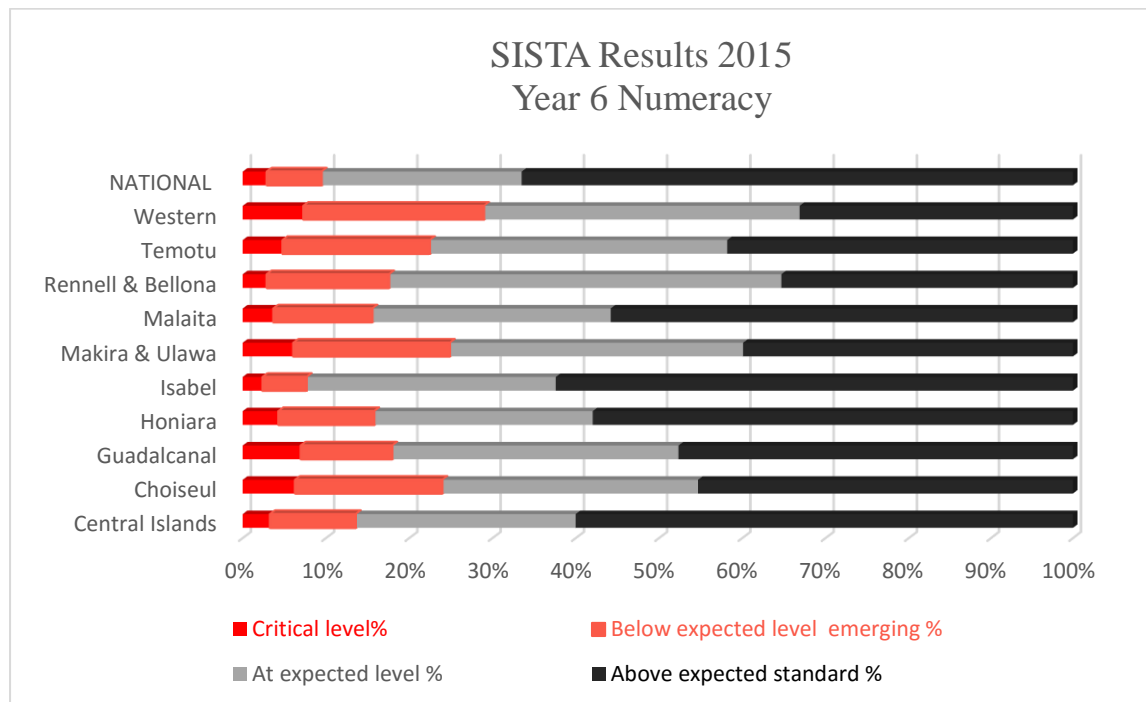


Source: SISTA Report, 2015

Year 4 students SISTA Numeracy results in 2015 showed that:

- Rennell and Bellona had 57% of students below the expected level
- Isabel had the most students at or above the expected levels (71%), with almost 40% above the expected level
- Temotu had 31% of students above the expected level

Figure 20. 2015 SISTA Numeracy results for Year 6 by Province and National



Source: SISTA Report, 2015

Results for Year 6 students assessed by SISTA in Numeracy in 2015 showed that:

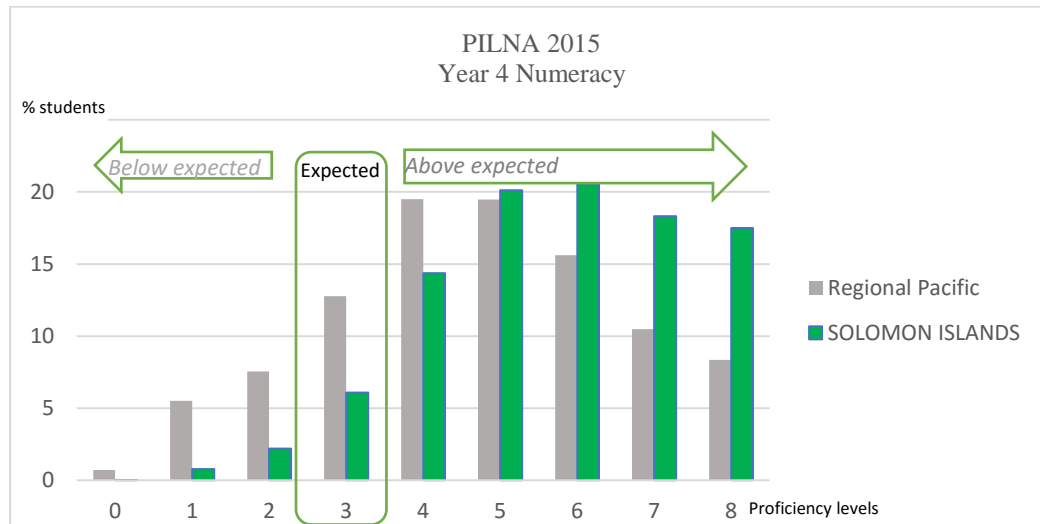
- Nationally over 90% of students are achieving at or above the expected level in numeracy
- Isabel, Central Islands and Malaita all had around 60 % of students achieving well above the expected level
- Isabel had only 8%, Central Islands 13% and Honiara 16% of students below the level expected
- Makira and Ulawa, Western and Temotu, and Choisel all have over 20% of students not reaching the expected standards in numeracy in year 6.



## Pacific Islands Literacy and Numeracy Achievements Results

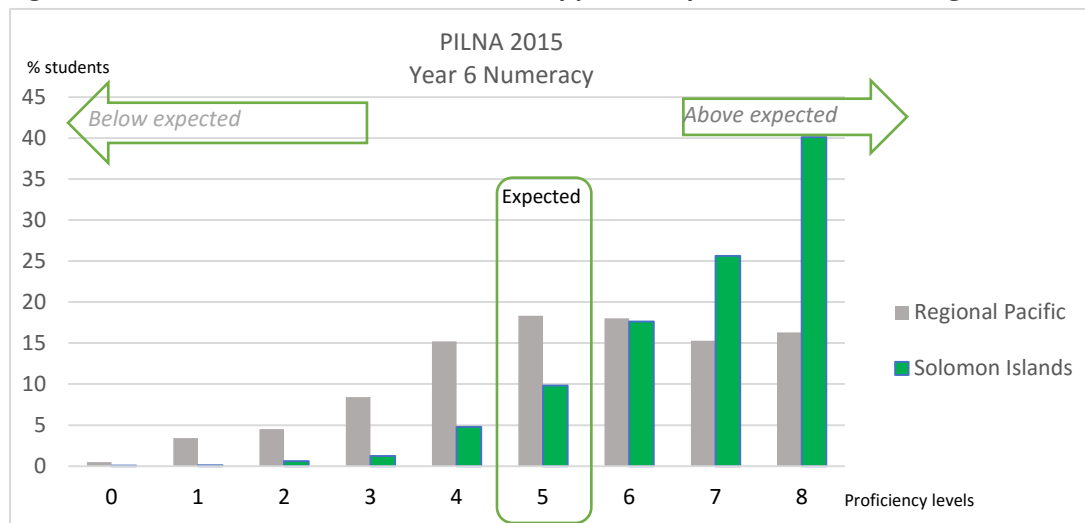
### PILNA 2015, Numeracy

Figure 21. Distribution of Year 4 student numeracy proficiency level relative to the region, 2015



Source: PILNA Report, 2015

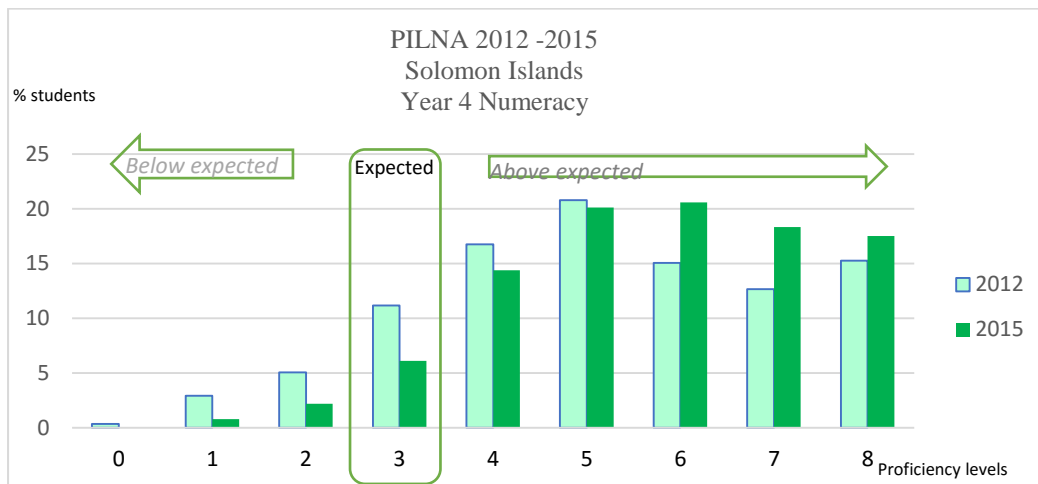
Figure 22. Distribution of Year 6 student numeracy proficiency level relative to the region, 2015



Source: PILNA Report, 2015

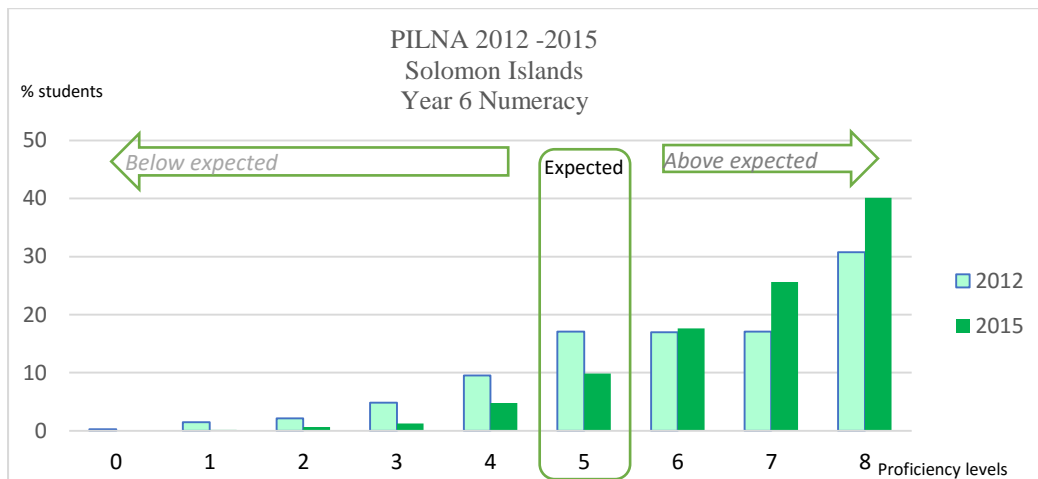
- Solomon Islands performed significantly better in numeracy than the regional average, with a very significantly higher result in levels 7 and 8 on the proficiency scale
- The majority of students results were at or above the expected levels in year 6

**Figure 23. Year 4 student numeracy proficiency level 2012 compared with 2015**



Source: PILNA Report, 2015

**Figure 24. Year 6 student numeracy proficiency level 2012 compared with 2015**

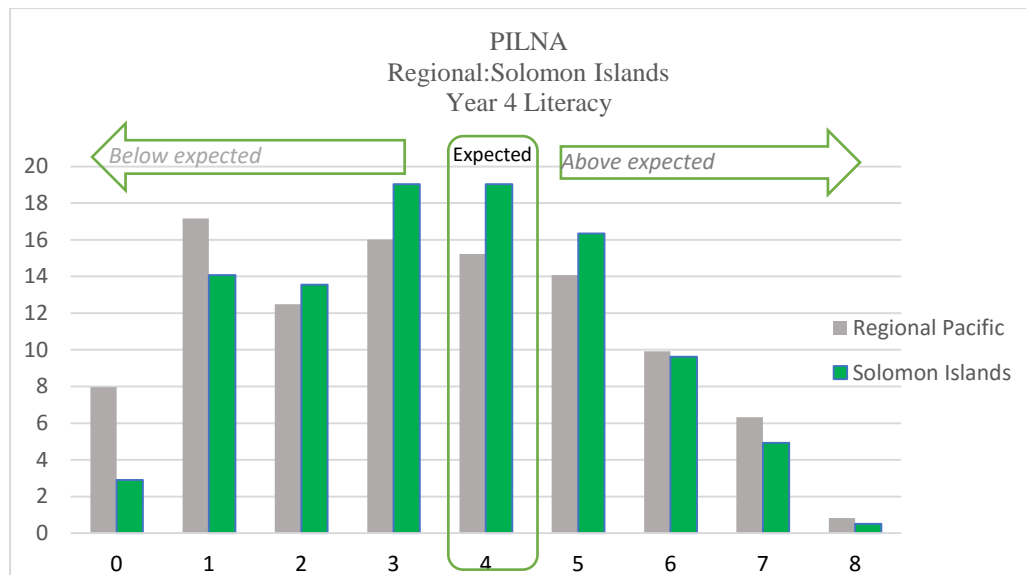


Source: PILNA Report, 2015

- Over 90% (9 in 10 students) performing at or above the expected proficiency level for both Years 4 and 6
- General improvement in numeracy proficiency from 2012-15 in both Year 4 and Year 6

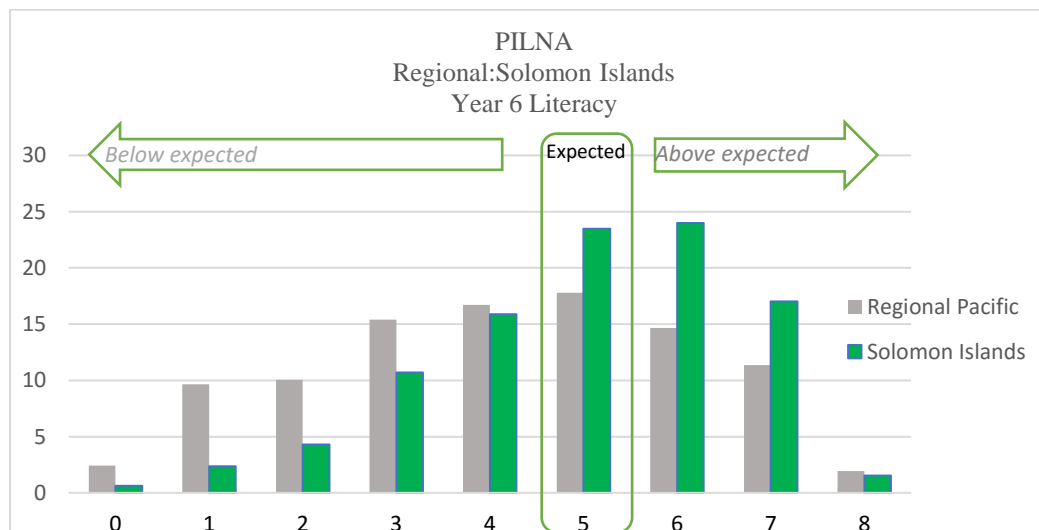
## PILNA 2015, Literacy

Figure 25. PILNA Literacy Year 4 student proficiency level Solomon Islands compared to the Region



Source: PILNA Report, 2015

Figure 26. PILNA Literacy. Year 6 Solomon Islands compared to the Region

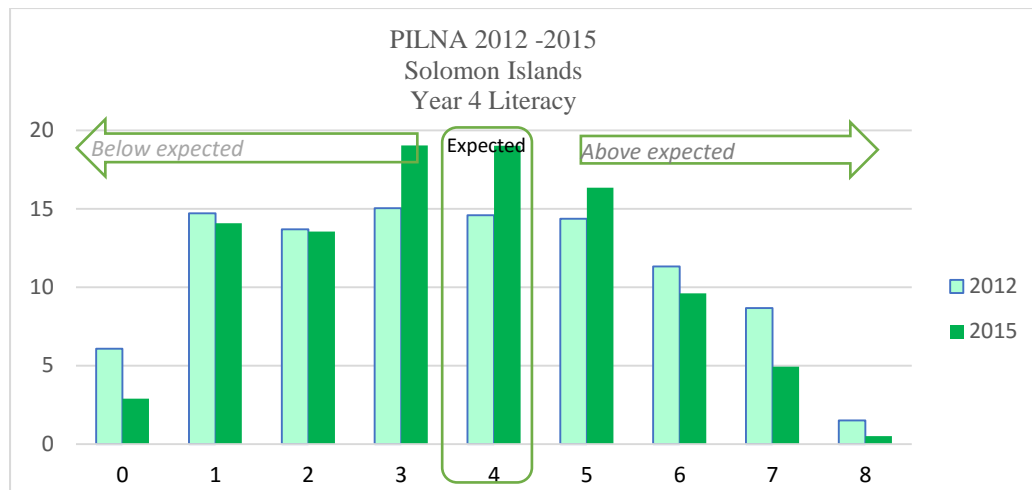


Source: PILNA Report, 2015

- Solomon Islands students performed significantly better than the regional average in Year 6 literacy

## Distribution of student proficiency in Literacy in 2012 and 2015

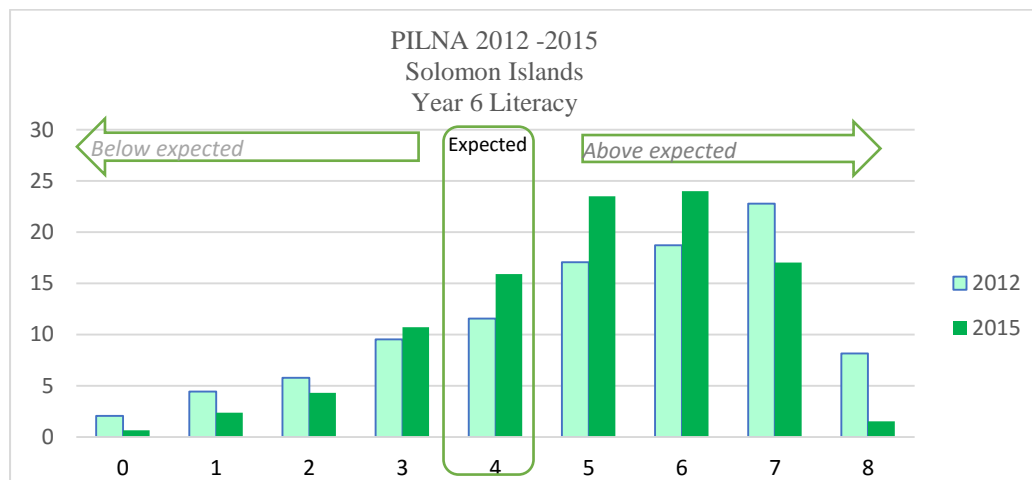
Figure 27. PILNA Literacy Year 4 students 2012 compared to 2015



Source: PILNA Report, 2015

- Students results improved from 2012 to 2015, with more students at or above the expected level in year 4 literacy

Figure 28. PILNA Literacy Year 6 Students 2012 compared to 2015



- 50% (5 in 10 students) performing “at or above the expected proficiency level for Year 4”, and 66% (about 6 in 10 students) for Year 6
- About the same proportion of both Year 4 and Year 6 students were “at or above the expected proficiency” in 2015 and 2012.

## EO Indicator 2.2 Early Grade Reading Assessment (EGRA) results

Early Grade Reading Assessment (EGRA) is an instrument used to measure foundational reading skills in years 1-3 in the primary education level. The results shows progress of students towards achieving reading fluency and comprehension which is essential for early years of learning. The findings should assist policy makers to design effective early grade reading intervention strategies to improve literacy outcome<sup>13</sup>. This assessment was only conducted in 6 provinces.

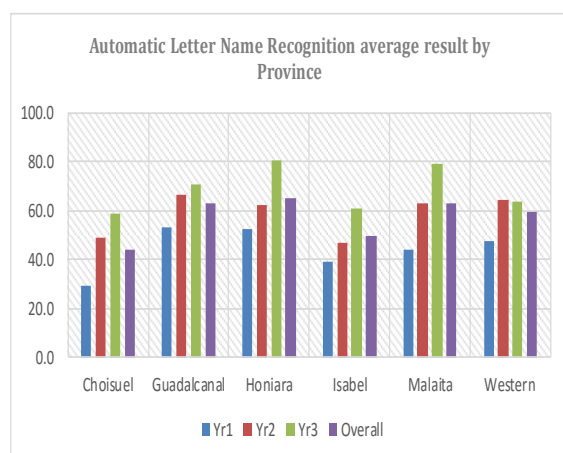
The EGRA instruments consist of the ten subtest outline in the table below;

**Figure 29. EGRA instrument structure and early skills tested.**

Test	Skills
Letter Name Knowledge	Ability to read alphabet letters with accuracy and fluency
Initial sound identification	Phonemic awareness-the ability to identify sounds in spoken words
Letter Sound Knowledge	Phonics-The ability to identify sounds of letters with accuracy and fluency
Familiar Word Reading	Ability to read familiar words with fluency and accuracy
Non-word Reading	Ability to decode linguistic sounds invented words
Oral Passage Reading	Ability to read a short passage with fluency and accuracy
Reading Comprehension	Ability to respond to several comprehension questions based on passage
Dictation	Orthography and Convention skills
Vocabulary	Receive language skills-ability to identify vocabulary words in both English and Pijin from two categories-Words for everyday surroundings and spatial terms

Source: SIEGRA Report, 2018

**Figure 30. Letter name average results by Province**



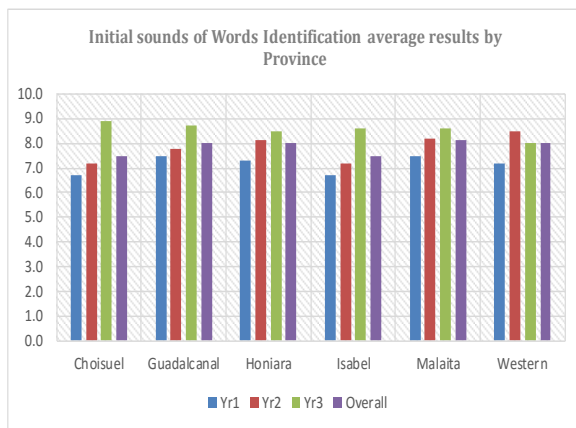
Source: SIEGRA results report

The test of automatic letter recognition is the most basic assessment of reading skills. During the SIEGRA, students were given a page of 100 randomly distributed upper-and lowercase letters and asked to say the names of as many letters as possible within 1 minute. The test was scored by the number of letters that students correctly named in one minute. (Correct letters per minute-clpm)

The results show students able to identify an average of 61 clpm. Year 1 students 61clpm, Year 2, 63 clpm and year 3, 73clpm. Honiara has the highest overall mean score of 65 clpm and lowest was Choiseul with 44clpm.

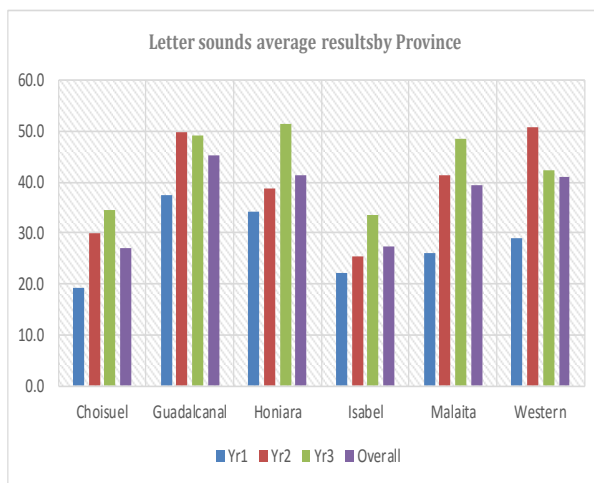
<sup>13</sup> Solomon Islands Early Grade Reading Assessment, 2017

**Figure 31. Initial Sounds average results by Province**



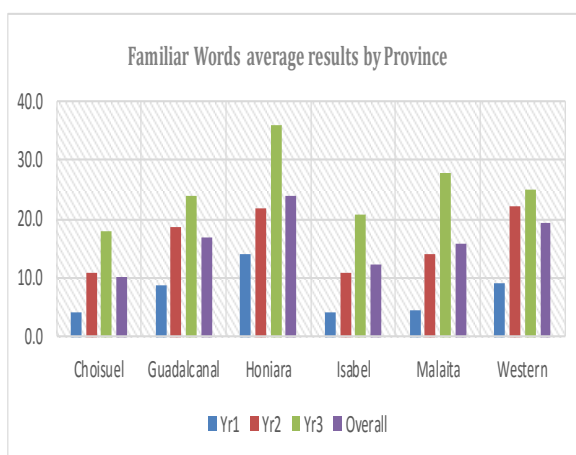
Source: SIEGRA results report

**Figure 32. Letter sounds average results by Province**



Source: SIEGRA results report

**Figure 33. Familiar Words average results by Province**



Source: SIEGRA results report

Phonemic awareness is an important precursor to both reading and writing where students learn to identify sounds in words and match sounds to corresponding letter. In this test the assessor read a aloud each of the 10 words twice and asked the student to identify the first sound in the word.

The results shows that an average of 7 initial sounds were correctly identified by Year 1. The average for Year 2 and 3 is 8 correct initial sounds. This shows very minimal progression of learning between the years with only 1 point between Year 1 and Year 2 and no improvement shown between Year 2 and Year 3. Malaita, Western, Honiara and Guadalcanal regions scored an average of 8 initial sounds and the other two province with an average of 7.5.

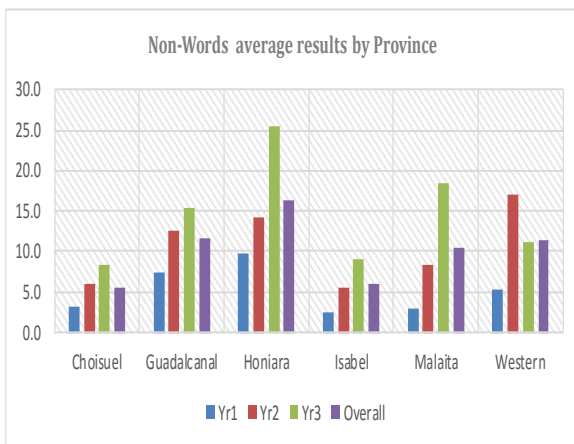
The letter sound knowledge test students to be aware of letters and groups of letters that represent individual speech sounds in language. It is knowledge of how letters correspond to sound and symbols. In this test students were provided a page of 100 randomly distributed upper and lowercase letters of the alphabet and asked to provide sounds of as many letters as they could identify within one-minute period.

The result shows that Year 1 students identified an average of 26clpm, Year 2: 42 clpm and Year 3: 45 clpm. Guadalcanal students recorded highest average score of 45 clsp. Choiseul and Isabel students scored the lowest average of of 27clspm.

The familiar word-sub-test measures students ability to read familiar words with fluency and accuracy. Students were given a list of 50 familiar words with instructions to read as many as they could in one minute.

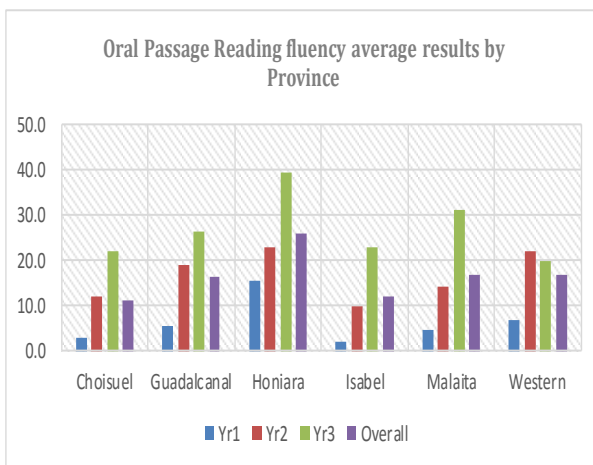
The result shows that the test was most difficult for Year 1 in which 51% of students could not identify one familiar word, 23% of non-readers in Year 2 and 18 % in Year 3. Honiara recorded the highest average score of 24 correct familiar word per minute followed by Western (19 cfwpm) and Guadalcanal (17cfwpm). Malaita (16 cfwpm), Isabel (12 cfwpm) and Choiseul (10 cfwpm) had an average below the overall mean score of 17.

**Figure 34. Non-Words average results by Province**



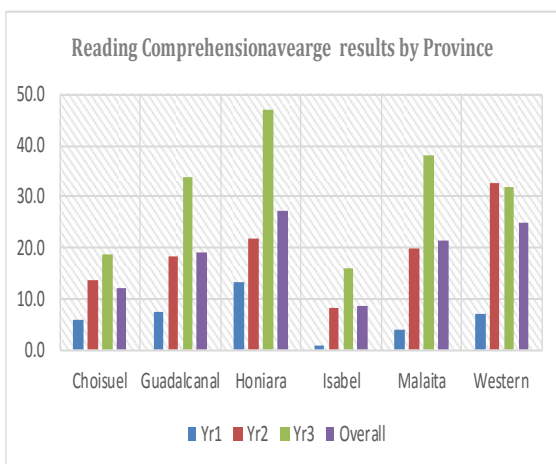
Source: SIEGRA results report

**Figure 35. Oral Passage Reading results by Province**



Source: SIEGRA results report

**Figure 36. Reading comprehensions average results by Province**



Source: SIEGRA results report

Non word or invented words fluency measures a student’s ability to decode individual phonemes and then blend the sounds together to read the words. In this test, the students were provided with a table of 50-made-up words and instructed to read as many as they could within one-minute.

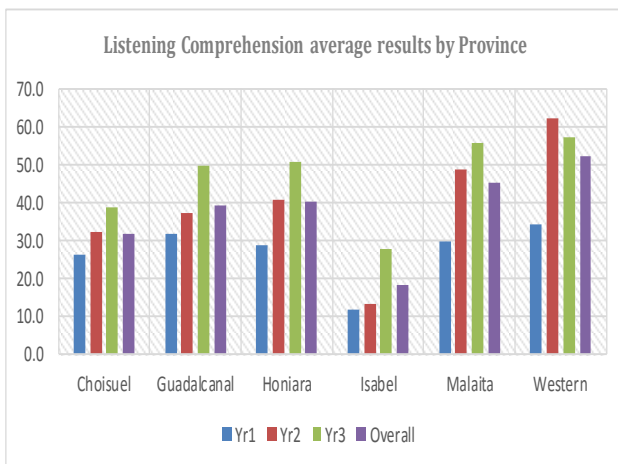
In average, the Year 1 students decoded 7 correct non-words read per minute (cnwpm). Year 2: 13 cnwpm and Year 3: 18 cnwpm. This results indicate progress from Years 1-3, however, the fluency of decoding ability appears too low to support comprehension. Honiara had the highest read overall average of 16 cnwpm whereas Choiseul and Isabel had the lowest mean score of 6 cnwpm.

Oral reading fluency assessments have become a common methodology for measuring reading proficiency and growth. In the sub-test, students were asked to read a very short story comprised of 53 words. After one minute, the assessor stopped students and recorded the number of words read correctly.

The results shows Year 1 students with the lowest average score of 7 correct word per minute (cwpm). Year 2: 19cwpm and Year 3: 36 cwpm. There is an impressive progress from Years 1-3. However, Year 3 still scored below the international fluency standards. Honiara had the highest overall average fluency rate of 26 cwpm and Choiseul ranked the lowest with a mean score of 11 cwpm.

The reading comprehension subtest measure the ability to answer comprehension questions based on the passage read. A total of five questions were provided for this subtest consisting of direct, fact-based questions and at least one question requiring inference from the passage read. Students were asked questions only up to the point they had stopped reading. This sub-test is scored by the number of questions answered correctly. In average Year 1 students scored 0.3 questions correctly. Year 2; 1 correct response and Year 3: 2 correct responses. With the exception of Isabel, all Provinces had an average percentage of more than 10% equivalent to 1 correct responses.

**Figure 37. Listening Comprehension results by Province**



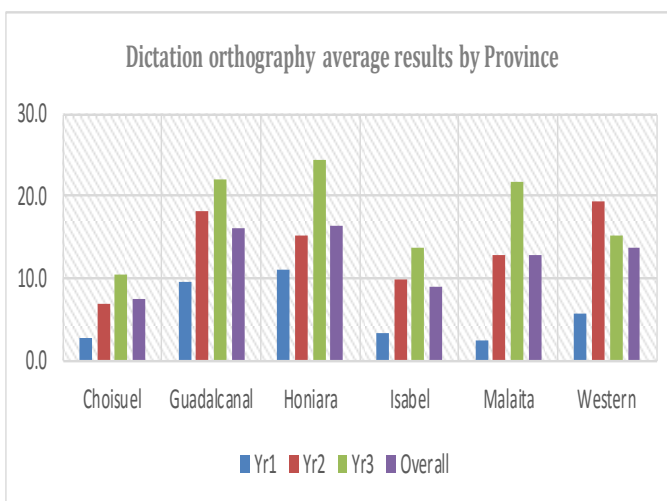
Source: SIEGRA results report

The result shows that Year 1 students comprehend about 31%, Year 2 students 50% and Year 3 students 54%.

Western Province recorded the highest mean score of 52.2% followed by Malaita students 45.6%, Honiara students 40.1% and Guadalcanal students 39.3%.

The dictation sub-test measures students’ alphabet knowledge and ability to hear and distinguish individual letter sounds in words and to spell words correctly. The sub-test assessed four basic writing skills; spelling, spacing, capitalization and punctuation. A compound sentence of 11 words was used for the dictation including a compound noun comprised of three morphemes. The assessor read aloud the sentence (***The black dog was sleeping on Tom’s mat under the tree***) and asked students to write down what they had heard.

**Figure 38. Dictation orthography results by Province and Year level**



Source: SIEGRA results report

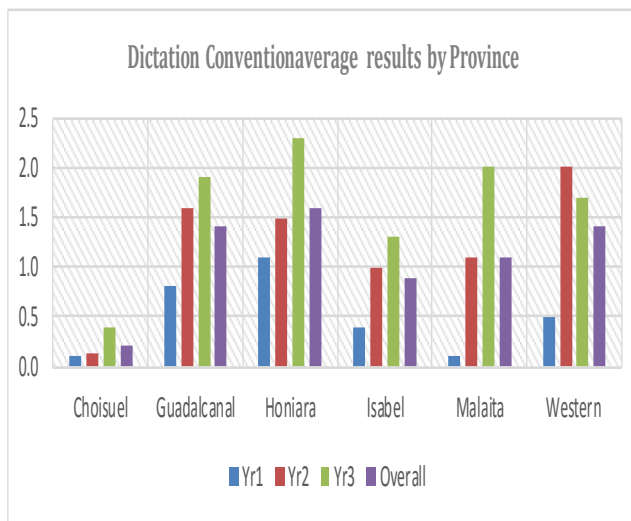
The purpose of the listening comprehension assessment is to measure whether the student can listen to a short passage being read aloud and then answer several questions correctly with a word or a simple statement. In this sub-test, the assessor read a short story to students and then asked five comprehension questions. Students had 15 seconds to respond to each question. Students scores are based on the percentage of questions answered correctly.

In this sub-test, the students were scored by the number of words spelt correctly out of a total of 34 points (3 points each for the 11 words and 1 point for the apostrophe to show possession in the phrase “Tom’s mat”).

The result shows that 72% of Year 1 students’ scored zero while Year 2, 39% and Year 3, 29%. Honiara had the highest mean score of 16.8 followed by Guadalcanal 16.2points



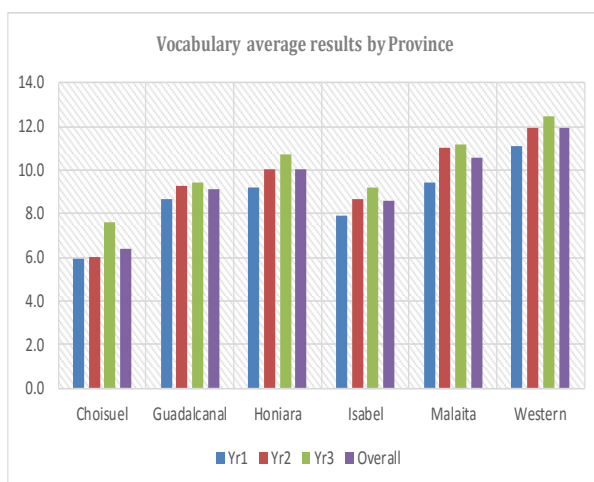
**Figure 39. Dictation convention results by Province and Year level**



Source: SIEGRA results report

These results are based on the same sentence (***The black dog was sleeping on Tom’s mat under the tree***) that students wrote down from what they heard orally from the assessor. The overall score of 4 is recorded if the student correctly use fullstop and capital letters for names and start of sentences. For the result Honiara students had the highest ranking of 1.6 points out of 4 while the students from Choiseul seemed to have great difficulties with writing conventions with an average score of 0.2.

**Table 44. Vocabulary results by Province and Year level**



Source: SIEGRA results report

Vocabulary is the sub-test used to identify the ability of students to understand the meanings of words when they hear or read them (receptive). The purpose of the subtest was to compare students’ different levels of vocabulary in each language (English, Pijin, and their understanding of partial words). The total score is 15 points (5 points for naming correctly the objects in English, 5 points for Pijin and 5 points for correctly placing the pencil using spatial words)

The result shows that students in Year 1 had a mean score of 10 points, Years 2 and 3 students sore an average of 11 points. Choiseul had the lowest mean score of 6.4 out of 15. The other five provinces had a mean scores range from 9-12. This results indicates that most students are making good progress towards mastering the fluency words for their grades that are likely to appear in their daily reading and yearly testing.

### EO Indicator 2.3 Percentage of certified teachers by gender

Percentage of teachers covering all sectors who are certified to teach in their respective level. Teacher certified are those who have both a qualification in their teaching subjects and a qualification in teaching or have a generalist teaching qualification.

Qualified teachers are those who have a subject specific qualification from a recognized institution but not a teaching qualification. Typically this includes people with a degree and appointed to teach in the area of their degree eg. Bachelor of Science appointment to teach science in a secondary school.

**Table 45. Percentage of certified teachers by gender and sub-sector, 2016-2017**

	2016							2017										
	CERTIFIED TEACHERS				TOTAL TEACHERS			CERTIFIED TEACHERS				TOTAL TEACHERS						
	Female		Male		TOTAL	%	Female	Male	Total	Female		Male		TOTAL	%	Female	Male	Total
ECE	17	94.4%	1	5.56%	18	1.3%	1244	163	1407	48	88.9%	6	11.1%	54	4.1%	1168	157	1325
Primary	1,500	30.4%	1,737	35.2%	3,237	65.6%	2,373	2,563	4,936	1,772	47.1%	1,988	38.2%	3,760	72.2%	2,537	2,668	5,205
Secondary	554	29.4%	995	52.8%	1,549	82.2%	643	1,241	1,884	599	34.2%	1,152	56.0%	1,751	85.2%	687	1,369	2,056
<b>TOTAL</b>	<b>2,054</b>	<b>43%</b>	<b>2,732</b>	<b>57%</b>	<b>4,786</b>	<b>58.2%</b>	<b>4,260</b>	<b>3,967</b>	<b>8,227</b>	<b>2,371</b>	<b>43%</b>	<b>3,140</b>	<b>57%</b>	<b>5,511</b>	<b>64.2%</b>	<b>4,392</b>	<b>4,194</b>	<b>8,586</b>

Source: SIEMIS

**Table 46. Percentage of qualified teachers by gender and sub-sector, 2016-2017.**

Sub-sector	2016							2017										
	QUALIFIED TEACHERS				TOTAL TEACHERS			QUALIFIED TEACHERS				TOTAL TEACHERS						
	Female		Male		TOTAL	%	Female	Male	Total	Female		Male		TOTAL	%	Female	Male	Total
ECE	22	91.7%	2	8.33%	24	1.7%	1244	163	1407	58	89.2%	7	10.8%	65	4.9%	1168	157	1325
Primary	1,596	46.4%	1,844	53.6%	3,440	69.7%	2,373	2,563	4,936	1,872	47.3%	2,082	40.0%	3,954	76.0%	2,537	2,668	5,205
Secondary	590	34.5%	1,120	65.5%	1,710	90.8%	643	1,241	1,884	638	33.5%	1,268	61.7%	1,906	92.7%	687	1,369	2,056
<b>TOTAL</b>	<b>2,208</b>	<b>42.7%</b>	<b>2,966</b>	<b>57.3%</b>	<b>5,174</b>	<b>62.9%</b>	<b>4,260</b>	<b>3,967</b>	<b>8,227</b>	<b>2,510</b>	<b>43%</b>	<b>3,350</b>	<b>57%</b>	<b>5,860</b>	<b>68.3%</b>	<b>4,392</b>	<b>4,194</b>	<b>8,586</b>

Source: SIEMIS

The total of certified teachers increased by an average of 6% from 2016 to 2017, from (4,786 to 5,511). ECCE increased by 2.8% (36 teachers), primary by 6.6% (523 teachers) and Secondary 3% (202 teachers). This indicates that the number of teachers with a teaching qualification is increasing over time an average increase of 5.4%.

However, the data indicates that there are still untrained teachers teaching in the schools.

#### EO Indicator 2.4 Placement Rates for year (6 to 7, 9 to 10, 11 to 12, 12 to 13)

MEHRD, through its National Examination and Assessment Division (NEAD), manages and administers the different exams and assessment to measure performance of students. There are four (4) national examinations: Solomon Islands Secondary Entrance (SISE-Year 6), Solomon Islands Form 3 (Year 9) Examination (SIF3), Solomon Islands School Certificate, Year 11 (SISC), and Solomon Islands National Form 6 School Certificate, Year 12 (SINF6SC).

**Table 47. Students Placement Rates, 2016**

Exam/ Year Level	2016			
	Total Enrollment	Placed	Unplaced	Placement Rate
<b>SISE (Year 6 )</b>	11,356	10,318	1,038	90.90%
<b>SIF3 (Year 9)</b>	8,821	5,450	3,371	61.80%
<b>SISC (Year 11)</b>	5,932	1,998	3,934	33.70%
<b>SINF6 (Year 12 )</b>	3,278	591	2,686	18.00%
<b>TOTAL</b>	<b>29,387</b>	<b>18,357</b>	<b>11,029</b>	<b>62.47%</b>

Source: ATLAS

**Table 48. Students Placement Rates, 2017**

2017	Total Enrollment	Students sitting exam			Placed				Unplaced	No of students absent for exam
		Male	Female	Total	Male	Female	Placed	% placed		
Exam/ Year Level										
<b>SISE (Year 6 )</b>	12,335	5,752	5,724	11,476			11,476	100%		859
<b>SIF3 (Year 9)</b>	9,236	4,255	4,043	8,298	857	787	6,654	80%	1,644	938
<b>SISC (Year 11)</b>	6,333	2,891	2,681	5,572	1,697	1,633	2,242	40%	3,330	761
<b>SINF6 (Year 12 )</b>	3,769	9,962	8,275	3,647	1,625	1,401	621	17%	3,026	122
	<b>31,673</b>	<b>22,860</b>	<b>20,723</b>	<b>28,993</b>	<b>4,179</b>	<b>3,821</b>	<b>20,993</b>	<b>72%</b>	<b>8,000</b>	<b>2,680</b>

Source: ATLAS

The results in the tables above shows the placement rate and the number of unplaced students for the year 2016 and 2017. The data for 2016 is also reported in the 2015-2016 PAR. It is used here to demonstrate trends between 2016 to 2017. The data is based on the national examinations. In 2017, 100% of student who sat the year six exam were successfully placed in year 7. The placement rate for Year 9 exam and Year 11 exam improved by 18% and 7% respectively in 2017 compared to 2016. It is the Year 12 examination that shows a slight decrease in the placement rate by 1%.

The data also shows a significant improvement in the total placement rate in 2017 (72%) to 2016 (51%). The unplaced rate also declines in 2017 (28%) compared to 38% in 2016. This is a drop of 10% and it indicates that there is an improvement in retaining students in the education system at focal elimination points.

It should be noted that there were 2,680 students who did not sit exams. There has been no investigation why this occurred.

Exams results are scaled and have 9 grades as follows:

**1 (80-100) excellent    2 (71-79) very high    3 (62-70) high    4 (54-61) good    5 (43- 53) satisfactory**

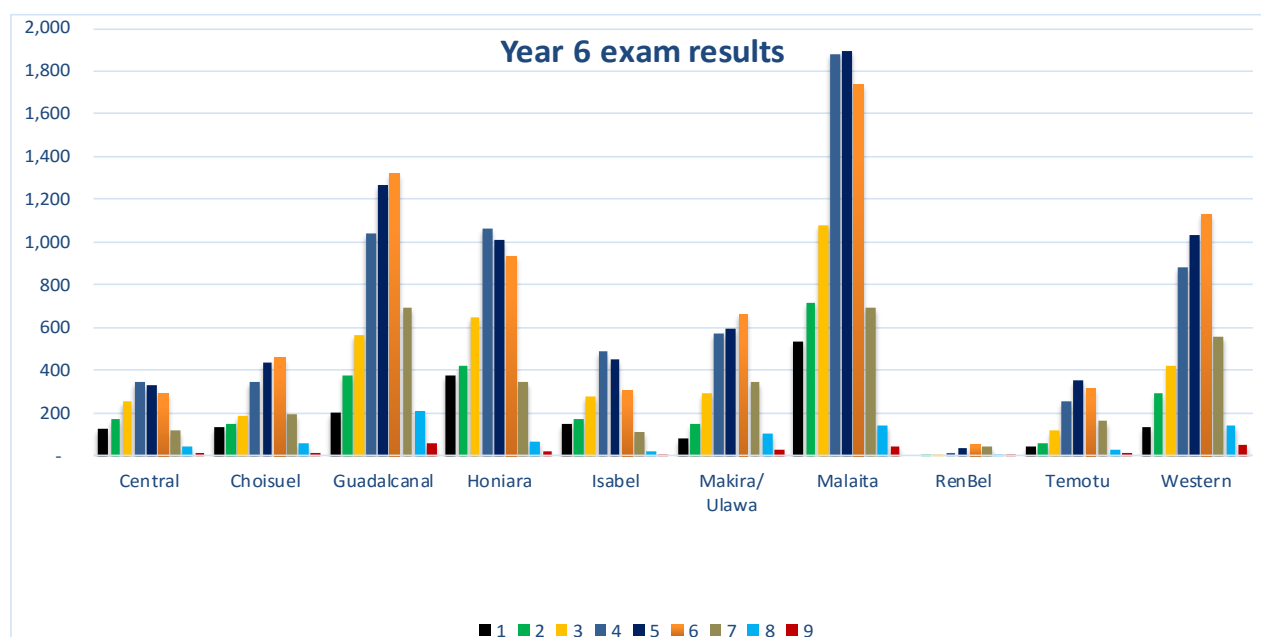
**6 (31-42) adequate    7 (19-30) some achievement    8 (14-18) below satisfactory    9 (0-13) little achievement**

**Table 49. Number of students aggregate scores in Year 6 and Province, 2017.**

Year 6	Central	Choisuel	Guadalcanal	Honiara	Isabel	Makira/ Ulawa	Malaita	RenBel	Temotu	Western
1	127	133	200	374	149	81	533	-	45	135
2	173	148	374	418	175	152	717	6	63	292
3	255	184	566	645	278	294	1,079	7	120	424
4	350	346	1,043	1,062	486	570	1,876	11	259	883
5	334	438	1,271	1,008	454	597	1,895	37	357	1,033
6	290	462	1,319	932	307	660	1,734	54	317	1,130
7	123	194	692	343	113	350	693	42	165	561
8	42	57	207	69	24	106	142	9	30	146
9	11	12	59	18	3	26	42	2	12	49
Total exams sat	1,705	1,974	5,731	4,869	1,989	2,836	8,711	168	1,368	4,653

Source: ATLAS

**Figure 40. Number of students aggregate scores in Year 6 and Province, 2017.**



Source: ATLAS

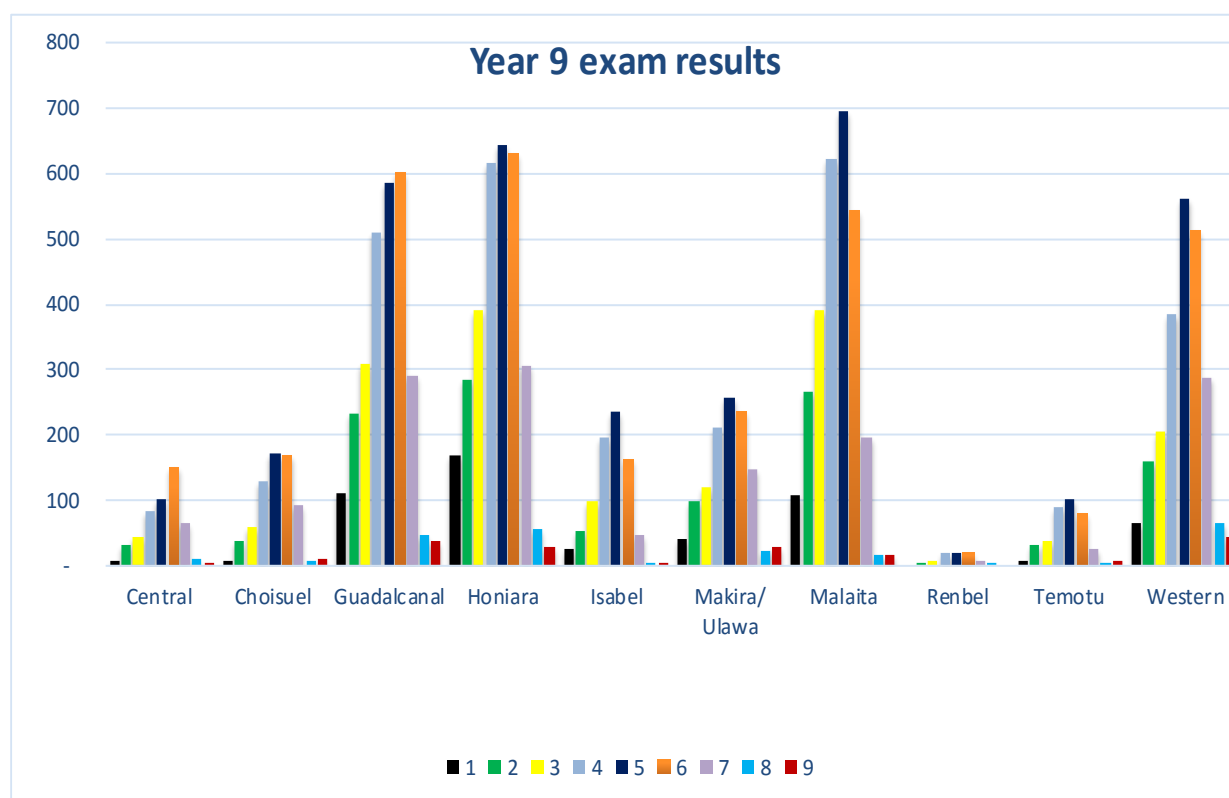
Malaita has majority of exams (8,711) in Year 6.

**Table 50. Number of students aggregate scores in Year 9 and Province, 2017.**

Year 9	Central	Choisuel	Guadalcanal	Honiara	Isabel	Makira/ Ulawa	Malaita	Renbel	Temotu	Western
1	9	9	111	168	26	40	108	-	9	65
2	31	38	232	284	52	100	265	4	33	160
3	43	60	309	390	99	120	390	7	37	207
4	85	128	509	616	196	212	623	19	91	384
5	103	173	586	644	237	256	695	19	103	561
6	150	169	602	631	164	235	544	20	82	513
7	66	93	292	307	46	148	197	9	27	287
8	10	8	47	56	3	23	18	2	5	65
9	3	11	39	29	3	29	18	-	9	43
Total exams sat	500	689	2,727	3,125	826	1,163	2,858	80	396	2,285

Source: ATLAS

Figure 41 Number of students aggregate scores in Year 9 and Province, 2017.



Source: ATLAS

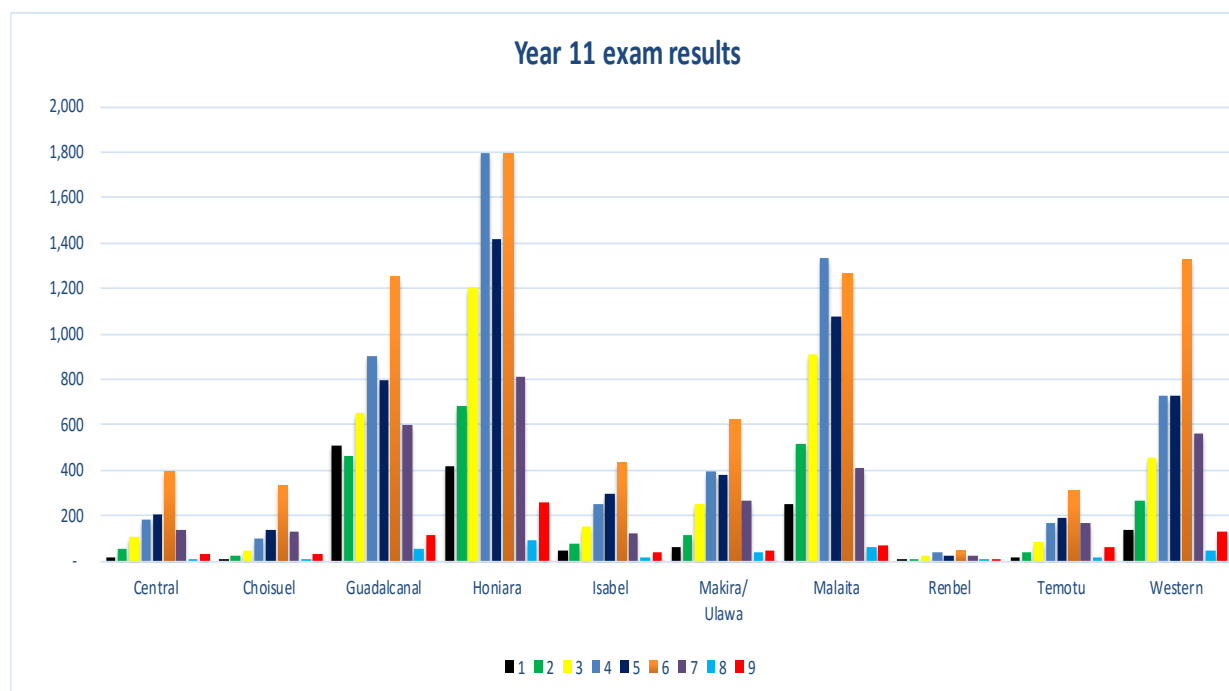
Honiara has majority of exams (3,125). Malaita has 2, 858 and Guadalcanal has 2,727 exams in Year 9.

Table 51 Number of students aggregate scores in Year 11 and Province, 2017.

Year 11	Central	Choisuel	Guadalcanal	Honiara	Isabel	Makira/ Ulawa	Malaita	Renbel	Temotu	Western
1	15	10	508	414	45	60	252	10	14	140
2	53	22	462	679	78	117	516	7	38	264
3	107	45	654	1,204	153	250	912	21	82	455
4	180	97	899	1,794	252	394	1,334	37	166	725
5	207	136	794	1,420	294	381	1,073	26	191	729
6	395	332	1,249	1,798	434	619	1,268	42	314	1,325
7	136	131	599	808	125	269	409	21	169	561
8	5	8	53	90	15	35	63	2	14	42
9	28	29	113	261	41	45	72	6	58	130
Total exams sat	1,126	810	5,331	8,468	1,437	2,170	5,899	172	1,046	4,371

Source: ATLAS

**Figure 42 Number of students aggregate scores in Year 11 and Province, 2017.**



Source: ATLAS

Honiara has majority of exams (8,468), Malaita has 5,899 and Guadalcanal has 5,331 exams in Year 11.

**Table 52 Number of students aggregate scores in Year 12 and Province, 2017.**

Year 12	Central	Choisuel	Guadalcanal	Honiara	Isabel	Makira/ Ulawa	Malaita	Temotu	Western
1	-	3	15	57		4	9	-	7
2	1	-	50	188	11	29	66	3	52
3	8	7	129	736	53	151	243	16	131
4	29	17	243	1,681	89	253	404	56	347
5	80	40	270	2,387	104	215	405	90	507
6	61	38	235	2,365	56	185	385	84	443
7	24	15	93	1,171	15	91	137	29	169
8	13	-	22	240	9	29	23	2	22
9	7	-	8	88	3	10	13	2	12
Total exams sat	223	120	1,065	8,913	340	967	1,685	282	1,690

Source: ATLAS

### EO Indicator 2.5 Teacher: Pupil ratio by level

This is the number of students that can be practically managed by a teacher, usually expressed as a ratio matching number of teachers to students. Used to measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher for each level or type of education.

**Table 53. Pupil Teacher Ratio, 2016-2017.**

Survey Year	Province	ECE	PSS	CHS	PSS	NSS
		PupilTeacherRatio	PupilTeacherRatio	PupilTeacherRatio	PupilTeacherRatio	PupilTeacherRatio
2016	Central	18.5	20.5	16.7	8.1	
	Choiseul	16.1	21.6	24.5	55.4	
	Guadalcanal	19.8	26.3	29.9	17.7	22.3
	Honiara	18.2	42.7	52.5	92.3	52.3
	Isabel	12.1	26.2	24.3	38.2	
	Makira and Ulawa	19.6	24.6	21.6	21.1	22.0
	Malaita	22.1	24.5	28.7	44.9	23.6
	Rennell and Bellona	20.8	12.7	14.0	41.3	
	Temotu	19.6	19.0	20.2	16.8	
	Western	18.5	22.0	26.1	36.0	23.4
	<b>2016 Total</b>		<b>18.9</b>	<b>24.4</b>	<b>28.8</b>	<b>30.9</b>
2017	Central	18.9	22.6	18.5	10.0	
	Choiseul	18.4	21.5	22.4	22.5	
	Guadalcanal	25.6	26.5	26.9	19.7	23.2
	Honiara	19.1	47.6	43.1	32.8	60.2
	Isabel	14.5	25.0	28.2	17.5	
	Makira and Ulawa	20.8	25.7	22.6	17.4	24.8
	Malaita	23.4	25.4	26.5	23.9	25.8
	Rennell and Bellona	19.6	12.6	12.0	12.8	
	Temotu	24.4	19.4	18.0	19.0	
	Western	19.2	22.1	20.2	22.3	29.7
	<b>2017 Total</b>		<b>21.0</b>	<b>25.0</b>	<b>26.1</b>	<b>21.0</b>

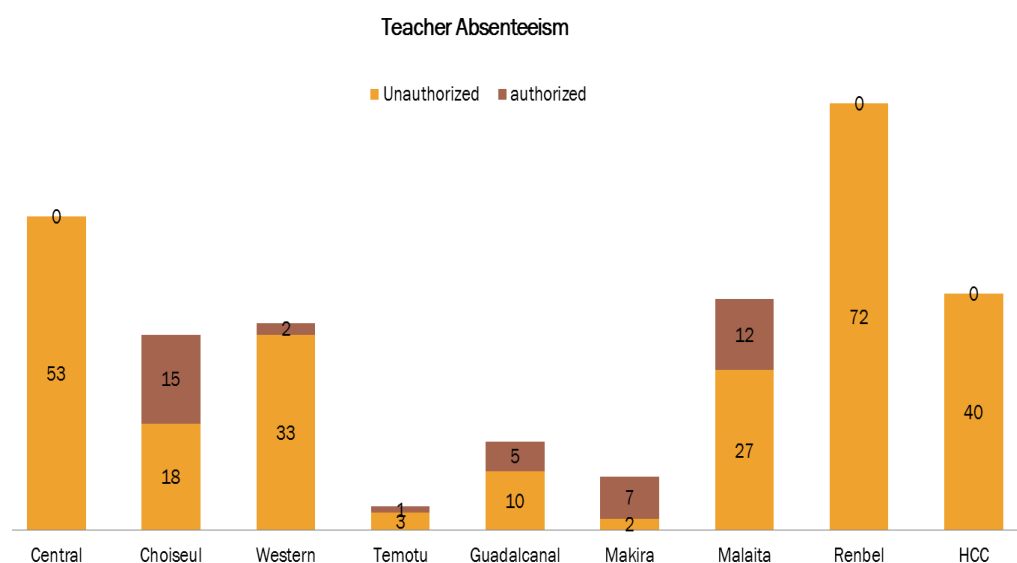
Source: SIEMIS

### EO Indicator 2.6 Teacher absenteeism by Province

There is no system to collect teachers who are absent from school however there are various means by which evidence is collected surrounding this area.

Inspectors have begun gathering data during the school visits and it has shown there are some significant issues in some schools.

**Figure 43. Teacher absenteeism in schools visited by Inspectorate Division, 2017.**



Source: Inspectorate Report, 2017.

- unauthorized leave records 15 days absent and more.(highest 50 days)

- Authorized leave records 15 days absent and more.
- Authorized leave: maternity, banking, attending school admin, compassionate leave. Always exceeds 15 days(40 days)
- Most schools started Classes in week 3 and 4 of term 1 and Week 2 in term 2

Teacher absenteeism means that classes do not have a teacher and thus do not have any ability to learn. Where this is left unmanaged it is a highly significant issue. Further, each week schools start or finish earlier than MEHRD regulates means additional weeks without learning.

### End Outcome 3. Improved Management

*Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved.*

#### EO Indicator 3.1 Number and percentage of schools receiving second grant annually.

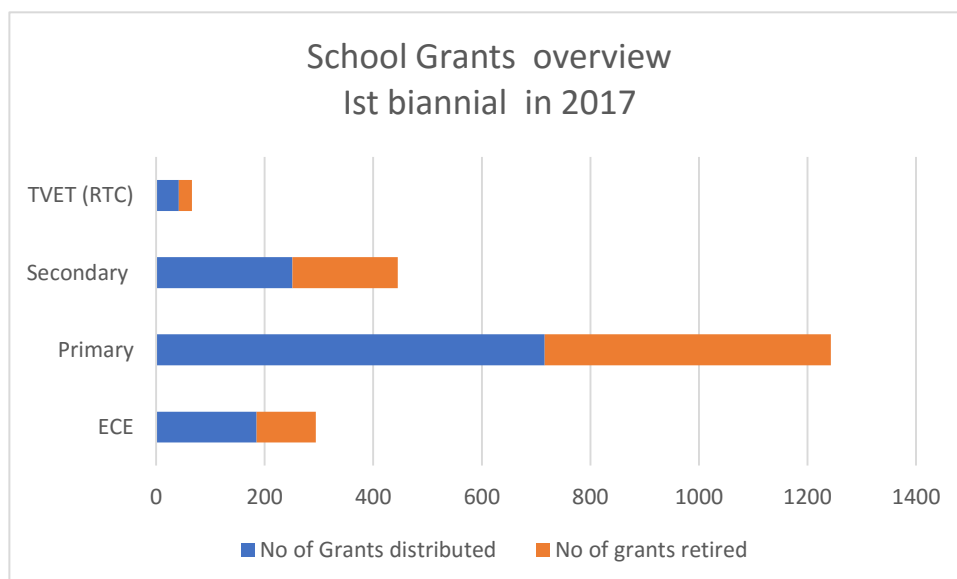
Schools receive grants twice a year and are required to retire each grant within a specified time frame. Schools who do not retire their first biannual grant are not able to receive the following year's grant at the commencement of the year. Schools must also be registered with MEHRD to receive grants.

**Table 54. School grants information, first biannual, 2017**

	Total Number Schools	No of Grants distributed	% grants distributed	No of grants retired	% retired
ECE	302	185	61.3%	109	36%
Primary	733	716	97.7%	527	74%
Secondary	282	251	89%	194	77%
TVET (RTC)	42	42	100%	24	57%

Source: MEHRD Grants Unit.

**Figure 44. School Grant Information, first biannual, 2017.**



1,194 schools received grants in 2017. Of those, 854 schools retired their grants. 340 schools did not retire their grants.

The majority of primary schools (97.7%) received first biannual grants in 2017. However, 26% (179) of those schools did not retire their grants in time. 89% of Secondary schools received grants with a slightly higher percentage of those schools retiring

grant than primary schools. 79 secondary school did not retire their school grants in 2017. Of the 61% of ECE centres who received their first grants, 64% (74) did not retire their grant in 2017. 43% (18) of RTCs did not retire their school grants.



This has implications for 2018 for the 340 schools who did not retire their grants. Grants can only be distributed to those schools who had retired their school grants by the required date.

### EO Indicator 3.2 Number and percentage of EAs receiving second grant annually.

Education Authorities receive grants twice a year and are required to retire each grant within a specified time frame. Education Authorities who do not retire their first biannual grant are not able to receive the following year's grant at the commencement of the year. Education Authorities must also be registered with MEHRD to receive grants.

**Table 55. EA Grant information, first biannual, 2017**

	Total Number of EAs	No of Grants distributed	% grant distributed	No of Grants retired	% retired
Government	10	10	100%	9	90.0%
Non-Government	19	19	100%	3	15.8%

Source: MEHRD Grants Unit

### EO Indicator 3.3 Public expenditure on education as a percentage of total SIG expenditure

This indicator measures the total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

**Table 56. Public expenditure on education of total SIG expenditure for 2016-2017**

	2016		2017	
	Estimated budget	Education expenditure as % of SI Expenditure	Estimated budget	Education expenditure as % of SI Expenditure
272	871,552,570.00	24.2%	1,198,288,453	29%
372	90,000,000.00		70,373,837.00	
472	77,000,000.00	6.5%	77,000,000.00	5%

Source: MEHRD Finance Department

### EO Indicator 3.4 Total expenditure on education as a percentage of GDP

1. Total public expenditure on education (current and capital) expressed as a percentage of the Gross Domestic Product (GDP) in a given financial year. This indicator shows the proportion of a country's wealth generated during a given financial year that has been spent by government authorities on education. For the year 2017, the total expenditure on education as a percentage of GDP is 13% of nominal GDP<sup>14</sup>.

### EO Indicator 3.5 Actual expenditure to budget

Total public expenditure (current and capital) compared to planned expenditure for any given financial year.

<sup>14</sup> MoFT, 2017.

### **Recurrent budget and expenditure (272)**

In 2017 the allocated SIG recurrent budget (272) for education was \$1,198,288,453. This is a slight increase from 2015 and 2016. The total actual expenditure under this line for 2017 was \$1,079,030,717 leaving a remainder of \$119,257,735 unspent. The activities for which the budget is spent to achieve results expected are shown in the detailed divisional budget table (appendix 2).

### **Overall budget and expenditure**

The table below shows the overall budget and expenditures for MEHRD over the 2015 to 2017 period. In 2017, the recurrent (272) budget increased from the other two years. There is a decrease for 2017 for donor funds compared to 2015 and 2016. Slow implementation of MFAT budget and the withdrawal of school grants by DFAT in 2017 had an impact. Grants to school by DFAT formed a significant component of the budget utilization in 2016, \$17M. For development budget, the amount is still maintained from 2015 and 2016. However, there is a drop in actual expenses. This is partly due to external revenue pressure within government. Some money is not spent in 2017 compared to the other years.

Table 57: MEHRD overall budget including actual expenses for 2015, 2016 and 2017

Year	272 Revised Budget	272 Actuals	% Expended
2015	799,603,681	756,866,837	95%
2016	975,774,378	882,525,384	90%
2017	1,198,288,453	1,079,030,717	90%
Year	372 Revised Budget	372 Actuals	% Expended
2015	122,266,716	98,927,432	81%
2016	90,000,000	58,051,989	65%
2017	70,373,837	30,019,851	43%
Year	472 Revised Budget	472 Actuals	% Expended
2015	82,000,000	80,892,184	99%
2016	77,000,000	73,657,232	96%
2017	77,000,000	61,325,652	80%

Source: MEHRD Finance Department

### **EO Indicator 3.6 Current allocation for per unit cost per education sector.**

Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education. This indicator shows how financial resources for education have been distributed across the different levels or stages of education (early childhood, primary, secondary, tertiary/vocational). It measures the relative emphasis of government spending on a particular level of education within the overall educational expenditure.

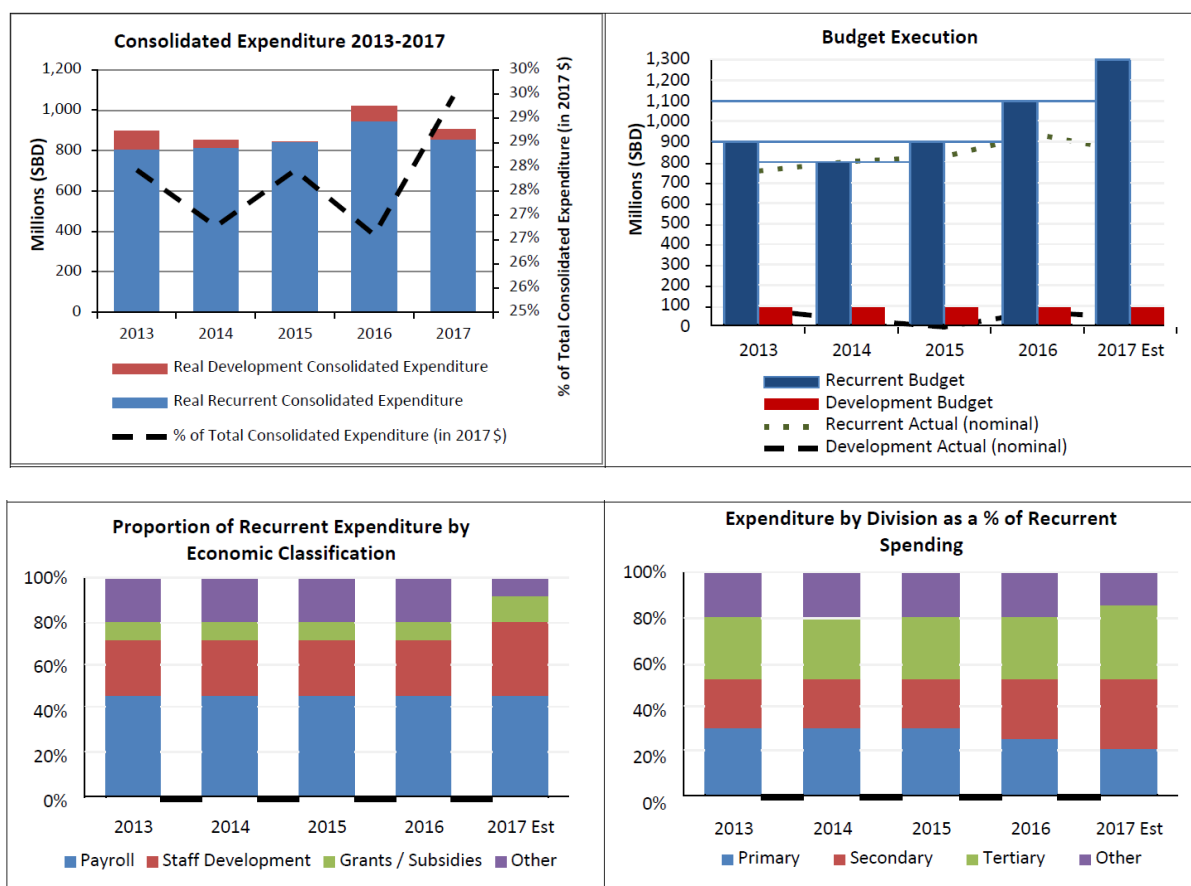
The main expenditure areas in MEHRD are administration, ECE, primary, secondary, TVET and Tertiary. All the actuals, percentages and proposed budget for 2018 are shown in the table below.

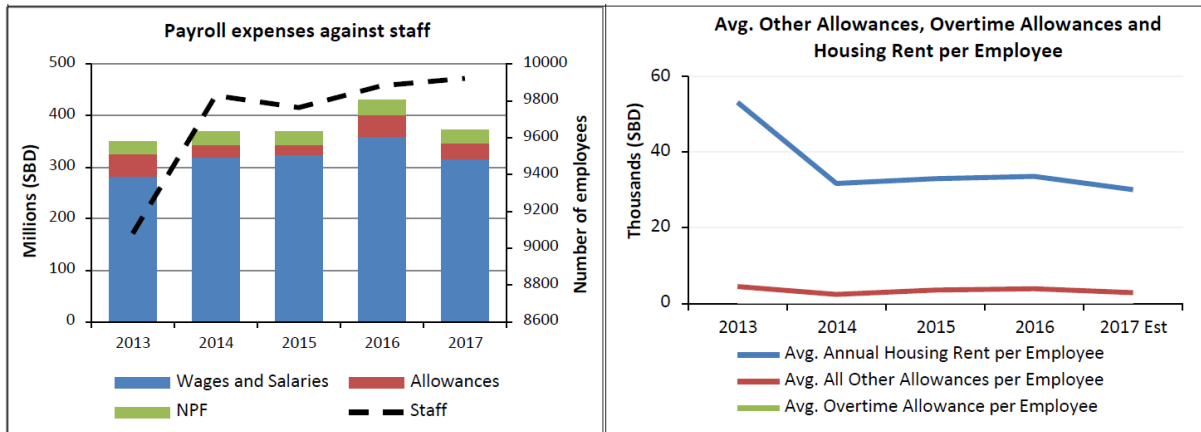
Table 58: MEHRD Key Sectors Expenditures for 2017

Charges attributable to sectors	2017				2018	
	Budget		Actual		Budget	
<b>Admin</b>	43,267,097	5%	35,305,093	5%	44,681,883	6%
<b>ECE</b>	21,596,007	3%	12,307,293	2%	24,108,800	3%
<b>Primary</b>	113,784,853	14%	84,946,369	13%	112,066,744	14%
<b>Secondary</b>	111,225,732	14%	86,974,679	13%	108,886,596	14%
<b>TVET</b>	9,131,650	1%	4,476,589	1%	11,953,197	2%
<b>Tertiary</b>	515,669,081	63%	425,489,225	66%	476,184,859	61%
<b>Total</b>	<b>814,674,420</b>		<b>649,499,248</b>		<b>777,882,080</b>	

Source: MEHRD Finance Department

MERHD total expenditure across key economic classification in its implementation of the NEAP from 2013 to 2017.





- Recurrent expenditure averaged 94.5% of real total MEHRD expenditure
- On average MEHRD expenditure has accounted for 27.7% of real total SIG consolidated expenditure
- Execution of the recurrent budget has averaged 87.8%, execution of the development budget has averaged 56.9%
- Spending on primary education has a decline growth of 10.7% while secondary and tertiary shows an increasing growth of 9.8% and 5.1% respectively. Spending on headquarter and other supporting divisions also decreased by 2.9% from 2013 and 2017.
- Payroll with an average of 45.0% constitutes the largest spending item by economic classification
- Payroll growth has averaged 5.9% year-on-year since 2013, against 3.4% growth in staff
- Other allowances per employee decline on average by 3.1% from 2013 to 2017
- In 2017 the annual housing rent per employee was SBD 30,090 which constituted a decrease of 11% from 2016
- As of 2017, MEHRD had 9,922 staff.

Source; Budget Strategy and Outlook Volume 1

Annex

End and Intermediate Outcome Results Framework

*End Outcomes Results Table*

End Outcomes	Performance Indicator	Baseline 2016	Target	MOV	Frequency	Responsibility
<b>Access</b>						
1. Girls and boys have safe and equitable access to complete education irrespective of social, economic or other status	1.1 Net Enrolment Rates by level and gender	ECE Total: 38.4% Female: 39.1% Male: 37.8% 5-year-old total: 43.9% Female: 44.7% Male: 43.1% Primary total: 92% Female: 91.6% Male: 92.5% Junior Sec. total: 40% Female: 42.1% Male: 38.6% Senior Sec total: 8.6% Female: 29.6% Male: 27.7%	2020 targets: Pre-primary: 46% Primary: 95% Junior Secondary: 42% Senior Secondary: 32%	SIEMIS School Survey	Annual PAR	Information Services SSU support
	1.2 Transition Rates by level and gender	Primary-JSS total 93% Female: 93.4% Male: 94% JSS to SSS total: 79% Female: 79% Male: 78.4%	2017-2018 transition rates for boy and girls from Year 6 to Year 7, and from Year 9 to year 10 improve from 2016 to 2017. (ESSP 2.1.2). 2020 targets: Primary to JSS: 95% JSS to SSS: 80%	SIEMIS Survey School	Annual PAR	Information Services SSU support

	1.3 Gross Enrolment Rates by level and gender	<p>ECE total: 59% Female: 60% Male: 59%</p> <p>Pre-Primary total: 69.1% Female: 70.4% Male: 67.8%</p> <p>Primary total: 117 % Female:116.6% Male: 118.6%</p> <p>Junior Sec total:75% Female: 75.5% Male: 74.4%</p> <p>Senior Sec total: 36% Female: 35% Male: 37%</p>	<p>2020 targets: Pre-Primary 71% Primary 110% Junior Secondary 77% Senior Secondary 38%</p>	SIEMIS Survey	School	Annual PAR	Information Services SSU support
	1.4 Gender Parity Index by level	<p>ECE 0.96 Primary: 0.98 Junior Sec: 1.01 Senior Sec: 0.88</p>	<p>2020 targets: PPY (5 Year old's): 1.00 Primary: 1.00 Junior Secondary: 1.00 Senior Secondary 0.9</p>	SIEMIS Survey	School	Annual PAR	Information Services SSU support
	1.5 Survival Rate by year level and gender.	<p>PPY: Female: 100% Male: 100%</p> <p>Year 1: female:90.2%, male:89.9%, Year 2: female 83%, male: 85.6%, Year 3: female: 81.9% male: 83.6%, Year 4: female 77.7% male: 78%, Year 5: female: 72.5% male: 72.3%, Year 6: female</p>		SIEMIS Survey	School	Annual PAR	Information Services SSU support

		66.7% male: 62.9%, Year 7: female: 62.4% male: 56.1%, Year 8: female 59.3% male: 50%, Year 9: female 55% male 46.3%, Year 10: female 43.2% male 36.1%, Year 11: female 38.7% male 32.4%, Year 12: female 23.6% male 19.1%					
	1.6 Gross intake rate (GIR) in primary and lower secondary by level and gender.	Follow-up information in PAR 2016		SIEMIS survey	School	Annual PAR	Information Services SSU support
	1.7 Net intake rate (NIR) in primary and lower secondary by level and gender.	Female 128% Male 141%		SIEMIS survey	School	Annual PAR	Information Services SSU support
	1.8 Percentage of children over-aged for primary and lower secondary by gender.	ECE total 56.6%, female 56.3% male 56.9% Primary total 91.8% female 91.5% male 92.2% Junior secondary total 88.4% female 85.4% male 91.4%, Senior Secondary 92.9%, female 92.2% male 93.6%.		SIEMIS survey	School	Annual PAR	Information Services SSU support

	1.9 Age specific enrolment rate for age 3, 5 and 6 by gender.	Age 3 total 37.7%, female 39.5% male 36%  Age 5 total 68.5%, female 69.2% male 67.8%  Age 6 total 86.6%, female 91.2% male 82.3%		SIEMIS survey	School	Annual PAR	Information Services SSU support
	1.10 Repetition Rate by level, gender and province	PPY: female 9.5% male 10%, Year 1: female 7.8% male 8.1%, Year 2: female 7.6% male 8.4%, Year 3: female 6.1% male 8%, Year 4: female 6.4% male 6.9%, Year 5: female 6.5% male 7.3%, Year 6: female 2.6% male 3.6%, Year 7: female 0.6% male 0.7%, Year 8: female 1% male 1.4%, Year 9: female 1.8% male 1.6%, Year 10: female 0.7% male 0.7%. Year 11: female 1.5% male 1.5%, Year 12: female 0.3% male 0.3%		SIEMIS survey	School	Annual PAR	Information Services SSU support



	1.11 Dropout Rate by level, gender and province	PPY: female 8.9% male 9.1%, Year 1: female 7.3% male 4.4%, Year 2: female 1.3% male 2.1%, Year 3: female 4.8% male 6.2%, Year 4: female 6.2% male 6.8%, Year 5: female 7.5% male 12%, Year 6: female 6.4% male 10.5%, Year 7: female 4.9% male 10.7%, Year 8: female 7.1% male 7.3%, Year 9: female 21.2% male 21.7%, Year 10: female 10.2% male 10.2%, Year 11: female 38.5% male 40.3%, Year 12: female 82.5% male 76.3%		SIEMIS survey	School	Annual PAR	Information Services SSU support
	<b>Quality</b>						
2. Girls and boys receive quality education with relevant and effective outcomes	2.1 Percentage of students achieving at or above the expected level. (SISTA)	Year 4 Literacy: 75.6% Year 4 Numeracy: 76.3% Year 6 Literacy: 61.5% Year 6 Numeracy: 90.5%	2020 targets: Year 4 Literacy: 80% Year 4 Numeracy: 80% Year 6 Literacy: 64% Year 6 Numeracy: 94%	SPC external report		Annual PAR	National Exam and Assessment
	2.2 Early Grade Reading Assessment (EGRA) results	<b>Refer to SIEGRA report section.</b>		SIEGRA Report		Annual PAR	National Exam and Assessment

	2.3 Percentage of certified teachers by gender	Pre-primary Primary Total: 65.6% Male: 35.2% Female: 30.4%  Secondary Total: 82.2% Male: 52.8% Female: 29.4%  TVET Total: 72% Male: 47.4% Female: 24.6%	2020 targets: Primary Total: 85% Secondary Total: 90% TVET Total: 80%	SIEMIS AURION	Annual PAR	Information Services SSU support
	2.4 Placement Rates (6 to 7, 9 to 10, 11 to 12, 12 to 13)	SISE: 90.9% SIF3: 61.8% SISC: 33.7% PSSC: 18%		ATLAS	Annual PAR	National Exam and Assessment
	2.5 Number of Graduates Year 10 & 12 by gender			SIEMIS	Annual PAR	National Exam and Assessment
	2.6 Teacher: Pupil ratio by Education level	ECE: 18.9 PS: 24.4 CHS: 28.8 PSS: 30.9 NSS: 26.2		SIEMIS School Survey	Annual PAR	Information Services SSU support
	2.7 Teacher absenteeism by level	Teacher absenteeism estimated to be over 20%		Inspectorate Report	Annual PAR	Education Authority Performance & Evaluation
<b>Management</b>						

Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved	3.1 Number and percentage of schools receiving second grant annually.	2017 first biannual data: ECE: 61.3% Primary: 97.7% Secondary: 89% TVET: 100%		Grants Unit	Annual PAR	School Grants Education Authority Performance & Evaluation
	3.2 Number and percentage of EAs receiving second grant annually.	2017 first biannual data: Government EAs: 100% Non-government EAs: 100%		Grants Unit	Annual PAR	School Grants Education Authority Performance & Evaluation
	3.3 Public expenditure on education as a percentage of total SIG expenditure (ESSP 4.1.1)	272: 24.2% 373: x 472: 6.5%	At least 23% of SIG national recurrent budget allocated to education.	AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance Dep't
	3.4 Total expenditure on education as a percentage of GDP (ESSP 4.1.1).	2017 data: 13%		AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance dept.
	3.5 Actual expenditure to budget.	272: 91% 372: 65% 472: 96%		AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance dep't
	3.6 Recurrent allocation for per unit cost per education sector.	ECE: 4.8% Primary: 29.4% Secondary: 33.6% TVET: 2.3% Tertiary: 28.2%	Allowing for inflation the 2017 recurrent allocation for the per unit cost of primary and junior secondary education is at least	MEHRD Finance Report MOFT Finance Report	Annual PAR	MOFT MEHRD Finance dept.

			equal to the 2016-unit cost.			
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*Intermediate Outcome Results Table*

EOPO	M&E Intermediate Outcome	M&E Indicators	Baseline (2015)	M&E Targets	MOV	Frequency	Responsibility
Access	IO1.1 Children complete basic education, inclusive of PPY	IO.1.1.1 Strategy developed and implemented for 3-4-year old's	NER for 3-4 years old is 31% (Boys 30%, Girls 31%). Total participation rate of 5 y-o is 63% of which in Prep is 23% (Boys 62%, Girls 23%) Activity in ECCE is difficult to measure as there are inadequate statistics about the number of ECCE centres and students. No mapping has occurred that identifies current or priority locations for ECCEs Centres	Strategy presented and endorsed by SMT by 2018. Implementation Plan prepared, endorsed and funded by 2019.	SMT Report Review of strategy and planning documents	Annual	USCS: Information Services USNES: Standards
Access	IO1.1 Children complete basic education, inclusive of PPY	IO1.1.2 Number of licensed and functioning ECCE Centres	Many centres do not comply with MEHRD minimum standard requirements. No harmonised system is used to measure quality in ECCE.	At least 50% of community ECCE Centres are licensed and apply National Standards in their programmes by 2020.	EAPE Quarterly Progress Report Evaluation Study USEAS: EAP&E report to SMT	Annual	EA Performance & Evaluation  Inspectorate
Access	IO1.1 Children complete basic education,	IO1.1.3 Number of licensed community ECCE Centres applying National Standards.	No recognised and agreed standards in place.	At least 50% of community ECCE Centres are licensed and apply National Standards by 2020.	EAPE Quarterly Progress Report Inspectorate Reports Evaluation Study	Annual	USEAS: EAP&E Inspectorate

	inclusive of PPY				USEAS: EAP&E report to SMT		
Access	IO1.1 Children complete basic education, inclusive of PPY	IO1.1.4 Number of Primary Schools offering the new pre-primary year for 5-year old's	88% of Primary School have Prep Classes	90% of Primary Schools offer the new pre-primary year for 5-year old by 2020.	SIEMIS PAR	Annual	NES/ Standards
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.1 Number of schools operational by sector.			SIEMIS	Annual	School Grants EA Performance & Evaluation SI
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.2 Number of classrooms by sector and type.			SIEMIS School Survey Inspectorate reports EA PE reports	Annual	SI EAPE

Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.3 Number of functioning boarding facilities.	Analysis from exam demand and placement statistics suggest that the lack of boarding facilities is limiting the passage from JS to SS for each cohort (approximately 1,017 students of which 674 are girls). The passage from PE to JS seems to be balanced but lack of boarding facilities may restrict girls access to National or Provincial Schools		SIEMUS School Survey Inspectorate reports EA reports	Annual	AMD EA Performance & Evaluation
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.4 Decrease in the number of overage students by primary and JS by gender.	Large population of overage students across the system (19% in PE and 45% in JSE). The problem starts at prep where 5-15% of students are forced to repeat Prep, late entrant students are forced to start at Prep despite being 9-11 years old	The number of overage students <7% in PE and <25% in JS by 2020	SIEMIS School Survey	Annual	Information Services Inspectorate
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.5 Number of schools with clean safe water supplies by sector.			SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.6 Number of functional toilets in schools by sector and gender.			SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS

Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.7 Toilets: Pupil ratio by gender.			SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS
Quality	IO2.1 More teachers using new improved curriculum	IO2.1.1 Number and percentage of teachers with adequate teaching resources.			SIEMIS Quarterly Progress reports from: Learning Resources Inspectorate reports Teacher PD Reports Literacy & Numeracy Reports	Quarterly	Learning Resources
Quality	IO2.1 More teachers using new improved curriculum	IO2.1.2 Pupil: Text Book ratio	The textbook distribution system in Solomon Islands does not function optimally, leading to delays, over expenditure and misuse of textbooks. The overall textbook provision system is also quite expensive, mainly due to the high unit cost of books produced by non-competitive processes. Distribution dates are very erratic: between February and August. Sometimes one year is skipped, and schools don't get any textbook distribution for two years.		SIEMIS School Survey Inspectorate Reports	Annual	Information Services Inspectorate

Quality	IO2.1 More teachers using new improved curriculum	IO2.1.3 Number and percentage of teachers using the new curriculum by sector.	No new Curricular developed/implemented. Design is inefficient and takes on average over 6 years to develop new curricula. Implementation of new curricula and other teaching improvement reforms is arbitrary and not monitored. Curriculum implementation and monitoring is weak, with undefined roles for the Inspectorate and Education Authorities. The current system does not have the capacity to deliver (by 2030) s the volume of in-service re-training that would be required by the introduction of the projected curricular reforms programmed for Prep, PE, JSE and SSE		EA reports Inspectorate reports Curriculum reports Evaluation/assessment report	Quarterly	Curriculum Inspectorate
Quality	IO2.2 Teachers using assessment for learning strategies.	IO2.2.1 Number and percentage of teachers using assessment for learning system.	The quality and efficiency of the In-service training system to support assessment for learning has been a recurring issue in many NEAPS. Implementation of teaching improvement reforms is arbitrary and not monitored.		Inspectorate reports Evaluation/Assessment report	Quarterly	Inspectorate
Quality	IO2.3 Teachers using child-centred teaching strategies	IO2.3.1 Number and percentage of teachers meeting agreed Standards	No agreed Teacher Standards developed or utilised for performance measurement, management & improvement.		Standards reports	Quarterly	Standards EAPE



Quality	IO2.4 Teachers using quality literacy and numeracy strategies	IO2.4.1 Number of students achieving minimum learning outcomes of the new curriculum. (ESSP 1.1.2).	Despite good initial progress, MEHRD has not managed to develop a capacity for curriculum design that can cope with the demands of the education system with reasonable costs and delivery times.		NEAD National Examination result reports	Annual	NEAD SSU Inspectorate
Management	IO3.1 Schools show improvements against agreed Standards.	IO3.1.1 Number of schools that meet new Standards.	School management overall is not working well. High turnover of principals (up to 50% in some provinces) mainly due to the school community demanding a replacement. School management is currently not monitored using measurable performance standards and targets		Standards reports	Quarterly	Standards EAPE
Management	IO3.1 Schools show improvements against agreed Standards	IO3.1.2 Number of school leaders that meet Standards.	No agreed School Leader Standards developed or utilised for performance measurement, management & improvement.		Standards reports	Quarterly	Standards
Management	IO3.1 Schools show improvements against agreed Standards	IO3.1.3 Number of School Boards that meet new Standards.	Schools Boards are not functioning for most of Schools (no official baselines are available). No agreed School Board Standards developed or utilised for performance measurement, management & improvement		Standards reports	Quarterly	Standards EAPE and EACI

Managem nt	IO3.2 Education Authorities operate to agreed Standards.	IO3.2.1 Number of EAs that meet new Standards.	Education Authority low capacity and service delivery is not allowing them to perform their duties. EA management is not monitored using measurable management performance standards and targets. Their roles and responsibilities are not clear in several areas and overlap with other MEHRD functions It is not clear that Education Authorities are appropriately funded to undertake their duties.		Standards reports	Quarterly	Standards EACI and EAPE
Managem nt	IO3.2 Education Authorities operate to agreed Standards	IO3.2.2 Number of PEAs that produce quarterly reports in a timely manner and appropriate format.	There is inadequate coordination at the provincial level to achieve national education goals.		PEA quarterly reports. Review and analysis of report MEHRD quarterly reports	Quarterly	EAPE
Managem nt	IO3.3 MEHRD capacity at institutional, organisatio nal and individual levels strengthen ed.	IO3.3.1 Improved MEHRD planning and reporting systems and processes	Many of the core management functions of MEHRD are not functioning well. MEHRD does not have the capacity to run some key functions without the external support of technical assistants. A new organisational structure has been approved but the key functions in this area are not fully operational.		Review and analysis of quality MEHRD planning and reporting products.	Annual	SSU

## Sources

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Budget Strategy and Outlook Volume

EAPE EA Capacity report, 2017

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MEHRD Corporate Profile, 2017

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Pacific Islands Literacy and Numeracy Results, 2015

Solomon Islands Early Grade Reading Assessment, 2017

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Solomon Islands Standardized Test Achievement Results, 2015

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UNESCO Metadata for global and thematic Indicators, SDG4 and Education 2030

World Teachers Day, survey report, 2017