Solomon Islands Government

Ministry of Education and Human Resources Development

Annual Report 2017

FOREWORD FROM PERMANENT SECRETARY

I am pleased to inform our readers, all Education stakeholders, Ministry of Education and Human Resources Development (MEHRD) Management, Heads of Departments (HODs) and Staff, Education Authorities, Donor Partners, Non-Government Organizations (NGOs), Schools and the general public, about the activities that MEHRD carried out in 2017.

The year 2017 was the second year MEHRD had implemented the National Education Action Plan (NEAP) 2016 – 2020. It is a medium term plan of five years that translated the long term 2016-2030 Education Strategic Framework into five year implementable plans. It sets in motion activities designed to achieve the intended goals set for the five (5) years cycle with manageable resources. All the designated education key players have continued to work tirelessly to achieve the goals and objectives which have been centred on improving access and completion of education, on improving quality and relevance of Education and on improving the management of education resources at the National, Education Authority (EA) and School levels.

Although 2017 has seen many achievements there are many lessons that have been learned from challenges faced during the year. These lessons will be utilised to create opportunities for improvement in MEHRD services. During 2017 each HOD reported quarterly. In those reports they highlighted the issues that were preventing them from progress of activities. An analysis of these showed eight inter-related areas for improvement in financial management, human resources, results based planning and reporting, interdivisional and MEHRD and Education Authority Coordination, project management, enabling frameworks and enabling legislative reform.

Meanwhile in appreciation of the aforesaid achievements, I would like to acknowledge the education key players, Education Authorities, universities and schools, and resource people who have supported the Ministry. My sincere thanks also go to the Development Partners in the country, especially the Australia Aid Program (AAP) and New Zealand Aid Program (NZAP) and other NGOs who have provided financial and technical support. Without your invaluable support MEHRD would not achieve its goals in 2017.

Lastly I wish to acknowledge my fellow colleagues, MEHRD Management, Technical Advisors, HODs and Department staff for their tireless effort in carrying out the day to day activities of MEHRD to achieve the NEAP 2016 – 2020 goals and objectives.

It is my humble request that you join me in celebrating the achievements of the year 2017 and look forward to another productive year in 2018.

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

Ministry of Education and Human Resource Management

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Ministry of Education and Human Resource Management

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ABBREVIATIONS

AMD	Asset Management Division	NEAP	National Education Action Plan
AWP	Annual Work Plan	PEAP	Provincial Education Action Plan
CHS	Community High School	PMP	Performance Management Progress
DFAT	Department of Foreign Affairs	SIG	Solomon Islands Government
EA	Education Authority	RTC	Rural Training Centre
EA C&I	Education Authority Coordination and Improvement	PPY	Pre Primary Year
EA P&E	Education Authority Performance and Evaluation	SIDPS	Solomon Islands Development Project Solutions
ECCE	Early Childhood and Care Education	SINF6SC	Solomon Islands National Form 6 School Certificate
ECE	Early Childhood Education	SINU	Solomon Islands National University
EMIS	Education Management Information System	SISC	Solomon Islands School Certificate
ESL	Early School Leaving	SISE	Solomon Islands Secondary Entrance
HRD	Human Resources Development	SISTA	Solomon Islands Standard Test of Achievement
HRMIS	Human Resources Management Information System	SMT	Senior Management Team
ICT	Information Communication Technology	SSS	Senior Secondary School
ICTSU	Information Communication Technology Support Unit (MoFT)	TiT	Teacher in Training
ISD	Information Service Department	TOR	Terms of Reference
JSS	Junior Secondary School	TSD	Teaching Service Division
LPMU	Literacy Program Management Unit	TVET	Technical Vocational Education Training
MEHRD	Ministry of Education and Human Resources Development	USP	University of the South Pacific
MoFT	Ministry of Finance and Treasury		
MELP	Monitoring, Evaluation, and Learning Plan		
MFAT	Ministry of Foreign Affairs and Trade		

1. INTRODUCTION

The intent of this Annual Report is to capture, report and share achievements, challenges and progress during 2017 towards the NEAP 2016-2020. This report describes MEHRD as an education organisation, how it operates, what it is striving to achieve, and how it progressed during the year. Also included are ways we can improve.

Please note that based on the NEAP Results Framework (see appendix 2), this Annual Report is focused on Key Output level. Details reporting of the outcome levels are to be found in our Performance Assessment Report 2017.

OUR PURPOSE

The Ministry of Education and Human Resources Development (MEHRD) of the Solomon Islands Government provides leadership and direction for delivering education outcomes for the people of Solomon Islands. It has a clear vision and goals to advance the education sector over the next 15 years. The desire to improve the education sector in the Solomon Islands resulted in MEHRD producing a long-term Education Strategic Framework (ESF) 2016-2030 and a related five-year medium term National Education Action Plan (NEAP). These MEHRD plans are aligned to and embrace the SIG National Development Strategy 2016-2035.

Work to achieve the goal of All Solomon Island Children Completing a Quality and Relevant Education is through three key change processes or 'pathways of change' to achieve the three overarching goals of the education sector of:

➢ Increased Access
➢ Improved Quality
➢ Improved Management

The purpose is to provide leadership and stewardship to create an education system in Solomon Islands that is equitable and strives for quality. The MEHRD Education Sector Framework provides the foundation for strategic planning, actions and evidence-based reporting. There are clear and shared descriptions of the positive changes expected and a road map on how to get there.

OUR VISION AND GOALS

MEHRD's vision is 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 is envisaged a united and progressive society in which all 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 of all educational institutions. To this end, we strive for:

➢ Equitable access for 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.
➢ Full completion of quality and relevant basic education (primary and junior secondary) for all children in the Solomon Islands.

- 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, relevant employment and entrepreneurship.
- Establishment of a comprehensive, integrated system of Tertiary Education which provides quality education and relevant skills for employment, relevant employment and entrepreneurship.
- Strengthened multi-stakeholder approaches to extend adult literacy and gradually introduce lifelong learning approaches to education and training.
- Well managed education resources in an efficient, effective and transparent manner so that access and quality goals are promoted.

WHAT WE DO

- Provide training for all people of the Solomon Islands with varying ages in the sub-sectors of Education; ECE, Primary, Secondary, TVET/Tertiary, and at the community level.
- Provide both in-service and pre-service training to teachers of the various education sub-sectors to build their professional capacities to improve teaching and learning for a quality education;
- Manage the curriculum and financial resources allocated to the Education Authorities (EA) and schools.
- Manage human resources at the National, Provincial, EA, and school levels to effectively implement the goals and outputs of the National Education Action Plan (NEAP)
- Support the provision of National and Provincial Education services in line with the Education (MEHRD) National budget and
- Work closely with Development Partners and other NGOs in pursuit of our National Education Goals.

HOW WE FUNCTION

The Ministry has undergone an organisational transformation in 2017. The structural change was required to ensure we are well equipped to implement the strategies in the NEAP and ultimately to achieve our long-term goals. Much needed improvements to business systems, operational processes, and performance measurement techniques to provide the foundation for continuous improvement of our education system are key components of this reform. We are doing this by:

- Assessing the integrity and efficiency of workflow across the organization including the effectiveness of application systems to meet current and projected requirements.
- Selecting and implementing software applications critical to the Ministry's efficiency in terms of public service delivery.
- Improving financial organization and processes to determine appropriate analysis to support the critical, tactical and operational decisions being made, and to provide timely and accurate information to stakeholders.
- Analysing key financial performance indicators and provide analysis of these to support management to achieve planned results.

The table below outlines our current organisational structure.[1]

Figure 1: MEHRD Organisational Structure 2017

SOLOMON ISLANDS

MINISTRY OF EDUCATION and HUMAN RESOURCES DEVELOPMENT
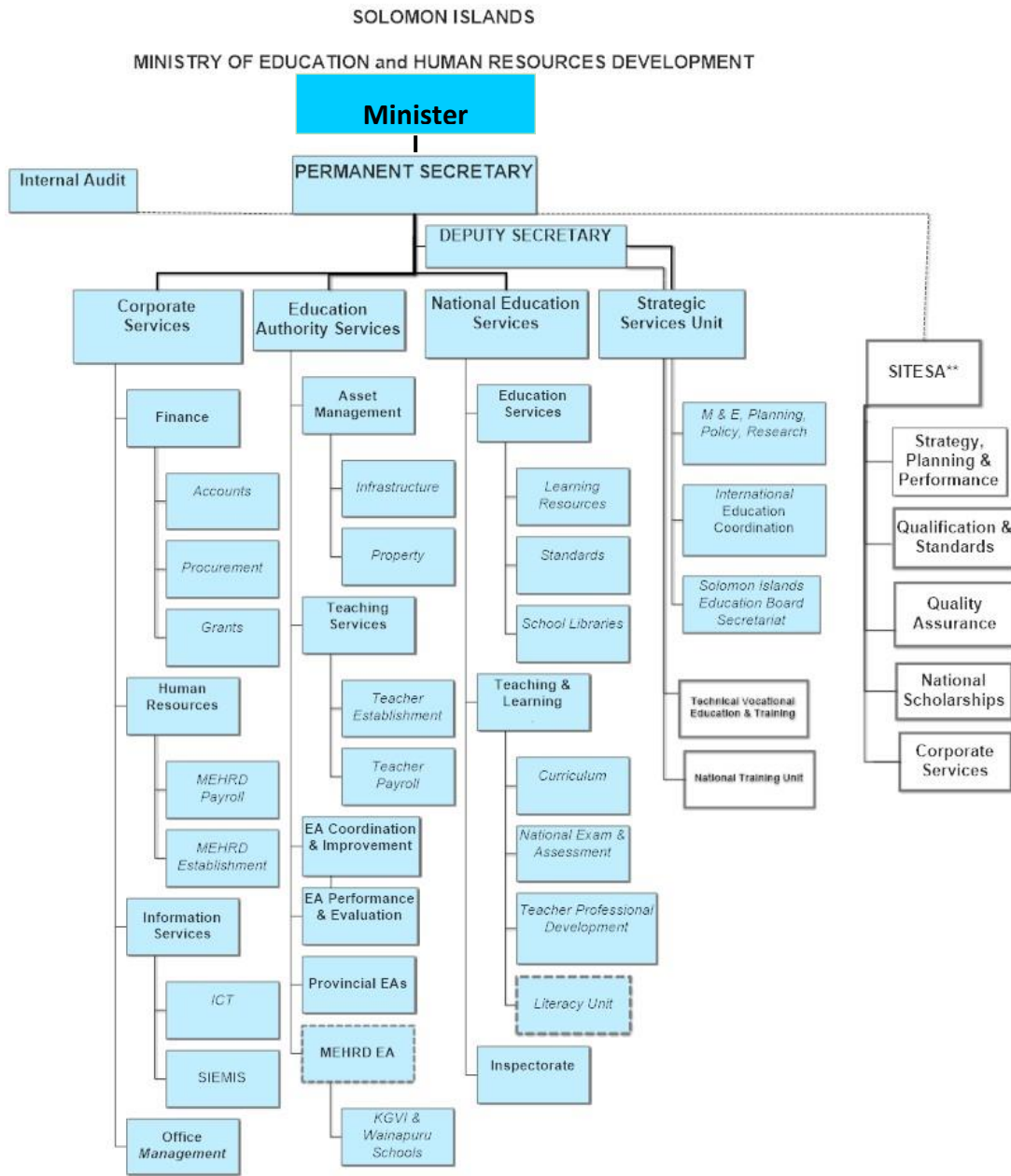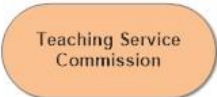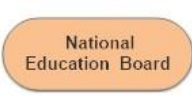
Source: MEHRD Corporate Profile

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[1] This structure will undergo further refinement at the beginning of 2018.

OUR PEOPLE

MEHRD employs 255 people across multiple locations. 174 are located in MEHRD in Honiara with 59 being in Provincial Education Offices.

 62% of all employees are male.

Table 1. MEHRD Establishment, 2017.

MEHRD STAFF		
Location	**Female**	**Male**
MEHRD Headquarters	76	107
KGVI Secondary School	6	7
Waimapuru Secondary School	3	7
Choiseul EA		5
Central Province EA	3	1
Guadalcanal P EA	3	1
Honiara City Council EA	1	3
Isabel EA		5
Malaita EA	2	9
Makira/Ulawa EA	1	3
Renbel EA		3
Temotu EA	1	3
Western EA	1	4
Total	**97**	**158**

Source: 272-Ministry of Education and Human Resources Development

EDUCATION SYSTEM STRUCTURE

Figure 2: Solomon Islands Education system structure

Official Age:	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
Class:	Pre Primary	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
Year of Education:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Education Level:	ECE			Primary					Junior Secondary			Senior Secondary		
				Basic Education										
School Types:			Primary School											
			Community High School											
								Provincial Secondary School						
								National Secondary School						

Source: MEHRD Corporate Profile

The structure of our education system illustrated above is arranged in the following way:

- ➢ **3 & 4 year olds:** Education for children under the age of 5 will be the responsibility of the community.
- ➢ **Primary Education 6 -11 year olds:** Primary education commences with year one for students aged 6 years old and finishes in year six.
- ➢ **Junior Secondary 12- 14 year olds:** Junior secondary education is from year's seven to nine, for students aged 12-14.
- ➢ **Basic Education:** Pre-primary through to year nine (5 to 14 year olds). It is the intention that all students will have complete full basic education. Pre Primary Year (PPY) 5 year olds**:** The first official year of education will be pre-primary. Students will commence at the age of 5. This year will be focused on developing the foundations of learning, conducted in vernacular using an 'Early Childhood' approach.
- ➢ **Senior Secondary Education 15- 18 year olds:** Years ten to thirteen were previously named forms 4, 5, 6 & 7. It is considered post-basic education. This sector comprises both Provincial and National Secondary Schools
- ➢ **Tertiary Education:** Post year 13 is considered tertiary education. In 2017 an Act of parliament approved the formation of the Solomon Islands Tertiary Education and Skills Authority (SITESA). SITESA will commence as a separate entity during 2017. This body will manage policy direction, strategic planning, funding, labour market and management of scholarship programs in the tertiary sector. The introduction of National Qualification Framework (NQF) is part of major structural reform in this sector. [2]

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[2] Education Strategic Framework 2016-2030

1. 2017 AT A GLANCE

OUR SUCCESSES…

ACCESS

More children had access to early childhood education

15,004   **14,543**

8% Increase

More primary and senior secondary children attended school in 2017

69,649   64,648

Primary

2% Increase

9,992   9,152

Senior Secondary

3.6% Increase

More classrooms and school facilities were built

30 Classrooms

6 Primary Schools

3 secondary schools

24 Science labs

24 Secondary Schools

4 Dormitories

1 Secondary School

2 Ablution blocks

1 Secondary School

22 Staff houses

1 RTC, 2 Primary Schools

2 Secondary Schools

9 Home Economics Labs

9 Secondary Schools

11 Technology Workshops

1 RTC, 10 Secondary Schools

16 Science labs under construction

16 secondary schools

More young people are accessed further education through scholarships

1,461 Male   1,295 Female   *33+% Increase*

2,756 Scholarships

The gender balance is improved in 2017

51%   49%   52%   48%

Early Childhood Education   **Primary**

50%   50%   52%   48%

Junior Secondary   **Senior Secondary**
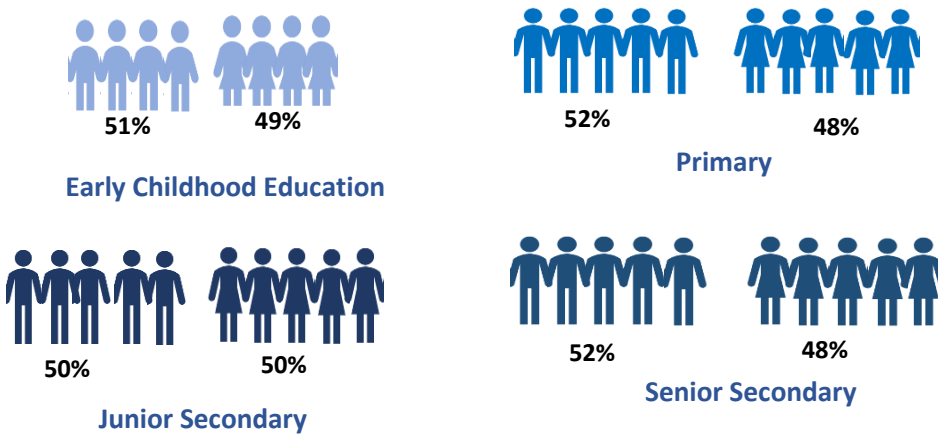
In 2017, more girls than boys enrolled in each sector (compared to 2016)

1,009   1,148   1,194   1,444

Early Childhood   **Primary**

-335   401   153   508

Junior Secondary   **Senior Secondary**
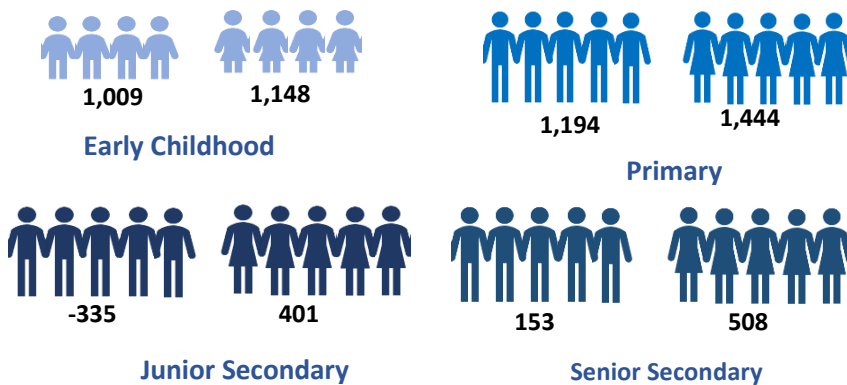
QUALITY

Current number of teachers employed in all sectors

| 1,325 | 5,205 | 2,056 |
| ECE | Primary | Secondary |
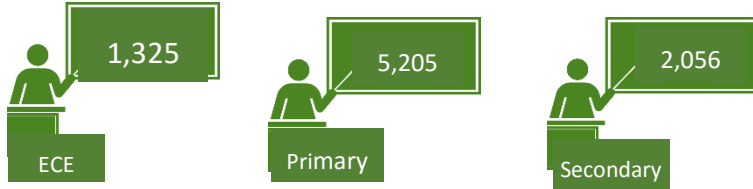
The placement rate at each exam

Year 6   100%   **Year 9   80%**   **Year 11   40%**   **Year 12   17%**

Many educators attended professional development and training activities in 2017

1,440 people attended professional development.

807
Male

633
Female

MANAGEMENT

The number of students being educated and funds spent on education for ECE, Primary, and Secondary

216,137 Students

$ 649,499,248
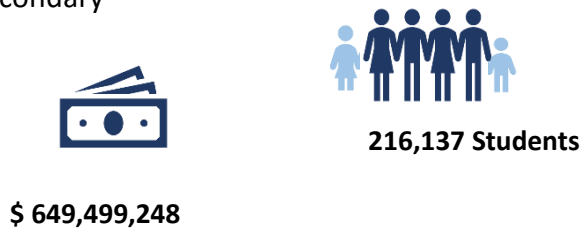
More young people continued to higher education on scholarship

$ 425,489,255

2,756 Scholarship students

Significant Recurrent funds went to school in the form of grants.

ECE **$ 1,955,050**

(2.4%)

Primary **$ 52,831,680**

(6.5%)

Secondary **$ 71,716,376**

(8.8%)

Significant Recurrent (272), Support Funds (372) and Development Funds (472) were spent on school infrastructure

Infrastructure **$ 20,863,894.38**

1.6%

BUT ……….

➢ **Too many children are starting school at an older age than expected or are repeating grades and leaving school before the end of a basic education (year 9)**

6-9 % of students in every class from PPY to year 5 repeated

12% of year 5 and 6 students dropped out

15 % of year 8 dropped out

24 % of year 9 students dropped out

➢ **There is an imbalance in expenditure between education sectors**

ECE + Primary + Secondary

$ 224 million

216,137 students

Tertiary

$425 million

2,756 students

➢ **Teachers and students do not have enough learning resources**

2. PATHWAYS FOR CHANGE – HOW WE EXPECT EDUCATION REFORM TO HAPPEN

MEHRD has a clear shared view on how we think education improvement will happen during this current NEAP period (2016-2020). We refer to the change pathways as our Theory of Change (ToC). The ToC provides the basis for planning, monitoring, evaluation and reporting by clearly describing expected results - what and how MEHRD contributed to the results and therefore, what MEHRD will measure and report. The chart below is a diagrammatic version of our ToC.

Pathway 1: Increased 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.

Pathway 2: Improved 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 will form the basis for achieving improvements. This will be 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 assessments to develop improvement strategies.

It is also anticipated that the expected improvements in the quality of education will act as a 'driver of demand' i.e. act as an incentive for parents and community to encourage more children to attend school.

Pathway 3: Improved Management of Education

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 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.

It is expected that MEHRD outputs will contribute to embedding good management systems and practices at school, Education Authorities and MEHRD, enabling education outcomes to be achieved.

Figure 3: NEAP overall theory of change
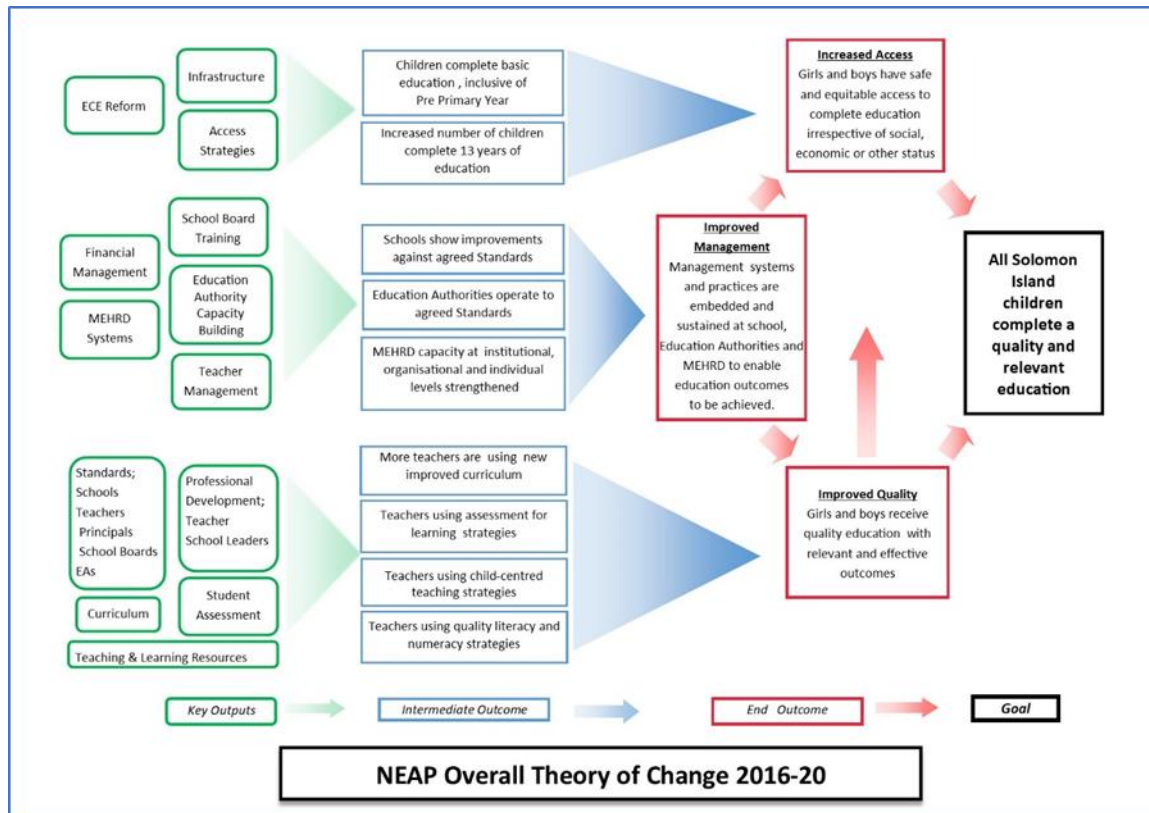
Source: Monitoring, Learning and Evaluation Plan, 2017

3. OUR KEY ACHIEVEMENTS

This section outlines our key achievements during 2017 and how we have delivered key government priorities and education reform initiatives embedded in the NEAP 2016 - 2020. The findings are shaped around our three long term education outcomes:

1. Girls and boys have safe and equitable access to complete education irrespective of social, economic or other status.
2. Girls and boys receive quality education with relevant and effective outcomes.
3. Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved.

These high-level outcomes are supported by a comprehensive set of performance measures and indictors across all MEHRD activities set out in the MEHRD Results Framework. Evidence against each indicator is collected and analysed and forms the substance for this report.[3]

CHILDREN COMPLETE BASIC EDUCATION, INCLUSIVE OF PRE-PRIMARY YEAR

Reforming early childhood education

It is the right of all Solomon Island children to have access to quality early childhood development and pre-primary education. It is our intention to ensure this happens. We need to understand how our education system can continue to advance so that our dream of all children starting and completing their basic education becomes real. This is to be achieved through a reform program lead by the ECE unit in MERHD with many progressive activities towards this target already completed.

This year the Ministry completed an ECE Road Map as the key document to create a pathway for reorganisation and improvement. This materialised through consultations undertaken in Malaita, Makira, Choiseul, Guadalcanal, Honiara and Western Province. Another consultation was done with other key stakeholders. The team also carried out an awareness program on the current development of the ECE Road Map. This road map has been completed by the ECE Task Force and supported by the ECE Technical Advisor. This was also made possible by the ECE Unit after many studies, ECE documents reviewed, and consultation done over the past years.

As part of this program, MEHRD will provide regulatory guidelines, parenting support to ECE programs for three and four year olds, establish quality standards, monitor and register centres in communities. The road map also forms the basis for the ECE curriculum review and development. There are three forums organised by MEHRD for HODs and other stakeholders such as UNICEF and SINU to look into its viability.

The ECE team has also compiled a Draft Pre-Primary Year (PPY) curriculum framework. The draft curriculum was completed and undergoing final review for implementation in 2018. This framework will provide the pathway for linking ECE into Primary Education. The PPY curriculum had been planned to be trialled in Malaita, Guadalcanal and Honiara in 2018.

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[3] Data against all outcome indicators can be found in the MEHRD Performance Assessment Report 2017.

Figure 4: ECE students listening to their teacher

Using local language to learn

One of the programs under the ECE reforms is for the Ministry to pilot the use of Vernacular Languages in the early years. Two monitoring visits and mentoring meetings have been conducted to follow-up on the progress of this activity. The program has built grade 1 benchmarks, is developing benchmarks for vernacular language and literacy strategies for grade three.

This year, the ECE team held a workshop for editing and checking of vernacular books. During the workshop, 96 Nguzunguzu story books for year one, two and three were translated. 60 participants, 30 from Saá and another 30 from Arosi were engage in this process. The development of appropriate assessment strategies and moderation exercises for grade two were done for Saá and Arosi Languages.

Removing impediments to students participating in school education

There are many reasons why children do not come to school or complete their schooling. Some of these reasons may be attributed to education system 'blockers' – situations or practices that unintendedly preclude, marginalise or make it hard for students to start or continue school. Understanding these blockers and developing practical and realistic strategies to remove them is the first step in the change process. MEHRD is developing and publishing a strategy that identifies and plans the progressive removal of blockages to student participation in school education.

Figure 5: Primary School Students doing their classwork

This year the Ministry embarked on various activities within its AWP to make sure this strategy comes to fruition. The strategy is still in its preliminary stages, but early achievements have assisted this area to gain some momentum.

The Ministry, through its research unit, has conducted a Second Chance Education Survey in which viable ways for students dropping out of school are identified and appropriate strategies to give them another chance to education are identified and implemented. Specifically, the survey was conducted to gain information and insight into the reasons students are leaving school. A report was produced and shared with institutions that are identified to provide second chance education. The intention of the survey was to identify pathways to get these school dropouts back into the school system. A committee comprising of representatives from training

providers and institutions was established to lead the development of the second chance education strategy to devise training opportunities.

Another study undertaken this year was the School Fee Research in which the Ministry contracted Solomon Islands Development Project Solutions (SIDPS) to implement. This School Fee Research conducted was undertaken to determine the extent to which the Fee Free Basic Education Policy (2008) is being implemented. The report will help MEHRD to understand reasons for charging various school fees and its link to possible exclusion of students from schools. The survey is now completed and awaiting the report on the findings.

INCREASED NUMBER OF CHILDREN COMPLETE 13 YEARS OF EDUCATION

More students participating in education

Access to quality education can be measured through student enrolments in each sector of the education system. Increasing enrolment in schools is one of the output targets that can show improved access to education.

Figure 6: Primary School students in their classroom in Isabel Province

To measure enrolment, the Ministry through its Information Service Division ISD has a data base – Solomon Islands Education Management Information System (SIEMIS). Every year there is a survey conducted in schools to collect key education data including enrolment data. This year 2017, all school's enrolment figures have been collected, analysed and documented. The total enrolment of students in Early Childhood is female: **14,543**, male: **15,004**, Primary female: **64,648**, male: **69,349** and Secondary female: **25,886**, male: **26,707** together all totalled up to 216,137 students. This is an increase of 5,522 (2.6%) relative to 2016 total enrolment with female increasing by 3,501 (3.4%) and male 2,021 (1.85%) students. Enrolment in ECE increased by 2,157 students (female: 1,148, male: 1,009), Primary

2,638 (female: 1,444, male: 1,194) and Secondary 727 with female increases by 909 and male decline by 182 students. F*igure 7* below illustrates enrolment of students according to sector for year 2017.

Figure 7: Total school enrolments

Total Enrolment for 2017
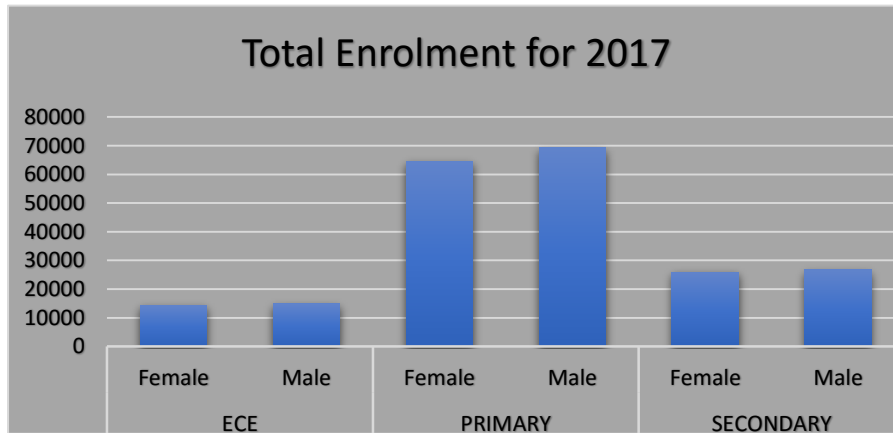
Source: SEIMIS

Planning for more school facilities

Another strategy to increase access to education is quality infrastructure. One of the key activities under the NEAP is to have an Infrastructure Expansion Plan which will provide the basis for infrastructure activities for the Ministry. The School Infrastructure Projects Implementation Plan was developed, endorsed and implementation coordinated by the Ministry's Asset Management Division (AMD). Under this program, seven provinces have developed their Provincial Infrastructure Plans this year. A supplementary Annual Infrastructure Procurement Plan is currently being developed by the AMD. The Ministry has also developed an Asset Management Plan. All these plans are interconnected to form the Infrastructure Expansion Plan that was endorsed and launched this year at the Education Authority Conference held in Buala.

More classrooms for more students

The Ministry has an ambitious target to construct 50 new classrooms each year with a total of 200 new classrooms constructed and operating by 2020. In 2017, 111 on-going classroom and school infrastructure projects were completed from the 2015 plan. This included 24 science Labs, 11 technology workshops, 9 home economic labs, 3 dormitories, 2 ablution blocks, 22 staff houses and 30 normal classrooms. Construction of 15 science laboratories also commenced this year and is ongoing.

Figure 8: Garanga new classroom building in Isabel Province

The Ministry under the primary sector, has registered 16 primary schools with 3 schools expanded to year 7 and 10 schools for year 10. The AMD division has also developed an inventory and maintenance data collection tool and management form to be used for schools assets. The form was trialled in 11 schools to inform improvements. Assessment has been done for KGVI and Waimapuru National Secondary School using the form.

The Tender for the demolition of 12 houses at proposed USP SI Campus had already been issued with demolition completed. The Ministry strives to achieve quality infrastructure and constantly monitors and manages the performance of contractors to ensure compliance and quality infrastructure standards.

TEACHERS USING CHILD-CENTRED TEACHING STRATEGIES

More teachers trained to deliver quality learning in schools

Having well trained teachers is important to achieve quality learning. There is a a target of 90% of teachers to be trained and qualified in the teaching profession by 2020. Providing relevant high-quality professional development for teachers in 2017 was a priority area to achieve this target.

This year we undertook, in collaboration with USP, to deliver USP Certificate in Teaching Primary and Secondary Courses for Teachers in Training. Through this program, 80 primary and secondary teachers have completed the course 2, ED184 Physical and Leisure Education through Distance Flexible Learning Mode.

Another course conducted this year was the USP Graduate Certificate in School Leadership in which 140 school leaders completed course 4, EDP08. This was conducted at Don Boscoe for Guadalcanal Province and Eleoteve for Western Province. The other venues where the course is being delivered are, Choiseul Posarae, Nila Shortland, Buala Isabel, Central, Seghe, Afio Small Malaita, and Tingoa Renbel. In total, 822 teachers completed their training.

Figure 9: USP Graduate School Leadership EDP08 participants at Nila Shortlands

The Ministry had conducted a broad range of professional development training tailored to improve the quality of instruction. Professional Development activities included;

➢ Inclusive Education training for provincial stakeholders conducted in Kirakira to understand their roles and responsibilities in education inclusiveness with 52 participants attending the training.
➢ Training for school inspectors on the revised School Inspection Procedures conducted in Honiara and attended by 42 participants.
➢ Teacher Appraisal procedures training conducted in Honiara for school leaders; Principals and Head Teachers to appraise their teacher's performance. 86 school leaders around the country attended.

- Teacher assessment training to assess the level of performance of teachers conducted in Western, Malaita and Honiara with 24 senior teachers participating. The success of this training provides the bench mark for teacher's performance improvements strategy.
- Form 6 moderator and examiner training conducted for 22 people in Honiara.
- School based assessment for form six conducted in 13 schools in Solomon Islands for Teachers and School Leaders. 100 teachers attended the training.
- The Pacific Early Assessment in Reading and Language (PEARL) training conducted for 15 teachers.
- Training workshop held in Auki for 18 teachers on library management literacy.

Aligning teacher professional development to our students' needs

It is important that teacher professional development is aligned to the ongoing learning needs of their students. Analysing and reviewing student results in key learning areas is an important strategy to identify learning gaps and possible strategies to improve student performance. The Solomon Islands Standard Test of Achievement (SISTA) is a key student assessment tool to be harnessed for identifying the learning needs of students and to focus teacher professional development activities on identified student weaknesses. This year the Ministry completed the review of SISTA 1 Year 4 and SISTA 2 Year 6 instruments. The instruments were subsequently trialled in sample schools in Guadalcanal and Honiara then reviewed, revised and implemented in 2017.

TEACHERS USING QUALITY LITERACY AND NUMERACY STRATEGIES

More teachers trained in how to teach literacy

Improving the capacity of teachers to use contemporary literacy strategies in their classroom is a priority initiative of the Ministry. The intent is to have increased number of teachers trained and using quality literacy practice will eventually lead to student performance improvement. Activities creating literacy in 2 provinces training programs were undertaken, in 2 provinces. Training was conducted in 2017 for Early Year Literacy for 278 teachers and Education Authority Officers in Malaita (185) and Western Province (93).

Figure 10: World Teachers Day 2017 Banner
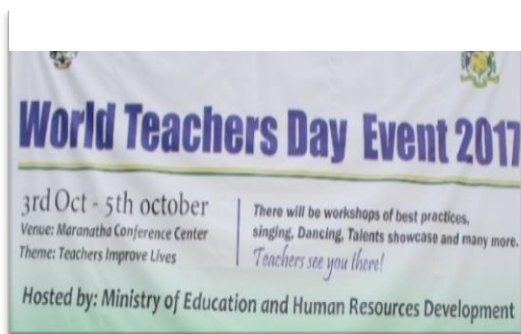
The LPMU was one of the main organisers at the International Literacy Day Celebrations where 825 participants attended the one day event. The focus was Reading and Writing to change lives.

In addition, 3,445 teachers attended the 3 days World Teachers Day symposium in Oct 2017, led by MEHRD. The event provided 23 different sessions of professional learning for participants. The presentations were broadcast on SIBC radio, online and in the newspapers.

Figure 11: 3,445 teachers participated in the World Teachers Day

MORE TEACHERS USING NEW IMPROVED CURRICULUM

Delivering high quality curriculum for basic education

The preparation and implementation of a quality national curriculum is the centrepiece to education reform in primary and secondary education. By 2020 the target is to have a quality National Curriculum for Primary and Junior Secondary education. This year the Curriculum Division has been working on various syllabuses. Some of them are the Primary English, Physical Education, Art and Culture and ICT. This entire project is highly significant as it provides the backbone to the education system for our future. This is very large and complex process and will require significant time and commitment to revise the entire curriculum, then tackle the task of implementation across the country. The contract for the review of Primary and Junior Secondary syllabus is being undertaken by a contracted curriculum specialist company who are working closely with MEHRD staff, leaders and teachers.

New curriculum for senior secondary schools

Figure 12: Principals and Form 6/7 Tutors discussing proposals for senior secondary curriculum framework

Senior secondary education is also undergoing a significant reform for the preparation and implementation of new curriculum. We aim to have a quality and relevant National Curriculum for Senior Secondary students to choose subjects that are relevant to their futures. This is also a complex task and will take time to complete ahead of implementation from 2019 onwards.

The establishment of subject advisory committees for the four core subjects is also a key achievement this year. The Curriculum Division has also developed the draft subject options for the Senior Secondary. Additionally, the Curriculum Division have developed a Classroom Assessment tool now aligned to the curricula, working in collaboration with NEAD.

The Christian Life Education syllabus was approved and ready for printing in 2017 and the draft Pre-Primary curriculum framework was completed and will undergo scrutinizing and quality assurance process by PPY working group before it is finalised.

25 locally produced curriculum Junior Secondary books are available in electronic copy ready for printing when needed.

TEACHERS USING ASSESSMENT FOR LEARNING STRATEGIES

Classroom based assessment for learning

The Ministry is shifting its focus from a reliance on external exams for student assessment to a mix of external and classroom based assessment. We are shifting towards a stronger reliance on quality classroom based assessment to inform and develop sound student learning strategies. This shift commenced this year but will build momentum in 2018 with implementation planned for years one to three.

This year the classroom assessment tools were consolidated with 60 teachers in various schools within the country. The draft policy framework for classroom assessment program for years one to three was completed which coincided with the completion of instruments for 4 subjects (Science, Health Studies, and Social Studies & English). This was done in partnership with Curriculum Development Division to ensure that classroom assessment is aligned to the new curriculum.

Training on school based assessment programs for new form six teachers, coordinators and principals was conducted in 13 schools. This same training was also undertaken with teachers in 15 schools in Honiara, two in Guadalcanal, Honiara City Council Education Authority Officers plus other selected teachers. The training covered the development of assessment instruments and tools for interventions. This resulted in 29,387 students' exams for years six, nine, 10 & 12 in 25 subjects, transcripts completed in January 2017 and 17, 557 students have school placements in early 2017. To improve management of exams, 22 new examiners and moderators for exams were trained.

Two classroom based assessment instruments were developed this year:

1. Pacific Early Assessment in Reading and Language (PEARL) instrument standard for effective early childhood learning adopted and will be used in 2018.
2. Early Grade Reading Assessment (EGRA) instrument contextualized and adopted to set baseline for early literacy acquisition and development.

The Solomon Islands Standard Test of Achievement (SISTA)[4] is the key tool by which all students in the country are assessed accordingly to set achievement standards. This year the Ministry undertook SISTA for Year four and six for 10 provinces including. The Ministry intends to analyse and learn from the results to support classroom teaching and learning. Once the 2017 SISTA data is further analysed, a strategy will be implemented to assist teachers to utilise the results. The SISTA data will also be utilised to better customise teacher professional development to focus on teaching to address student areas of weakness.

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[4] SISTA and EGRA results are available in the MEHRD 2017 Performance Assessment Report.

SCHOOLS AND EDUCATION AUTHORITIES SHOW IMPROVEMENTS AGAINST AGREED STANDARDS

Standards approach to school quality improvement

The core strategy for ensuring schools are complying with school standards is the implementation of a Whole School Inspection process by the Inspectorate Division. This year, the Ministry through its Inspectorate Division reviewed the whole school inspection framework and associated tools and methodologies. Inspectors have trialled the new tool at Vura CHS and Sharma Academy Schools in Honiara. Some minor adjustments were made to the tools based on the feedback from the trials.

Figure 13: King George VI students in class during inspections

A total of 100 compliance checks were undertaken in community high schools (38), primary schools (38), early childhood centres (13) and RTCs (5). Schools in Western, Central Islands, Malaita, Guadalcanal, Makira, Choiseul, Temotu and Honiara were inspected for compliance and control checks using the tools. Poor student attendance was a key issue identified in some schools.

Also, Special School Inspections were conducted in Isabel at Kalenga and Jejevo CHS with all schools recommended for form four and Choiseul provincial schools Kukele, Tuzu and Molevange all recommended for registration. (Western, Central Islands, Malaita, Guadalcanal, Makira, Choiseul and Temotu) were inspected for compliance and control checks. After the check, eight ECEs and 25 primary schools have been identified with poor student attendance. The Inspectorate Division within the Ministry has already finalised the 2016 whole school inspection report, printed and distributed to all EAs and Schools. The Whole School Inspection Reports for 2017 are currently being prepared.

Standards approach to school management quality improvements

A framework is needed for schools to be accountable and to manage their quality improvements. The use of a set of standards relating to school management provide that framework. This year the EACI Division completed consultation stages one and two on performance management with MEHRD HoDs. All EA Management performance standards consultation were completed with development of the first draft under way. Implementation is planned for 2018.

Figure 14: A school leader of a school in Solomon Islands

Standards approach to Education Authority quality improvements

One of the outputs in the NEAP is the development of standards for EA's. The target is for EA's to have standards to ensure accountability, measure performance and support quality improvements. The target is to formulate a set of standards that will ensure all EA's are performing to the highest level effectively. Significant consultation and planning occurred this year to create a foundation for the development of EA standards. The EA capacity assessment initiative was important to this process. One of the key activities to achieve the target this year was the consultation with MEHRD HODs and EA's on the Education Management Performance Standards. This is now completed, and a draft standards framework finalised. A standard reporting template to report for EA's to use for reporting on the framework has been developed and distributed to EA's.

Leadership and Education Authorities Program

The Leaders and Education Authorities Program (LEAP) is a MEHRD initiative supported by MFAT designed to support Provincial Education Authorities (PEA) and school leaders to improve students' opportunities to learn. The overall purpose of LEAP is to help schools improve students' opportunities to learn literacy through strengthening the work of PEAs and school leadership. LEAP recognises the centrality of developing a relational approach as a strategy for improved educational outcomes, an approach grounded in Solomon Islands' beliefs and realities and a recognition of learning, teaching and leading as relational processes.

LEAP commenced in 2017 and planned to conclude in September 2019. Early progress was made this year including:

➤ Classroom observation tool and classroom-based student developed in consultation with MEHRD Teaching and Learning Division. Baseline data on teaching practice collected and analysed in four out of six provinces; priority areas for strengthening student learning and teaching practice identified.
➤ Relationships based on shared vision for Solomon Islands education established between LEAP team and participating PEA and Provincial Governments.
➤ Profiling process using tok stori and collaborative sense-making to co-create improvement plans based on locally meaningful data underway in four out of six provinces.
➤ PEA Mentor positions established, and initial recruitment process completed. Appointments made and position-holders inducted and mobilised in two out of six provinces.

➢ Contributions made to finalization of the revised Education Bill in relation to Education Authority governance and management structures at provincial level, and support provided to MEHRD EA Services Group to begin planning for the operationalization of impending changes.

➢ Education Authority Small Grants Facility guidelines developed and approved by MEHRD and NZ MFAT; to be operationalised in second quarter 2018.

➢ Mentoring relationships established between School Leadership Mentors and School Leadership teams (including School Board Chairs) in three out of six provinces.

TEACHING AND LEARNING RESOURCES IN CLASSROOMS AND SCHOOLS

More teacher support materials in schools

In achieving quality teacher output teachers must have teaching support materials. One of the targets for the NEAP is for teachers to be provided and use quality materials that will support them in improving teaching and learning. Learning Resource Unit have developed the teacher support materials. These materials are designed to assist teachers to engage students to learn. Most of the materials have already being distributed to all primary and junior secondary schools in the country and is used by teachers.

Student learning materials in classrooms

For students to learn, there is a need for relevant learning resources in their school and in their classroom. The provision of student learning resources has been a difficult challenge and not yet reaching our desired goal. But, progress was made this year in some areas. This year 6 teacher training workshops were held to integrate big book and additional literacy methodology. The 2016 Pearson printed curriculum materials were procured from MEHRD learning books supplier. Also, the Ministry through its Learning Resources Unit assisted Nguvia CHS library with three cartons of books and library set up. Students learning materials to accompany the revised curriculum were also completed, awaiting approval from SMT. 8,337 learning books were reprinted this year. They are the Year 9: 5 Titles (2,225), Year 10: 7 Titles (3,084), Year 11: 3 Titles (3,000).

Figure 15: Standard 6 resource books distributed to schools

Managing learning resources in schools is an important issue. The Teaching and Learning Resources Unit visited 178 schools in 4 provinces to conduct stock taking and proper storage/use of resources in Isabel (45), Central (43), Makira/Ulawa (50) and Southern Region (40) of Malaita Province.

MEHRD CAPACITY AT INSTITUTIONAL, ORGANISATIONAL AND INDIVIDUAL LEVELS STRENGTHENED

New School Boards training manual developed

Figure 16: Dala School Board in Malaita Province during their meeting

School Boards play a key role in ensuring schools are well managed and capable of delivering quality education. The idea is that relevant high-quality training provided to school boards will lead to improved school performance. The training intended will enhance schools boards' management. In 2017 the Unit completed the first round of consultations to understand the capabilities and future needs of school boards.

The EACI Unit is currently working on the development of a School Board Training Manual.

Improved approach to teacher appraisal

The Ministry is striving to create a benchmark to measure teacher performances – Teacher Standards. This is one of the important 'quality' targets for the NEAP with solid progress made this year. The strategy is to analyse teacher appraisal data to assess the percentage of teachers who meet the new Teacher Standards. For this to be achieved data needs to be collected on teachers using teacher appraisal tools. The Inspectorate Division has developed a criterion for Minimum Qualification for school leaders as a tool to appraise teachers - Teachers Appraisal Instrument. A total of 10,000 copies of the Teachers Appraisal Instrument were being printed and reached the school distribution stage at the end of 2017. In 2017 a total of 86 school leaders in Honiara City were retrained on teacher appraisal processes and procedures. As a result, 34 school leaders are now being self-appraised in Choiseul, Western and Isabel. Results of this are yet to be provided. In total, 117 Teacher Appraisal reports were collated and analysed to see where teacher's performance needs improvement.

Other improvement strategies undertaken by the Teaching Service Division was the development of a Uniform and Standard School positions to be used in Aurion. The Division officers can now update and make necessary changes in the HR software, Aurion, after completing software training. Other training undertaken this year included teacher assessment training with 24 teachers (Western Province, St. Nicolas College, Coronation CHS), Honiara High School and Tamlan).

Building the capacity of Education Authorities

Education Authorities play a pivotal role in our education system. We recognise they need support to enhance their capacity to do the best they can. Education Authorities Division in MEHRD undertook several activities to help improve EA capacity in delivering its services. A key strategy was to ensure that information is collected in a timely manner, analysed and reported by EA's to inform decision makers. As part of this, the Education Authority Division developed and implemented a planning and reporting cycle

for EAs. A standard reporting template is being designed and distributed to Provincial Education Authorities for quarterly and biannual reporting.

MEHRD EA Division undertook the analysis of EA 2016 2nd biannual EA grant retirements and annual reports of three Church EAs, one Private EA, and seven PEAs. In addition, they have also completed the grant retirement evaluation for eight of 10 Provincial Education Authorities and eight of 12 church EAs for 2017 1st biannual grants.

The EA Division also undertook a capacity evaluation initiative of provincial EAs namely Choiseul, Central, Guadalcanal, Makira, Malaita, Honiara, Isabel and Western Province. Report on the evaluation is now being prepared and being used by the division to guide its work. The EA Division has completed all EA Management performance standards consultation and development of the first draft is under way.

A draft manual for EAs training and support on staffing formula based on current Teaching Service Hand Book was completed and pending approval from USEA and SMT. Also, a new guide for teacher posting and establishment was developed. This year the Teaching Service Division in partnership with EA's completed teacher establishment consultation for 2018. These will be used to manage teacher postings and establishment for EA's.

A highlight for this year was the Annual EA National Conference held in Buala and attended by all EAs in Solomon Islands and the 2017 joint MEHRD division/ EA meeting. This conference provided the avenue for MEHRD and EA's to come together to reflect and discuss ways to improve the management capacity of EA's to deliver education services.

Figure 17: EA Conference at Buala 2017

Improved access and communication with Education Authorities

Communication and connectivity are critically important for EAs to continually improve their management practices. It is a priority this year to ensure all EAs are linked to the SIG Connect. This year Western, Isabel and Malaita are now connected to SIG network. These EAs now have access to teacher's payslip (through SIEMIS Online) and have started using Outlook and share drives. Also, the ICT Team have done assessment in 5 PEAs namely Central, Choiseul, Renbel, Makira and Temotu. After the assessment, work on connecting them to the SIG network will commence with the intent of connecting all EAs by the end of 2018.

Developing an improved school grants management system

The Ministry is in the process of developing and implementing a new school grants management system. We aim to have the new school grants management system implemented in 95% of schools by 2020. In 2017 there were many activities undertaken to improve school financial management. So far, there has been a revision done on the School Grants Master Sheet. The School Grants Master sheet was revised, and Excel training conducted for Education Authority Officers to ensure that the document provides instant feedback on grants disbursed and reconciliations to Grants paid as per the AX accounting system. In addition, training for school leaders and school bursars on school financial management was conducted in Renbel.

In 2017 the Financial Division improved reporting around disbursements and retirements. The Revised School Financial Management Handbook was finalised and approved by SMT. Grants Team has successfully completed national awareness workshop for all EAs regarding school finance. As a consequence of these activities, three church EAs have received 2017 1st biannual grants through grant retirement evaluation.

Improving financial accountability

Financial audit (internal and external) is an important part of the required financial accountability and management process. We aim to undertake at least one external audit by 2018. The Ministry this year drafted an Internal Audit Charter which was approved and is being used to manage auditing. Also, a software package to help with auditing Software Auditing (TeamMate) was installed by the Auditing Unit with stage one completed. This financial management initiative were supported by DFAT and MOFT Internal Audit. With this support, two targeted specific internal and external audits have been conducted. An external audit was conducted to audit 2015 accounts supported by internal audit. The second was the Chief Internal Audit Investigation and Senior Internal Auditor Audits. The two reports on the investigative audits are complete and submitted to the Permanent Secretary.

MEHRD Auditors have provided technical support to NTU to undertake preliminary audit on scholarships at regional universities namely, Emalus campus (Vanuatu) Emalus (Samoa) USP (Fiji) and Fiji National University. As a result of the strong audit measures put in place, the Ministry has cleared 100% outstanding 2016 Special imprest Holders prior to the cut-off date.

Monitoring and evaluation framework developed and implemented

One of the main output targets for MEHRD was to have and Monitoring and Evaluation Framework to support improvements to our planning, data collection, reporting and decision-making. This has been lacking over the years. The SSU M&E Unit, in collaboration with all Divisions, developed a Theory of Change to help describe how we expect change to happen due to our AWP activities. A Monitoring, Evaluation and Learning Plan (MELP) was then developed that outlines how we will undertake all the M&E activities. The MELP includes all the data collection tools, templates, instruments and action plan. The SSU M&E Unit is now using it guide its work and assisting all Division to align their data collection and reporting against the key output targets and indicators.

Using data to enable good decision making

2017 sees a much new and improved data collection and analysis system put in place based on the new Monitoring, Evaluation and Leaning Plan (MELP). Result- based outcome and output indicators has been developed, based on NEAP outputs, providing information for various needs. As part of the MELP a new result-based reporting process including quarterly progress reporting, annual reporting and the Performance Assessment Report (PAR) has been developed. The quarterly progress reports are tabled at SMT meetings to provide evidence of progress and challenges to implementation and to assist the SMT in their decision-making processes. Divisions and work units are also reviewing their results in a more systematic way to report on progress and refine their annual work plan implementation.

The ISD has also developed the Jasper Reporting System which has assisted in data analysis and reporting. The SIEMIS Annual Survey Form was reviewed to improve data collection. The new improved forms will be used in the 2018 survey. Updated education data is already being entered into the SIEMIS and is now ready to be used. Information on the survey is shown below.

Figure 18: SIEMIS School Census Survey 2017

School Type	Forms Received &% of all School	No & % Data Entered
ECE	360 (72%)	357 (72%)
Primary	485 (94%)	482 (94%)
Community High Schools	228 (96%)	228 (96%)
Provincial Secondary	16 (100%)	16 (100%)
National Secondary	10 (100%)	10 (100%)
TVET	43 (94%)	43 (94%)

Source: SIEMIS

Linking data to performance reporting

The NEAP Monitoring, Evaluation and Learning Plan (MELP) was developed and approved by SMT in June 2017. A key component of the MELP is the revised reporting process and procedures – a more analytical approach to using data analysis to improve the quality of progress reporting. Data collection and analysis is now aligned to a Results Framework which then links to our reporting cycle (quarterly and annual).

A good example of how the data is now used for performance reporting is the revised approach to our Annual Performance Assessment Report. In 2017, the SSU M&E Unit prepared the Performance Assessment Report 2015 & 2016 with the help of the Information Services Division ISD and its data base SIEMIS. The Performance Assessment Report (PAR) 2015 & 2016 was published in for 2017. Data collection for 2017 PAR is based on the agreed Results Framework and provides data against all outcome indicators. The PAR 2017 along with this annual report provides a very comprehensive evidence based report of our performance this year.

Using data to support annual work planning

This year a comprehensive AWP was developed and implemented supported by the planning team in the Strategic Support Unit. A Mini-launch of MEHRD AWP 2017 was done on 16th March 2017. Fifty copies of the AWP were distributed to HODs, MPS, MoFT and DPs. Soft copies were shared to all HOD. To help improve planning of the AWP, the division has conducted three workshop/trainings for development of whole of MEHRD AWP. As a result, this year sees improvements in coordination between divisions in planning AWP 2017. The Planning process has identified 2018 AWP priority key outputs areas and supported USC to consolidate MEHRD 2018 budget.

This year the Ministry has now formulated the MELP. This plan will ensure that all M&E data findings are used to develop the AWP. It is expected that through this M&E plan, quality result data will be reported to inform formulating of the AWP in 2018.

Aligning staff performance to results

The target improvements in MEHRD systems under Human Resource Department of the Ministry is for all staff to be appraised based on delivering positive outputs from implementing their respective AWP's. To ensure this happens, the MEHRD Human Resource Department has developed Job Descriptions for outstanding roles within Office Management Division and submitted to HRM and USC for review. As a result, all officers now have job descriptions. The new roles and procedures within the Inspectorate Divisions are now being developed and TOR submitted for approval by SMT and operation to begin by 2018. These are all linked to the PMP procedures administered by the Public Service Department. The PMP process is now being used in MEHRD. The PMP has helped in the Compliance check of MEHRD staff pay levels which is already submitted to MoFT. The new PMP process has help MEHRD in appraising its officers especially through its link to the NEAP outputs. MEHRD Human Resource Division has provide PMP support

to three provincial Education Unit of Makira, RenBel and Western. The PMP appraisal process was also used in MEHRD for promotion of staff. Two officers have been promoted after approval from Public Service Commission. Through these, 20 of 60 probationary officers within MEHRD and Provincial EA's appraised. In addition, 4 overdue staff probationary appraisals completed and submitted to PSC for approval.

Figure 19: Some of MEHRD female staff 2017

Additionally, there are many significant recruitments done this year. This includes some key appointments such as, the Chief Education Officer for Makira/Ulawa Education Authority, 2 Principal Grants Officers, and 2 Internal Auditors. The others are for some posts within the Ministerial Divisions. In total there are 12 appointments completed by December 2017. In addition, 8 appointments (5 for Provincial Education Authorities, 1 for Waimapuru NSS and 2 MEHRD HQ) 2 of 11 outstanding approved by Public Service. As a result, 80% of positions in restructure filled. Recruitment is ongoing for vacant post within the Ministry.

Updating legislation

SITESA

Solomon Islands Tertiary Education Skills Authority Bill passed Parliament in July 2017. It formalised the beginnings of separation of management of Tertiary and Skills sectors from the remainder of education. Associated policy were also developed and approved in 2017.

Although the Act has been formally passed the body that will administer SITESA is yet to be created.

Education Act

Due to the new SITESA Act being passed, it is essential that the Education Bill be revised to reflect the approved changes. The passing of two new pieces of legislation together are necessary to ensure clarity and management.

The revised Education Bill underwent significant consultation during 2017.
 265 participants were engaged in consultation in 11 locations in the country. The consultation process was completed in August 2017 and final changes to the draft revised Bill were completed with the document ready to be submitted by the SMT to the Parliament in 2018.

Coordinated approach to policy development

The Ministry has been working on consolidating the numerous policies during 2017, analysing those requiring review, especially in light of a new Education Bill. Work on revised policy will commence in 2018.

SCHOLARSHIPS

Management of the Scholarship Program is under the new SITESA Act with approved associated policy and procedures. The Scholarship Program supports the ESF and NEAP vision for tertiary education and skills development in the Solomon Islands. An important element is the implementation of a framework for public and private sector working in a cooperative environment to promote and encourage life-long learning.

During 2017 scholarships remained managed by MEHRD on behalf of SIG with the National Training Unit having key responsibility for the operations and management of the Scholarship Program. Management of the scholarships will transition to SITESA when established in 2018.

An analysis study was undertaken this year to review recipient data. The report provides some key findings on the status of scholarship recipients:

Figure 20: New scholarships per year

Source: NTU Report

- There was a large increase in number of scholarships awarded from 2014 to 2017.
- Seventy six percent (76%) of students were between 20 and 30 years of age. Minimum age was 17, maximum age was 62 years.

Figure 21: Scholarship by Age

There was a slight gender imbalance, 58% of scholarships were awarded to males, 42% to females.
- No data was available for scholarships awarded to those with a disability.

Source: NTU Report 2017

➤ Scholarship award rates and population figures aligned for all provinces except Malaita and Guadalcanal. Malaita had more scholarships awarded per capita and Guadalcanal had less.

Figure 22: Scholarship by Province

Source: NTU Report 2017

➤ The two largest fields of study were Education at 25%, and Business, Administration & Law at 24%. Education was further broken down into Primary/ECE 12% and Secondary/TVET 13%.
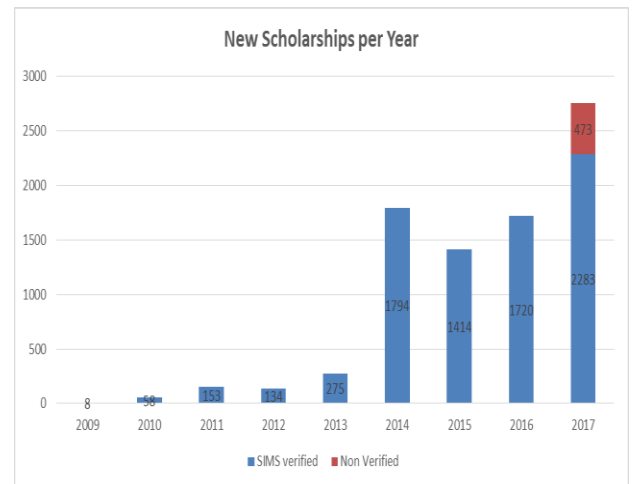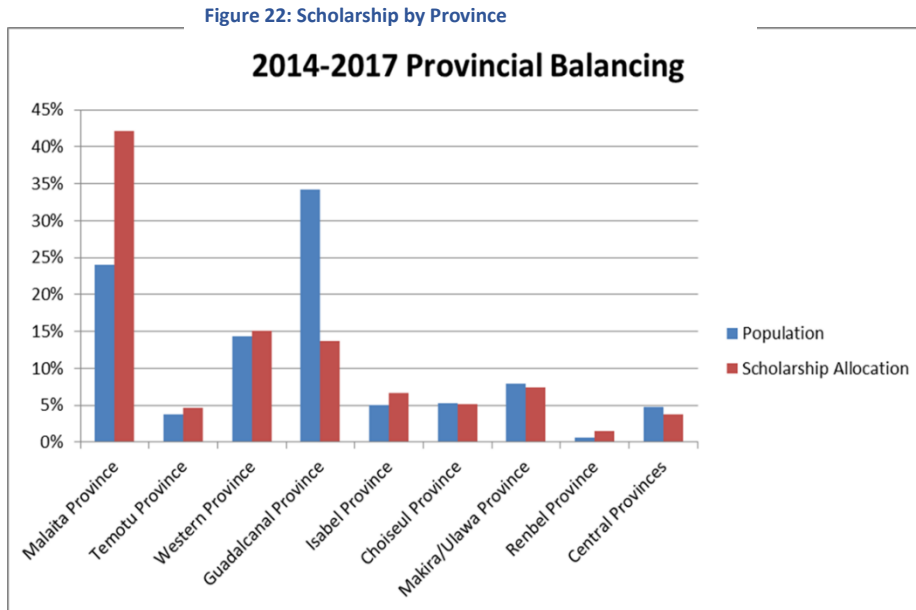➤ Thirteen countries of study were identified in the data. The largest group being Solomon Islands (44%), closely followed by Fiji (32%).
➤ Of those receiving scholarships to study within the Solomon Islands the majority (95%) were for study at Solomon Islands National University (SINU).
➤ Sixty (60%) of scholarships awarded were for university bachelor level degree
Courses or higher. For Primary Education training this figure was 12% and increased to 43% for Secondary Education training.
➤ Scholarships were not able to be analysed according to classification or category from the data made available.
➤ Analysis of termination, suspension, extension and completion rates was not within the scope of this analysis.
➤ Significant increase in Scholarships awarded in 2017 with only 18% merit based.

The scholarship recipient findings were enlightening but also raised many more questions and possible areas of enquiry. The report did not undertake any analysis of suspensions, terminations, extensions and completion rates as it was outside the scope of this analysis.

Information on completion rates is unknown. Also, any clear evidence of impact of the scholarships is not well understood. For example, we currently have no evidence of how scholarship recipients have contributed to the public or private sector in

Figure 23: Scholarship Allocations 2017

Solomon Islands. Some of these gaps can be attributed to the establishment and management of the Scholarships Information System (SIMs) – a data base that capture all information about recipients and reporting on Scholarship performance. Given the budget for Scholarships Program is a significant
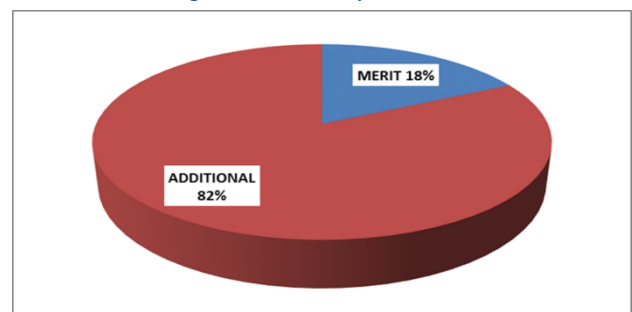
proportion of the SIG overall budget for education, there is an urgent need to build strong evidence through data collection regarding the program's performance.

4. MEHRD PERFORMANCE

This section explains how we reviewed and made judgment of our performance this year. There are two key forums during the year when the Ministry takes stock and reflects, reviews and makes judgment on progress towards our intended outcomes.

The Mid-Year Review was conducted on 8 June 2017 reviewing MEHRD progress during 2016 and the first few months of 2017. The Annual Joint Review was conducted on 28-29 November reviewing progress for most of 2017. Both review processes were undertaken in collaboration with our development partners as a means of evidence-based reporting, sharing and learning together. The results of these review processes and subsequent findings are very important for the Ministry as they form the basis of measuring and reporting our performance. The information below provides an outline of results from both review processes.

EDUCATION SECTOR MID-YEAR REVIEW

The Mid-Year Review workshop was preceded by an independent assessment of the DFAT ESSP2 Program[5]. This is an external assessment of the extent to which the MERHD has achieved the targets and objectives articulated in the 2016 Education Performance Matrix. This assessment is based on agreed indicators, targets and milestones. The results of the assessment influence the performance payment from DFAT. The purposes of the independent review were to:

> ➢ Review SIG performance against the agreed milestones for 2016 against the performance matrix.
> ➢ Provide a recommendation of what performance payment should be made based on the SIG performance.
> ➢ Provide advice on the strengths and weaknesses of 2016 performance indicators.
> ➢ Provide advice on indicators for the next year 2017, based on MEHRD's new M&E framework.

The findings from the review process were then reported at the Education Sector Mid-Year Review conducted in Honiara on 8th June 2017. The findings, along with key focus presentations form the basis of discussion at the workshop.

The workshop also considered future priorities for the education sector and donor partner support. These recommendations provided important input for the development of the 2017 targets and indicators.

Findings of the 2017 Mid-Year Review of the education sector

At the Mid-Term Review Workshop held in May with the external adviser assessment judging that MEHRD achieved 91% success in meeting agreed indicators in mid-year review (Australian government performance matrix[6]). The achievement of goals related to access and quality were, to a considerable extent, dependent on the quantum and utilization of resources provided by government and development partners, and the effectiveness of educational management and leadership at all levels of the education system.

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[5] The assessment undertaken annually for the last five years.

[6] The performance matrix developed through discussion between DFAT and MEHRD personnel and closely aligned to the NEAP.

To better reflect these themes and goals, the targets for 2017/18 were changed from 2016 to place greater emphasis on quality and equitable access. Resourcing and management are presented as key enabling factors to improve quality and access.

There were three other important contributing factors to education quality that were identified as not explicitly addressed in the NEAP and have not been included in the 2017 matrix. They relate to teacher effectiveness and have been cited in research as important factors affecting the quality of teaching and learning. They are:

➢ Time spent on learning (time on task)
➢ Teacher absenteeism
➢ Teacher turnover.

Given the importance of these factors, it was suggested that consideration be given to including these factors in the 2018 performance matrix and that data about these factors be collected as part of the 2017 NEAP monitoring and evaluation activities.

Proposed goals for remainder of 2017

To improve the quality of education in Solomon Islands by improving:

➢ The quality of teachers and teaching.
➢ Equitable access to education.
➢ The quality and effectiveness of educational leadership and management at all levels of the system.
➢ The resourcing and utilisation of available education resources.

MEHRD ANNUAL JOINT REVIEW (AJR)

This annual forum provides an opportunity for two-way communication and learning between MEHRD and key education stakeholders on progress and achievements in the education sector, emerging issues and developments, and plans. All education stakeholders are invited to participate in the two-day workshop. The forum is conducted effective at the end of the calendar year (28 & 29 November) and is well timed to allow for summative reporting and some good data to support planning for 2018.

Although the AJR is not a forum for assessment of performance, it does provide a very useful opportunity to suggest way we can improve performance for the following year. The forum program concludes with a session to collaboratively identify emerging challenges and opportunities and develop a range of recommendations to be considered by MEHRD senior management team. The recommendations are framed around the three pathways for change – access, quality and management. A full list of AJR recommendations can be found in the Appendices

WORKING WITH OUR PARTNERS

The Ministry has a strong track record of collaborating with our education development partners. The continued support during 2017 from our partners has allowed us to strive towards achievement of a shared vision for education in Solomon Islands.

The approach, modalities and strategies for support are varied but the Statement of Partnership Principles 2016-2020 provides the parameters in which all the partnerships operate. This jointly agreed document outlines the principles which SIG and Development Partners (and other partners[7]) jointly accept to follow in their engagement in the education sector in Solomon Islands. It reaffirms the Development Partners' commitments to the Paris Declaration on Aid Effectiveness (2005) as well as the Pacific Principles on Aid Effectiveness (2006) and the Accra Agenda for Action (2008) and the Busan Partnership for Effective Development Cooperation (2011). The statement presents a shared intention between Solomon Islands Government and Development Partners[8]. The key principles are:

➢ SIG and Development Partners jointly decide to make all reasonable efforts to support and facilitate MEHRD in its successful implementation of the ESF and the NEAP, and are committed to long term engagement in the education sector.

➢ Development Partners will encourage other stakeholders to accept this Statement of Principles in support of the ESF and the NEAP, and to contribute to the development of the education sector.

➢ The partnership between Development Partners and MEHRD will be based on and developed by annual joint reviews and lessons learnt from education SWAps practices in the region and elsewhere.

➢ MEHRD and Development Partners will follow the five Principles of Paris Declaration of Aid Effectiveness.

Government of Australia

Education Sector Support Program 2

The GoA and SIG signed a four-year Direct Funding Agreement in 2015 which gave effect to the implementation of the Education Sector Program 2. The Agreement, and the related Principles of Partnership and Letter of Arrangement, established the conditions for the provision of AUD 32 million over four years through direct budget support for basic education, skills and education management. An additional AUD 32 million was to be provided for resource and technical assistance through Australian managed activities.

Of the AUD 32 million in direct budget assistance, 20 per cent was to be provided as annual bonus payments, subject to the MEHRD meeting the targets detailed in the annual EPM.

ESP2 BEC has the following end of program outcomes:
➢ More children complete basic education regardless of socio-economic status, location, gender or disability;
➢ Children in basic education achieve improved learning outcomes, especially in literacy and numeracy; and
➢ Resources are managed more efficiently and effectively according to a coherent strategic plan and budget.

ESP2 is aligned with the Australia-Solomon Islands Aid Investment Plan, Australia's Pacific Education and Skills Development Agenda (PESDA), the Solomon Islands National Development Strategy (NDS), Solomon

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[7] 'Other partners' may include civil society, churches, NGOs, regional organizations and initiatives, and other non-donor organizations working within the sector programme approach in Solomon Islands

[8] It is not a legally binding document.

Islands Ministry of Education and Human Resources Development (MEHRD) Education Strategic Framework 2016-2030, National Education Action Plan 2016-2020 (NEAP); and the previous NEAP.

Key areas of support to MEHRD during 2017 were:

- ➢ Assets management
- ➢ MEHRD central headquarters
- ➢ Curriculum development
- ➢ Early childhood education
- ➢ Grants
- ➢ Makira Ulawa Province
- ➢ National examinations
- ➢ Provincial support
- ➢ School Inspectorate
- ➢ Teacher training and development
- ➢ Technical and vocational education

Key Implementation Mechanism and Partners

- ➢ Ministry of Education and Human Resource Development
- ➢ Palladium International
- ➢ Solomon Islands Resource Facility (Cardno Emerging Markets)
- ➢ Save the Children
- ➢ UNICEF
- ➢ Australian Volunteers International

Detailed Education Support

1. Education Sector Program 2 – Basic Education

Australia provides up to AU$8 million annually in budget support to the Ministry of Education and Human Resources Development (MEHRD) to support basic education. 80 per cent of the total is provided as tranche payments paid on a reimbursable basis while the remaining 20 per cent is performance based. The performance payment is paid to the MEHRD (in full or partially depending on performance) on achievement of agreed performance targets. Under the relevant Direct Funding Agreement between Australia and SIG, SIG has agreed to meet a number of conditions including: maintaining an allocation to the education sector of at least 22 per cent of the SIG budget; increasing SIG's own spending on basic education; and containing risks related to spending on scholarships and payroll.

2. Skills for Economic Growth

Skills for Economic Growth aim to strengthen the capacity of Solomon Islands' Technical and Vocational Education and Training (TVET) system to produce quality graduates who are in demand in the labour market and who have the skills and knowledge needed to increase national productivity and competitiveness. The program provides support to:
- The Solomon Islands National University to improve the quality of skills training.
- Rural Training Centres in Malaita, Guadalcanal and Western provinces to improve the quality of courses aligned to provincial economic development priorities.
- MEHRD on National Systems Development including post school education and training systems design, enabling legislation and the establishment of a new national qualifications authority (SITESA).

Australia's bilateral support for the TVET sector in Solomon Islands is complemented by support from Australia's Pacific regional aid program to the Australia Pacific Technical College which has a campus in Honiara.

3. Australia Awards scholarships

Each year Australia awards around 30-40 Australia Awards scholarships for Solomon Islanders to undertake tertiary study in Australia or the Pacific. The scholarships are awarded equally to women and men and can cater for undergraduate or postgraduate study.

4. Technical assistance

Australia provides technical assistance targeted at the MEHRD which helps to build capacity in areas such as management, public financial management, and procurement and monitoring and evaluation. Australia's support for technical assistance is managed through the Solomon Islands Resource Facility.

5. Save the Children

In 2017 and 2018 Australia is supporting two Save the Children projects:

Literacy Boost – supporting 10 schools in Choiseul Province. The program works together with teachers, pupils (mainly in grades 1 to 3), parents, and communities to build children's literacy (reading and writing) skills in and outside of schools.

Play to be School Ready – works in 35 communities in Choiseul, Western, Guadalcanal and Malaita provinces to provide children with a nurturing, play-based, early childhood development program that prepares them for primary school.

6. UNICEF Targeted Support to Basic Education

The goal of this project (Australian support ended December 2017) was to increase access to quality early childhood education and improved quality of teaching and learning for primary school children in Guadalcanal by improving teacher training, reviewing national policy and community engagement for enrolment.

7. Volunteers

Annually, Solomon Islands receives around 42 volunteers funded by the Australian Government. The volunteers fill a range of roles including as trainers, mentors, coordinators and technical advisers. They play a significant part in supporting host organisations.

In 2017, eight education-sector volunteers served in five organisations (MEHRD, Don Bosco Technical Institute, Anglican Diocese of Melanesia, Choiseul Provincial Education Authority and Bethesda Disability Training and Support Centre).

New Zealand Government Support to Solomon Islands Education

New Zealand Government (MFAT) is one of the key partners of the Solomon Islands Government. New Zealand's development partnership with Solomon Islands is based on an understanding of shared priorities and results we want to achieve as well as where New Zealand can most add value. New Zealand is a significant donor to the Solomon Islands education sector. We have enjoyed a strong, warm and productive partnership with Ministry of Education and Human Resource Development. During that time, New Zealand has provided over NZ$100 million in budget support to education one of the New Zealand Aid Programme's largest investments. Our support is focused on basic education and is currently targeted at improving literacy outcomes. This includes in-service teacher training; improved curricula, and the development and delivery of learning and teaching materials.

Detailed education support in 2017

1. **Budget Support-**
   - Implementation of MEHRD's Literacy Programme Management Unit's (LPMU) Annual Work-plan supported in 2017. This included capacity building of LPMU staff, teacher training and resource development. LPMU is focused on supporting all teachers in all provinces.
   - Following the earthquake in Makira, a one-off contribution was made to MEHRD to support the rebuilding of education infrastructure i.e. classrooms, dorms, ablution blocks.

2. **Leaders and Education Authorities Project**
   - Support through the Leaders and Education Authorities Project (LEAP) delivered by Auckland University and University of South Pacific. It is a 3 year, NZD10m project intended to strengthen the capability of Provincial Education Authorities (PEAs) to lift the performance of the primary school sector. This project will also provide support via mentoring of school principals to improve school leadership and professional change to drive literacy outcomes. The Project was commenced mid-2017. (Guadalacanal, Malaita, Temotu, Rennell and Bellona, Isabel and Central Islands) and 90 schools will be directly supported.

3. **Technical Assistance**
   - New Zealand funded a Literacy Adviser and Education Sector Adviser in 2017. Through our Volunteer programme, a rotation of volunteers from Downer Construction were based in AMD in MEHRD. Other volunteers were attached to NGOs working in the education sector.

4. **NGO support**
   - Through our regional and partnerships programmes, New Zealand also supported NGOs and institutions working in partnership with MEHRD. This included World Vision's ECCE programme in East Malaita; Caritas' START programme in Rural Training Centres; and UNICEF's WASH in Schools programme in Guadalcanal.

5. **Scholarships**
   - New Zealand provides 49 scholarships to Solomon Islanders annually. This is comprised of 24 NZ Pacific Scholarships (at NZ tertiary institutions), 10 Regional Development Scholarships at Pacific based institutions and 15 NZ Based Short Term Training Awards. See Attachment One: Scholarships Monitoring Report for 2017.

World Vision Solomon Islands

Solomon Islands Government and World Vision is partnering to setup ECE centres. The approach is to work with communities to build their own centres using their own resources with material support from the program. Teachers are trained to earn their qualification from recognised institutions. After graduating they return to teach in their community. The program has so done the following

   - Establishing 10 ECE centres handover to the communities.
     Subobonoo, Fourou, Bethel, Maelufa, Niuhari, Ngongosila, Fouoo, Maku, Kwaifalu and Aefera (East Fataleka and East Kwaraae Constituencies).

Other partners

The table below shows a summary of the other partners who are currently working with MEHRD to deliver its services.

Table 2: Other donor partners summary

| International Organisations/ Countries assisting the Education Sector in Solomon Islands			
Name of Organisation/ Countries	**Form of Assistance**	**Brief assistance description**	**SIG Status/ Memberships/Treaties**
South Pacific Community/ Secretariat (SPC)	Exams and assessments, Funding and Technical Support	Management of Pacific Benchmarking Examination Results, funding of SISTA, PILNA Programs. Technical assistance for ICT in Education and Education Management Information System (EMIS)	Solomon Islands is a member State
South Pacific Board for Examination Assessment	Examination and Assessment , EQAP (Education quality assessment Program)	Design & assessment of form Six Exams, funding of Solomon Islands Standardized Test and Assessment (SISTA). Support to Country Literacy and Numeracy Programs in Primary Schools, PILNA.	Solomon Islands is a member State
University of the South Pacific	Institution Scholarships	University Scholarship for SI high achievers,	Member
UNESCO	Technical, Project funding	Support to ICT in Education Masterplan, Data training, funding of Minister participation in UNESCO high level meetings, Technical Support to LASI, Culture Training , Capacity Building Trainings	State member
UNICEF	Project Funding, Technical	Support to Pre-Primary Year , ECE reform , curriculum, WaSH and ICT Project	Member
UNDP	Project Funding, Technical	Support to School Disaster Projects and WaSH Projects	Member
Commonwealth of Learning	Project Funding, Technical	Support to SINU Distance Learning, Community Education Radio Program in Isabel, ICT in Education (One laptop per Child) , Massive Open Online Course (MOOC) on climate change which 254 Solomon Students were enrolled.	Member State to Commonwealth
European Union	Project funding , Technical	Assistance to Classroom Buildings to Provincial Schools through Provincial Budget under PGSP joint Program.	Member
Japan	Project Funding , Scholarship	Fund grassroots programs in schools	Bilateral
JICA	Scholarships, Volunteers, Technical	Technical support, volunteers in schools in the specific subject areas of STEM and support to Education Administration Offices.	Bilateral / Friend of SI
World Bank	Project Funding, Technical	Technical Support, Costing of Education Plans, Support to Education Management System (Data Management)	member
Korea	Bilateral Scholarship	Capacity Building Training especially for youth and young women	Bilateral
Koica	Bilateral Scholarship	Scholarship and Training	Bilateral
Taiwan	Bilateral Scholarship	Scholarship and Training	Bilateral
Cuba	Bilateral Scholarship	Scholarship and Training	Bilateral

International Organisations/ Countries assisting the Education Sector in Solomon Islands			
Morocco	Bilateral Scholarship	Scholarship and Training	Bilateral
Papua New Guinea	Bilateral Scholarship	Scholarship and Training	Bilateral
Germany (Bread for the World)	Project funding for Adult Literacy	Support to adult literacy work implemented in Provincial Wards in 4 Provinces (Western, Isabel, Honiara , Guadalcanal)	Bilateral
Germany (MISEREOR)	Project funding support for Adult Literacy	Support to adult literacy work implemented in Provincial Wards in 3 Provinces (Malaita , Makira, Central)	Bilateral
Canada (Canadian International Training and Education Corp)	Skills Development and Training	Assistance to Guadalcanal Province Human Resources Development	Bilateral
China	Scholarships	High Achievers awarded institutions scholarships to study in UK (China Great Wall Scholarship)	Mutual Understanding
United Kingdom	Bilateral Scholarship	High Achievers awarded institutions scholarships to study in UK (Example, Chevening Scholarship)	Bilateral

During 2017 there were MEHRD staff who travelled overseas representing the Ministry. The data that was collected for this area did not commence at the beginning of 2017 therefore omits some travel records. However the data collected gives some indication of travel. It showed that there were 29 officers travelled overseas trips during the year. Location of the trips is shown in figure below. Three trips were funded by the Solomon Islands Government, the remainder were funded by partners.

Figure 24: Location breakdown of oversea trips by MEHRD officers 2017 (incomplete records)
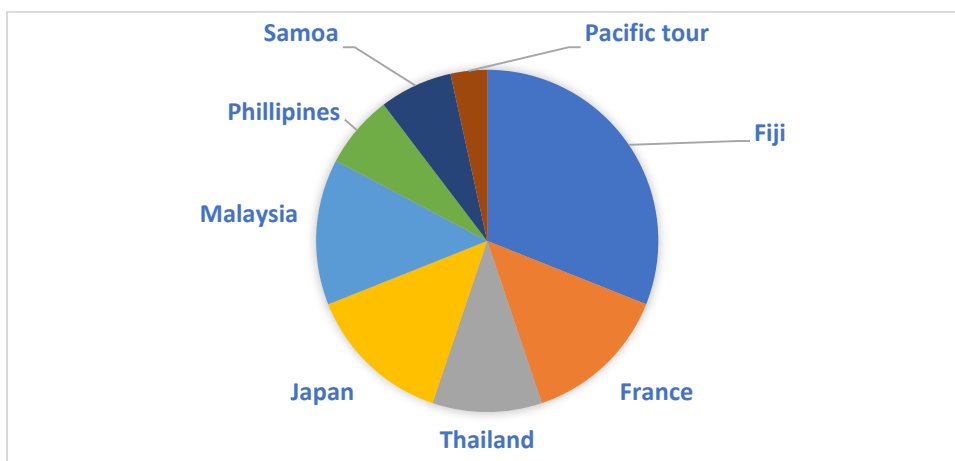
5. GOVERNANCE AND LEGAL FRAMEWORKS

Education Bill 2018

Two significant milestones were reached this year in terms of enhancing the legal frameworks in which education reform can happen in Solomon Islands. The new legislation relates to overall education and tertiary and vocational education.

The Ministry this year have worked on finalising the Education Bill. The Strategic Support Division through the National Education Board Secretariat took the lead in facilitating the process. Consultations have been done with relevant stakeholders and Provincial Executive in the 9 provinces. After consultations a draft was brought before the National Education Board to scrutinize, clarify, review and finalise the Education Bill.

The Government is determined to make improvements in education and develop a stronger and accountable education system for the benefit of our children. This new Bill will assist us in that endeavour. The Bill defines the relationships between the Ministry of Education and its key partners in Provincial Executives, churches, faiths and other non-government bodies. It aims to clarify the responsibilities and relationships of all those who share responsibility for early childhood, primary and secondary education. Bill covers the following levels of education:

- ➢ Early childhood education (3-4 year olds)
- ➢ Primary education (pre-primary for 5 year olds)
- ➢ Primary Education (years 1 to 6)
- ➢ Secondary education (currently years 7 to 12 – before tertiary education at university or rural training centres)

The Bill confers powers on the Permanent Secretary to facilitate the administration of the law and provides a review mechanism for certain decisions of the Permanent Secretary. The Bill establishes common goals for those who share responsibility for early childhood, primary and secondary education. The Solomon Islands Education Board (to replace the National Education Board) to assist the Minister and Permanent Secretary in the administration of the law at the national level

It requires Provincial Education Boards to be established to assist the Minister and Provincial Education Ministers and the Permanent Secretary and Provincial Secretaries in the administration of the law at the provincial level. School boards are to be established to ensure the involvement of school communities, and to support the principal, in the management of the school.

The Bill provides for the Permanent Secretary to issue administrative instructions about early childhood, primary or secondary education. The registration of teachers and requires teachers to undertake ongoing professional development. The registration of schools and early childhood education centres and the imposition of conditions of registration as a means to achieve improvements in early childhood, primary and secondary education

The Bill also clarifies that the managing authorities (Education Authorities) of Government, provincial and non-government schools and early childhood education centres are responsible for the employment and management of staff and sets out responsibilities for the operation of schools and centres, including the submission of budgets.

The bill also stipulate the need for compulsory education in specific areas deemed by the Minister of Education to ensure access early childhood education, primary and secondary education.

SITESA Act 2017

The SITESA Act 2017 was passed by the Parliament of the Solomon Islands Government (SIG) in May 2017. The Ministry of Education and Human Resource Development (MEHRD) subsequently now has the legal authority to commence the establishment of SITESA. The Minister under the powers vested on him/her has delegated the responsibility to the Permanent Secretary of MEHRD to implement SITESA.

The scope of the Act is to:

➢ Recognise the importance of planning for tertiary education and skills development as part of national planning for the benefit of the economy and community of Solomon Islands.

➢ Improve the contribution made by tertiary education and skills development to meeting the needs of local, regional and international labour markets.

➢ Encourage investment in tertiary education and skills development by both the public and private sectors. A co-investment in funding employers as "the end users" must contribute to the cost of training.

➢ Improve the provision of tertiary education and skills development (e,g. develop capacity at SINU & RTCs).

➢ Improve the employment prospects of persons with tertiary qualifications obtained in Solomon Islands through recognition of those qualifications outside Solomon Islands.

➢ Improve participation in, and promote fair and equitable access to, tertiary education and skills development.

➢ Improve accountability for funding for scholarships for tertiary courses and for providing or improving tertiary education and skills development.

SITESA proposed structure

Figure 25: Proposed SITESA Organisational Structure
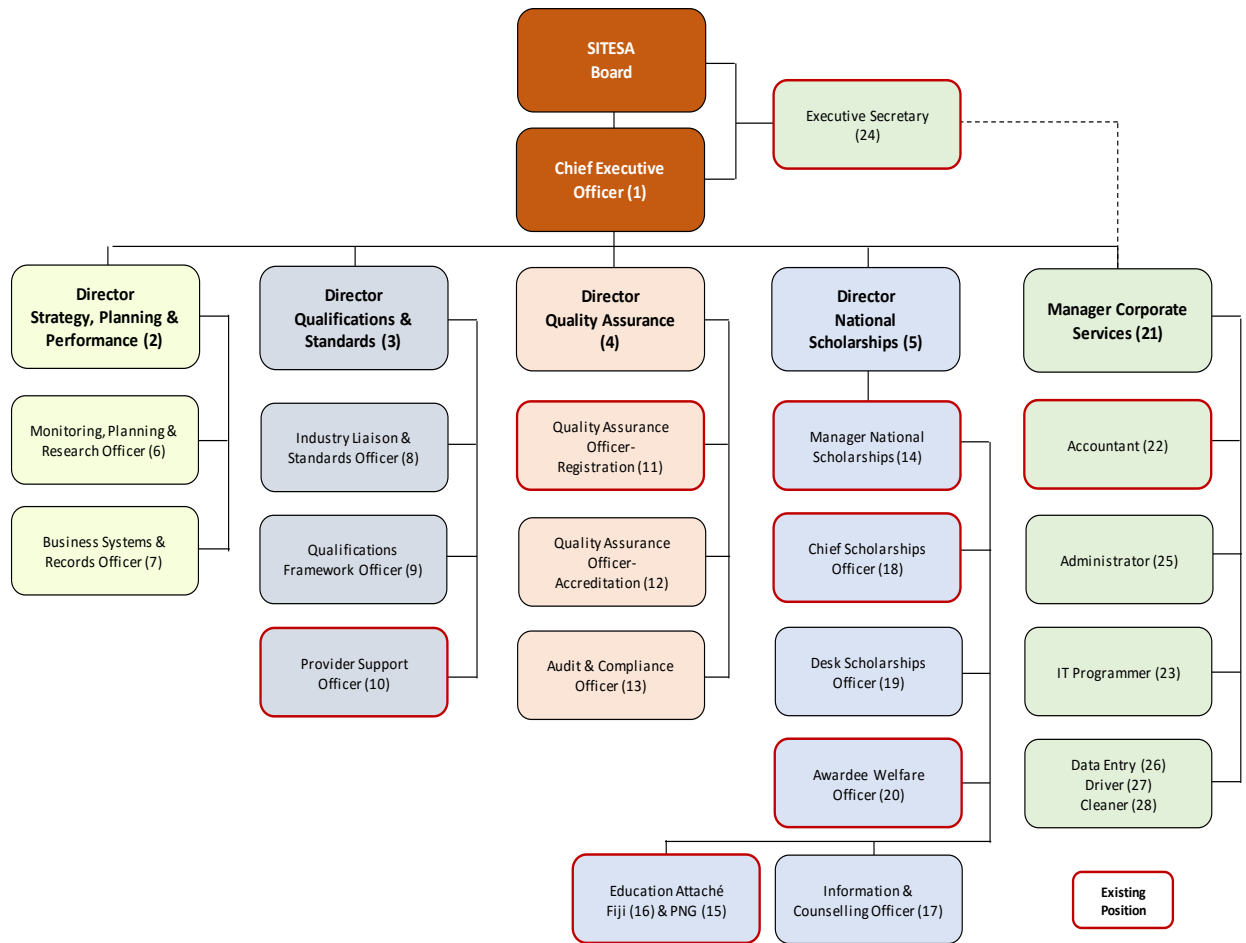
Source: SITESA Act, 2017

Table 26: Solomon Islands Qualification Framework

Levels	School	Vocational Skills	Higher Education
Solomon Islands Qualification Framework			
Education and Training Sub-sectors			
10			Doctorate
9			Masters
8			Bachelor (Hons) Post Graduate Diploma Post Graduate Certificate
7			Bachelor Degree Graduate Diploma Graduate Certificate
6		Advanced Diploma	Advanced Diploma
5		Diploma	Diploma
4		Certificate IV	University Foundation (yet to be mapped)
3	School qualifications	Certificate III	
2	yet to be mapped	Certificate II	
1		Certificate I	

Source: National Qualification framework

National Education Board

The National Education Board (NEB) is constituted under the current Education Act (1978) to;

a. Advise the Minister on matters concerning the operation and development of the education system of Solomon Islands.
b. To make recommendations to the Minister on matters of education policy and any related matters referred to it by the Minister; and
c. To advise the Minister on matters concerning the financing of education services.

Under the powers vested on the Minister, the Chair person, Vice Chair and the members of the Board are appointed by the Minister. Appointment is made in adherence to the Education Act, 1978 which ensures that members of the Board represents the interests of Education Authorities, Teachers, Commercial Interest in Solomon Islands, Ministry of Home Affairs and Ministry of Education.

Membership of the Board is for 3 years term. The current NEB has 28 members. They were appointed on 14th October 2016. Their term expires on October 14th 2018.

Six members within the NEB were appointed by the NEB Chair to be members of the subcommittee. NEB Subcommittee meets before any full board meeting to scrutinize policy documents that will be discussed and for recommendation in the meeting.

The NEB are supposed to meet twice a year but in practice the Minister and /or the Chair of the Board calls for extra ordinary NEB meeting as and when there is a need to deliberate on important matters concerning the operation of the education sector.

Teaching Services Commission

Teaching Service Division acts as the Secretariat of the Teaching Service Commission. The Secretariat/ TSD is responsible to ensure the following;

a. Monitor and facilitate teacher appointment,
b. Submit papers to TSC for promotion and demotion
c. Facilitate Salary payments.

Teaching Service Commission (TSC) is established under the Constitution (Amendment) Act 1982, (No. 14 of 1982), and consists of the Chairman of the Public Service Commission who shall be the Chairman of the Commission and not less than two or more than three members appointed by the Governor General.

Members are drawn from the general public, but they must not be members of Associations or Societies which are political in nature, or public officers.

The Chair person, members of the TSC are appointed initially for a three (3) year term and may be re-appointed for another term. They cease to become members after having served a maximum of two (2) terms. Currently, we have a chair and three members of the TSC. The current members were appointed in 2016 and term will expire in April 30th 2018.

The function of the Teaching Services Commission is to;

a. Make appointments to the offices as referred in section 116B of the Constitution (Amendment) Act, 1982 No. 14 of 1982. (Including power to confirm appointments) and to remove and to exercise control over persons holding or acting in such offices as vested in the TSC.

b. The TSC may, subject to such condition as it thinks fit, delegate any of its powers under this section by directions in writing to any member of the Commission or to any public officer.

c. If and when any delegation is made, it shall be published (as in) the Teaching Service Hand book, so that its existence and its terms are accessible to all members of the Solomon Islands Teaching Service.

d. Current delegation of power to confirm appointments to the Permanent Secretary, Under Secretary Administration and Director of Teaching Service of the Ministry of Education and Human Resources Development.

Teaching Service Commission (TSC) meet monthly. In an event where urgent matters regarding teachers issues needs to be addressed, the chair then calls for extra ordinary meeting.

TSC Sectary keep records of all meetings minutes and informs decision of the TSC to the Director, Teaching Service Division and the Education Authorities.

6. FINANCIAL PERFORMANCE

This section provides details and evidence of our financial performance this year. The MEHRD annual budget provides the resources to implement the AWP. The budget comprises three main sources including SIG recurrent (272), SIG Development Budget (472), and Donor Funds (372). The Department of Foreign Affairs (DFAT) of Australia and Ministry of Foreign Affairs and Trade of New Zealand are largely responsible for providing the Donor Funds for 372. The last audit of MEHRD financial performance was undertaken in 2014.

GOVERNMENT EXPENDITURE ON EDUCATION

SIG expenditure on education as a percentage % of overall SIG budget 2017

Evidence presented to the assessor by the Technical Adviser, Finance, (see Table 3 below) confirmed that the education budget allocation for 2017 was $1,345,662,490[9]. This represented twenty-nine per cent (29%) of the total 2017 SIG budget of $4,632,000,000

However, it should be noted that $200,000.00 of that total was supplementation for scholarships due to the increase in student numbers in 2017. MERHD requested for additional budget to fund this additional scholarships. While the additional allocation for scholarships is correctly included in the analysis of the SIG

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[9] Unless otherwise indicated all amounts are in Solomon Islands dollars

budget allocation, it should be noted that, without this supplementation, the total percentage allocation to education would have fallen to twenty- six percent (26%).

During the independent review, some people expressed concern about the effectiveness of the scholarship program. However, information was not available to test this concern as, to date, no detailed studies of the cost effectiveness of the scholarships program have been implemented. For this reason, the draft targets for 2017 include provision for the design and implementation of a study to assess the cost effectiveness of the scholarship program.

Table 3. Appropriated Recurrent and Development, 2016

	272 Education and Human Resource Development Appropriated Funds (2016)	272 Education and Health Resource Development Statutory Expenditure (2016)	272 Education and Human Resource Development Funds Appropriated through Development Budget (2016) (472)	Total MEHRD (2016)
272	871,552,570.00			871,552,570.00
372	90,000,000.00			90,000,000.00
472			77,000,000.00	77,000,000.00
Total	961,552,570.00	-	77,000,000.00	1,038,552,570.00

Total SIG Appropriated Funds	Total SIG Recurrent Budget including Statutory Expenditure	Total Funds Appropriated through the Development budget (2016)	Total SIG (2016)
3,039,054,521.00	3,123,285,435.00	1,177,867,137.00	4,301,152,572.00

% MEHRD 272 + 372 of total SIG

31.64%	0.00%	6.54%	24.15%

Source: SOLOMON ISLANDS GOVERNMENT, YEAR 2016, APPROVED RECURRENT ESTIMATES Budget Paper: Volume 2 (Page 14)

Table 4. Appropriated Recurrent and Development, 2017

	272 Education and Human Resource Development Appropriated Funds (2017)	272 Education and Health Resource Development Statutory Expenditure (2017)	272 Education and Human Resource Development Funds Appropriated through Development Budget (2017) (472)	Total MEHRD (2017)
272	1,198,288,453.00			1,198,288,453
372	70,373,837.00			70,373,837.00
472			77,000,000.00	77,000,000.00
Total	1,268,662,290	-	77,000,000.00	1,345,662,290

	Total SIG Appropriated Funds	Total SIG Recurrent Budget including Statutory Expenditure	Total Funds Appropriated through the Development budget (2017)	Total SIG (2017)
	3,142,500,000.00		1,489,500,000.00	4,632,000,000.00

% MEHRD 272 + 372 of total SIG

40%	0.00%	5.2%	29%

Source: SOLOMON ISLANDS GOVERNMENT, YEAR 2017, APPROVED RECURRENT ESTIMATES Budget Paper: Volume 2 (Page 14) and SIGinfo 16.04.18

SIG expenditure education by sector as numbers, % 2017

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 5: MEHRD Key Sectors Expenditures for 2017

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

Source: MEHRD Finance Department

SIG expenditure on scholarships as a % of education budget 2017

2017 Budget breakdown by sector
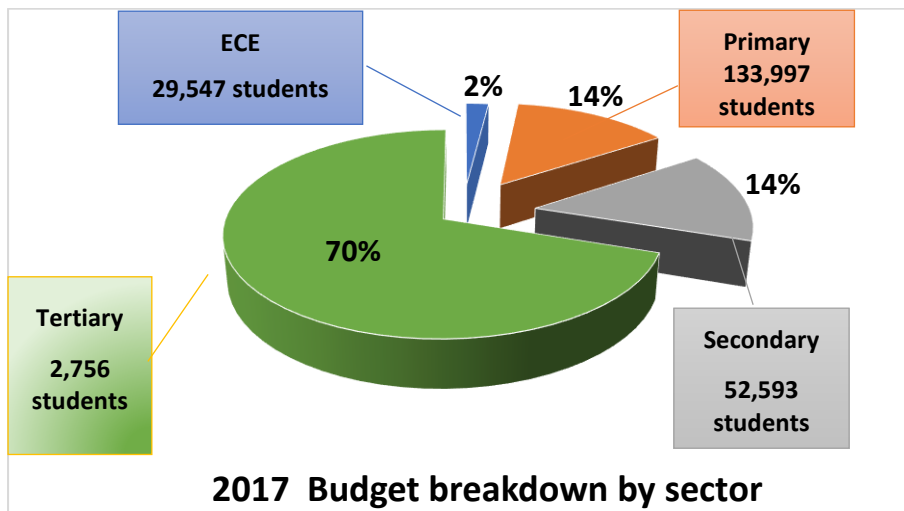
Tertiary includes SIG scholarship budget of $491,311,327.

MEHRD spent a large portion of its budget year on scholarships in 2017. The amount totaled $491, 311,327. This is 41% out of the entire MEHRD recurrent budget (including payroll) which is $1,198,288, 453. MEHRD for budgetary purposes is divided into four key functions namely Teaching Services, School Grants, Scholarships, and all the others combined. They all totaled $702,233,334. Teachers, School Grants and other ministerial expenditures took up 59% of the whole MEHRD Budget. The figure below illustrates the financial information.
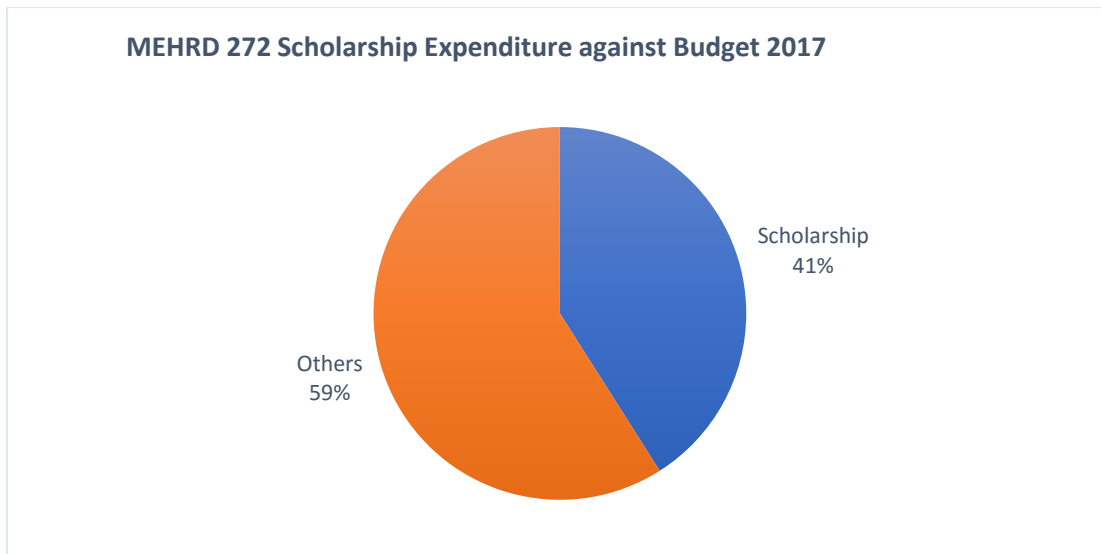
Figure 27: SIG MEHRD expenditure on scholarship for 2017
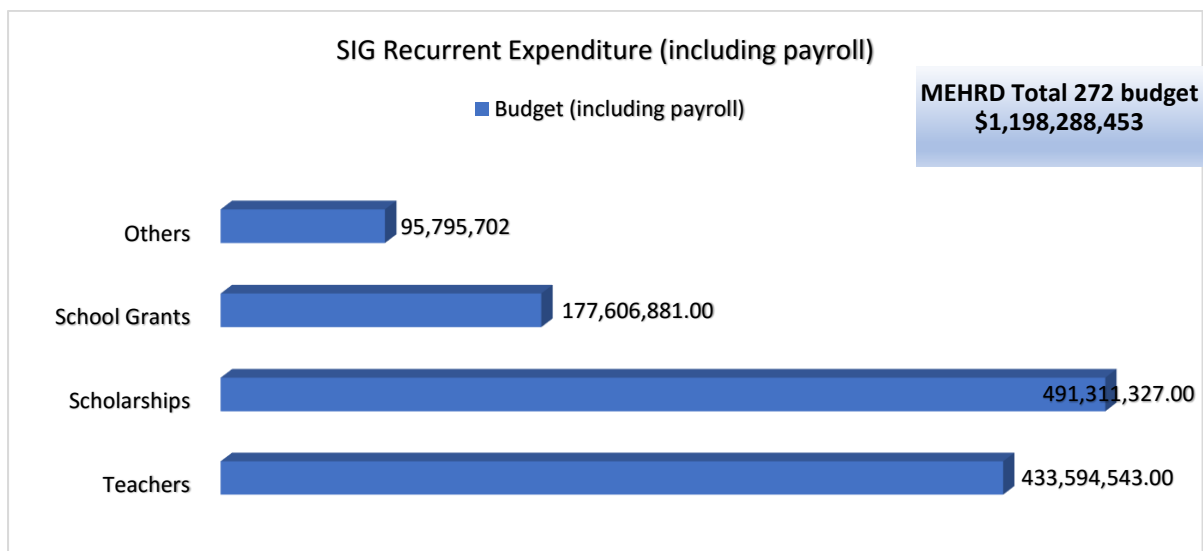
Source: MEHRD December 2017 Vote Control Report

Figure 28: SIG MEHRD Scholarship Expenditure out of whole MEHRD Expenditure for 2017

MEHRD 272 Scholarship Expenditure against Budget 2017

Source: MEHRD Annual Joint Review 2017

MEHRD ANNUAL PERFORMANCE AGAINST BUDGET 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).

Figure 29: MEHRD Recurrent Expenditures against Actuals

Budget against Actual Expenditures for 2017- SIG Recurrent Budget (272)
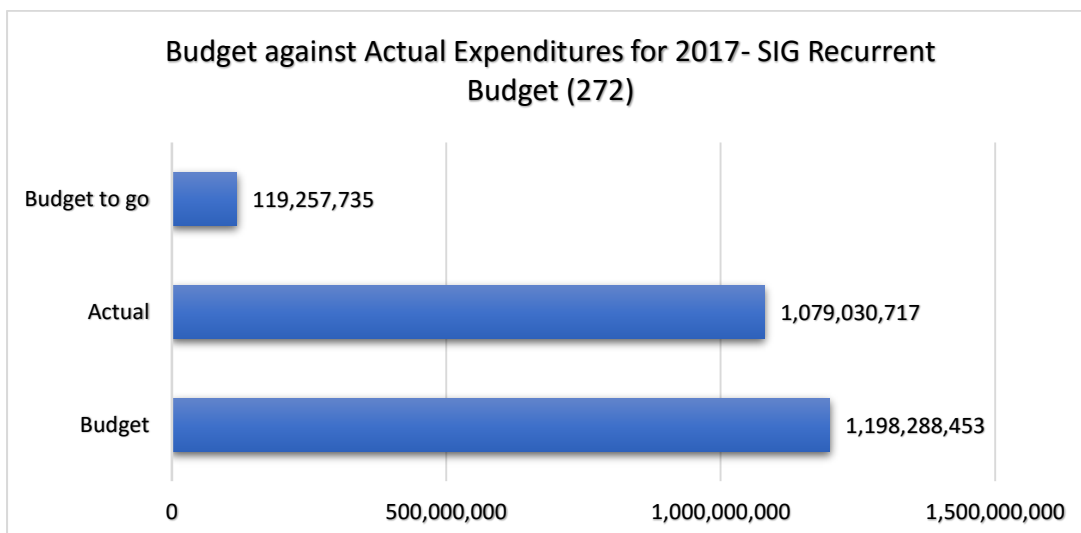
Source: MEHRD Finance Department

Donor supported budget and expenditure (372)

DFAT and MFAT are important contributors to MEHRD's financial capacity to deliver the AWP. This year they contributed a total of $70,373,837 to support MEHRD budget to implement its activity this year. Those undertakings to achieve the results expected are implemented by divisions within the Ministry as illustrated in the table below.

372 Budget Allocations 2017			
Cost Centre	DFAT	MFAT	Total Budget
Asset Management Unit	13,950,000		13,950,000.00
Central Headquarters & Administration	2,432,109		2,432,109.00
Curriculum Development Unit	9,300,000		9,3000,000
Early Childhood Education	1,500,000		1,500,000.00
Grants Unit	1,000,000		1,000,000.00
Literacy Program Management Unit		5,200,000.00	5,200,000.00
Makira Ulawa Province	2,373,887.24	1,399,949.76	3,773,837.00
National Exam Service	5,567,891		4,567,891.00
Provincial Support	*2,000,000*	3,400,000.00	5,400,000.00
Schools Inspectorate	4,450,000		4,450,000
Teacher Training and Development	15,800,000	1,000,000.00	16,800,000.00
Technical and Vocational Training	1,000,000		1,000,000.00
Grand Total	**59,373,887.24**	**10,999,949.76**	**70,373,837.00**

A total of $40,353,986 was not utilised during reporting period. This underspend was due to several planning and procurement challenges (discussed later in this report). When compared to 2015 and 2016, there is a slight drop on spending against what is budgeted.

**Figure 30: Consolidated Donor Budget against actuals for 2017**

Consolidated Budget against Actual Expenditures for 2017 Donor Funds (372)
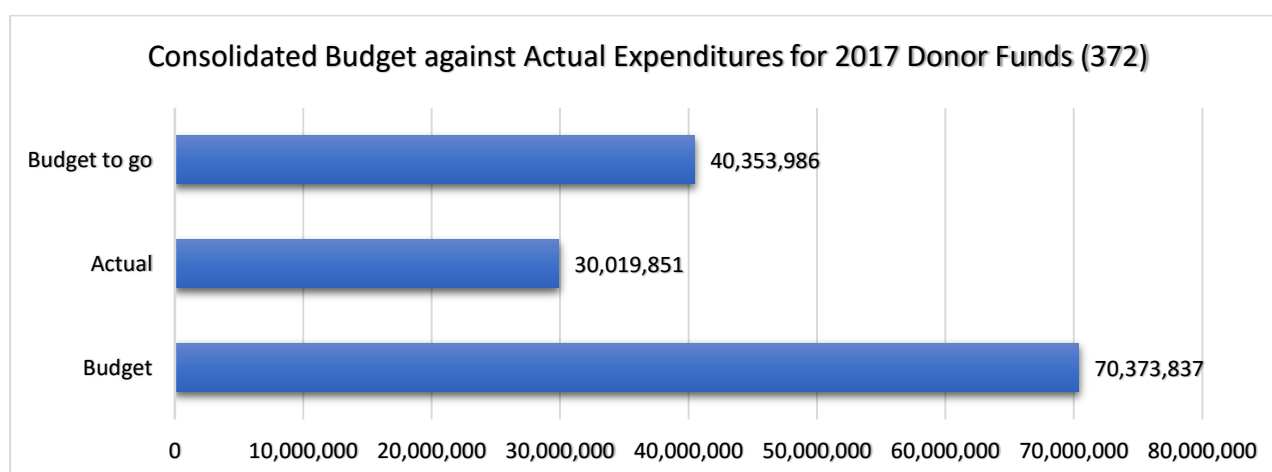
Source: MEHRD Finance Department

SIG development budget and expenditure (472)

MEHRD was allocated $77,000,000 under SIG development budget in 2017. $50,000,000 is the SINU grant which MERHD transfers to SINU for their development operations while $27,000,000 is for the MERHD initiated education infrastructure projects. This is a decrease from allocations in 2015 and 2016. Out of the amount, $50,000,000 was transferred to SINU while MERHD only spent $11,325,652 with a combined spend of $61,325,651. The amount left from the budget for this reporting period is $15,674,348. Some reasons for this non utilisation of budget is due to delays from CTB and also revenue pressures experienced by government meant projects could not be funded. These are shown in *figure 11*. This drop of performance against budget can be explained by the challenges the Ministry has encountered this year.

Figure 31: MEHRD Consolidated Development Expenditures against Actuals 2017
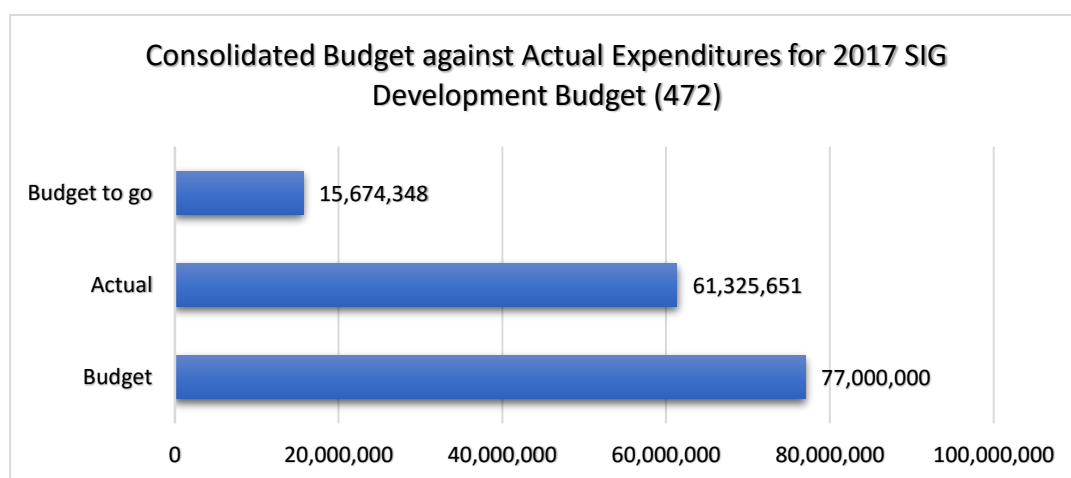
Source: MEHRD Finance Department

Budget and expenditure by MEHRD Divisions

There are 3 Groups within MEHRD; Corporate Services, Education Authority Services, National Education Services. As well as these, during the transition to SITESA operating it has a budget as does National Training Unit. Each has spent an amount under the recurrent budget to implement its activities. The amount spent is shown in the table below. This shows the budget allocated and actual spend. Detailed departmental expenditure is provided in the Appendices.

Table 6: MEHRD Recurrent Budget by Divisions

MERHD SIG Funds by Divisions (Recurrent 272)			
Education Divisional Services	*Sum of Revised Budget*	*Sum of YTD Actual*	*Sum of Budget to go*
Corporate Services	*70,170,633*	*65,748,610.76*	*4,422,022.24*
Education Authority	*3,027,348*	*3,093,187.13*	*-65839.83*
Education Authority Services	*36,156,498*	*15,485,257.87*	*20,671,240.13*
National Education Services	*564,560,730*	*565,514,757.7*	*954,027.72*
SITESA	*5,832,263*	*525,000*	*5,307,263*

| NTU | 518,540,981 | 429,333,644.4 | 89,207,336.57 |

Source: MEHRD Finance Department please update this with the revised table I've sent. I'm just not sure of classification of divisions into the following groups.

The table below shows donor funds by divisions. This year all three groups were allocated funds to support implementation of their activities. Also support was provided to RTCs via TVET.

Table 7: MEHRD Donor Budget expenditures by divisions

Donor Funds by Divisions (372)			
Education Divisional Services (372)	*Sum of Revised Budget*	*Sum of YTD Actual*	*Sum of Budget To Go*
Corporate Services	22,782,109	7,919,840.12	14,862,268.88
Education Authority	3,773,837	76,180	3,697,657
National Education Services	42,817,891	20,056,209.19	22,761,681.81
Technical Vocational Training (RTCs)	1,000,000	1,848,250	-848250

Source: MEHRD Finance Department please update this with the revised table I've sent. I'm just not sure of classification of divisions into the following groups.

Budget and expenditure to Education Authorities

Provincial Education Authorities was also received funds under the recurrent budget to undertake activities. This is reflected in the Provincial Support budget line.

Account Description	Original SET	Revised Budget	YTD Actual
Provincial Grants	9,000,001.00	9,000,001.00	8,773,170.72

The table below shows the budget allocated per PEA for payroll and the actual expenses incurred this year and balance unspent for this year. Some have overspent their budget in implementing their activities.

Table 8: MEHRD Expenditures by Education Authority

| Divisions	Sum of Revised Budget	Sum of YTD Actual	Sum of Budget To Go
Central Province	259,565	253,221.50	6,343.5
Choiseul Province	263,873	306,085.76	-42,212.76
Guadalcanal Province	294,411	227,366.46	67,044.54
Honiara City Council	224,984	250,468.36	-25,484.36
Isabel Province	293,181	310,324.81	-17,143.81
Makira Ulawa Province	221,210	248,722.09	-27,512.09
Malaita Province	657,776	645,932.77	11,843.23
Rennel & Bellona	180,487	243,505.4	-6,3018.4
Temotu Province	261,550	210,978.94	50,571.06
Western Province	37,0311	396,581.74	-26,270.74

Source: December 2017 Vote control Report

7. OPPORTUNITIES FOR IMPROVEMENT

A key ingredient to our continuous improvement model is 'learning by doing'. Planning, as an isolated activity can lack realistic or practical solutions. The Ministry is determined understand what is working and where there are areas for improvement – reporting and learning from both is important. We can learn most from areas that are challenging for us. This section captures some of the key 'areas for improvement'. The analysis of our challenges is used to help plan for improvements during our annual work planning process for 2018.

Students and teachers need teaching and learning resources in the classroom

More teaching and learning resources have been produced and distributed this year but they are not necessarily making it to the classroom. Having relevant learning resources in the classroom continues to be a major blocker to improvement in teaching and learning. School Inspections reveal that lack of learning resources is a large issue and this is backed up in a recent survey of teachers participating in the World Teachers Day event indicated that 94% of teachers felt they did not have enough learning resources

Figure 32: School learning Resources
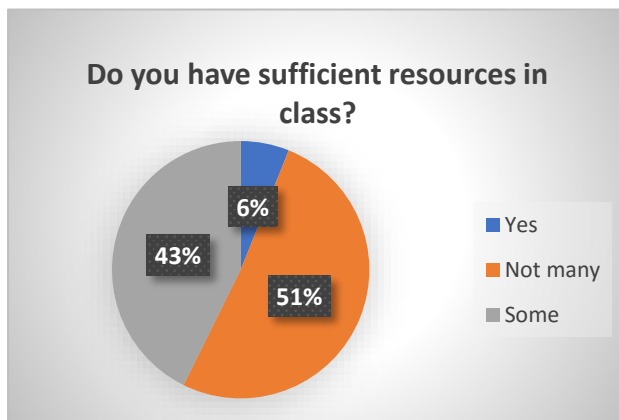
Source: World Teachers Day Survey Report 2017

School accountability and quality improvement is an expensive and time-consuming business

The Whole School Inspection (WSI) system is the centrepiece to MEHRD's school accountability and improvement strategy. The WSI is a comprehensive process that sees school inspectors spend up to a week in a school covering all aspects of school operations. In recent years the unit has conducted around 76 WSI per year with reports from these available more than 12 months after the inspection. Limited, if any, use is made of these reports. The costs associated with the inspection process is significant and currently donor supported. The value for money and sustainability of the current approach have not been reviewed or evaluated.

Major backlog in staff appraisal

There are around 3,000 of around 11,000 teachers requiring appraisals. Some of these appraisals are many years outstanding.

Teachers need to be in their classrooms

A significant and ongoing challenge is teacher absenteeism. Of 90 schools visited by Inspectors, teacher absenteeism was noted as a major issue.

➢ A considerable number of teachers had between 15 and 50 days absent (over two terms).

➢ Most schools started classes 2 or 3 weeks after the official start date. (in week 3 and 4, term 1 and Week 2, term 2)

School inspection data from term 1 and 2 in 2017 revealed some alarming data on teacher absenteeism for the schools visited, see figure below

➢ Reasons for authorized leave included maternity, banking, attending school admin, compassionate leave. These always exceeded limit of 15 days(40 days was the highest)

Figure 33: Teacher Attendance 2017
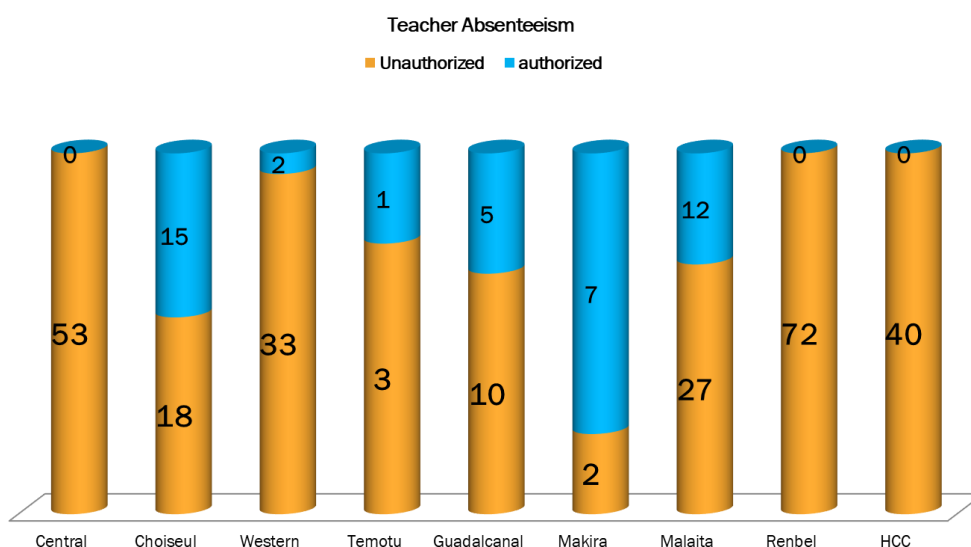
Source: Inspectorate Division's report, 2017

In the Secondary schools visited the following table shows the number of lessons missed as teachers were not present

Table 9. Teacher attendance 2017.

Lessons missed -Term 1		Lessons Missed in Term 2
Week 5 = 23 lessons		Week 1 = 27 lessons
Week 6 = 26 lessons		Week 2 =47 lessons
Week 7 = 30 Lessons		Week 3 = 39 lessons
Week 8 = 14 lessons		Week 4= 28 lessons
Week 9 = 35 Lessons		Week 5 = 41 lessons

Source: Inspectorate Division's report, 2017

Dilemma of Year 6 examinations

8,000 student were not placed into the following year as a result of exams in 2017.

There were an additional 2,680 students in each of the examination years who did not sit the exams. When these numbers are aggregated it means 10,680 students are pushed out of the education system at exam years.

Table 10. Examination data information, 2017.

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

	Total no student not progressing	% not progressing
Year 6	*859*	*7%*
Year 9	*2582*	*28%*
Year 11	*4091*	*65%*
Year 12	*3148*	*84%*
TOTAL	**10,680**	**34%**

Source: ATLAS

Management and impact Scholarships Program

A large proportion of the SIG education budget is spent on tertiary scholarships. This limits resources available for other education sectors, limiting MEHRD resources available for implementing improvement to these sectors

Although newly approved policy and procedures were approved, it appears that scholarships management is non-compliant with these.

MEHRD planning and implementation

Planning in 2017 was over ambitious especially during a period of major restructure and a movement toward a results focus (improvement) rather than individual task orientation. During this period there were challenges of project management and understanding and embedding the new organisation and divisions' roles and functions in a functional manner. Implementing activity as planned in the Annual Work Plan was slow with many divisions not completing their anticipated activities. The challenges around this included procurement backlogs, issues with staff not retiring Imprest and general project management

capacity. Compounding these issue are the conflicting demands coming from outside agency, regional and global organisations.

Procurement and financial management slowing activity implementation

The late and incomplete submission of budget requests to MERHD finance results in divisions planned activity being delayed. MEHRD and MOFT financial processes take time to process and many divisions did not allow for this.
Numerous submissions did not meet compliance requirements resulting in budget request being returned for correction before processing.
There were period when both MEHRD Finance and MOFT processing times were slower than expected.
SIG revenue challenges during 2017 compounded this

Improvements to workflow process have been implemented, a modified Activity Budget Template, aligning the approved AWP to budget requests has been developed in 2018 in an attempt to speed up the finance process while ensuring activities are as designed and approved.   It is hope that these improvements, along with improved planning and purchase requests going to finance division the issues faced during 2017 will be improved.

Figure 34: MEHRD Activity Completion 2017
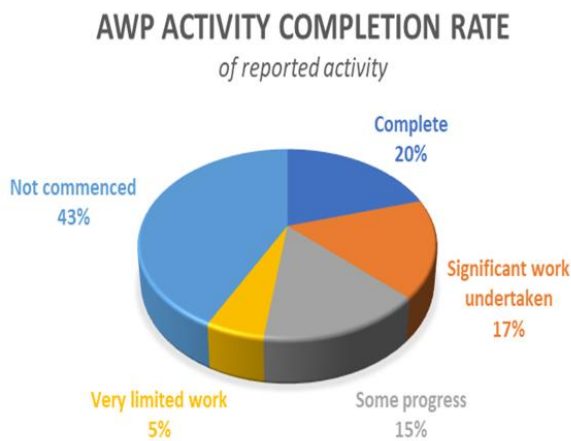
Source: MEHRD Annual Joint Review 2017

Findings of issues analysis from MEHRD Divisions Quarterly Progress Reports

Although 2017 has seen many achievements there are many lessons that have been learned from challenges faced during the year. These lessons will be utilised to create opportunities for improvement in MEHRD services.

During 2017 each HOD reported quarterly. In those reports issues were highlighted preventing progress of activities.

An analysis of these showed eight areas for improvement. Although they have been broadly classified under each heading, they are also inter-related.

Financial management

Financial Management broadly was one the biggest challenges faced during 2017. This was continually reported as a major blocker of division's ability to undertake activity. This does not suggest an issue in a specific division, but more generally that managing the finance process and procedures caused problems.

Figure 35: MEHRD self-reported issues analysis 2017

Reports showed there were multiple reasons given in this area. From HOD reports, these challenges included difficulties understanding financial guidelines, procedures and processes.

During 2017 there were several instances where the appropriate procurement procedure was not followed and HoD did not plan sufficiently far in advance to allow the procedures to be followed. Any donor funds must be checked by the relevant TA as part of the funding agreement with donors. As well as undergoing approval and compliance checks within MEHRD a final compliance check is done at MoFT which if procurement has not been managed appropriately can result in payments not being made.

Another issue is that Divisions within MEHRD often leave procurement to the last minute. If a bid waiver is required, approval by MoFT can take three to five weeks. If a contract has to be countersigned by MoFT this will take a minimum of a week. In addition to this, suppliers often don't commence supply until a part payment has been made

Human Resources

This was the second most common reported issue. Challenges in this area included time management, delaying of recruitment, staff absenteeism, lack of capacity of officers involved in delivering MEHRD outputs, lack of staff appraisal, unclear roles and responsibilities and disciplinary issues. It must be noted these HR issues are from across the entire Ministry.

Results based planning and reporting

At the commencement of 2017 there was no Monitoring and Evaluation Framework to track progress of the NEAP 2016 -2020. The M & E Framework was only approved mid 2017 therefore some of the data collection reporting used in this report may only be partial and /or has not been able to be verified. The
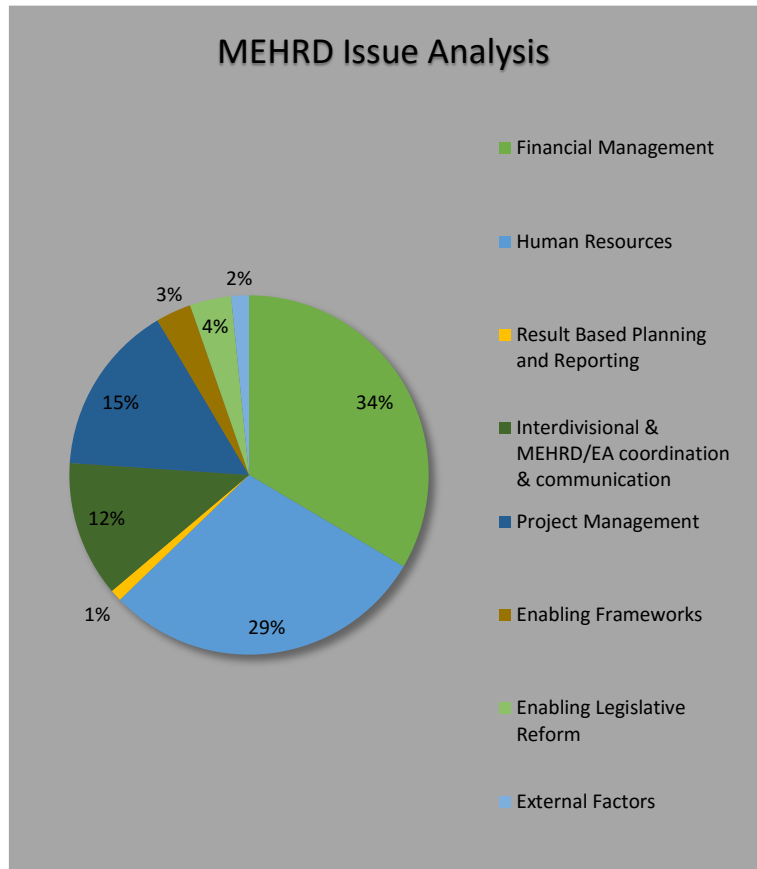
approved M&E Plan provides a set of outputs, intermediate and end outcome result based indicators and will be used to guide data collection. It is anticipated it will provide much improved result based reporting and provide the information for SMT decision making and subsequent planning.

Interdivisional & MEHRD /EA coordination & communication

This area covered coordination and communication challenges faced within MEHRD. The main challenges faced related to the coordination of the activities between divisions.

Project management

Most of the challenges raised under this heading are in regards to managing activities that are in fact 'projects'. Activities are supposed to managed within divisions and involve numerous task or sub projects that are required to be undertaken in sequence and in a timely manner. These may include holding a meeting, getting printing done, gathering feedback, analysing this and using it for the next step. This is done at the same time, managing a limited budget and making necessary adjustments in order to achieve the desired result. Tasks cannot be undertaken in isolation and with disregard of another part of the project. It was apparent that without proper project management a task may have been finished eg a TOR written, then nothing happens as a result.

Enabling frameworks

The Ministry is in the process of reform and establishing and using Standard Operating Procedures in place to enable officers to provide improved delivery of services. In NEAP a key set of strategies surround the establishment of approved standards for Education Authorities, Schools, School Leaders, and Schools. The initial challenge is establishing what these standards might be and the approach taken to achieve these. They are not designed simply to be compliance issue, rather a framework to enable those working on each area to understand expectation and work towards improve these. Although on the work plan for completion in 2017, none of these were finalised.

Enabling legislative reform

Enabling Legislative Reform in 2017 included both establishment of SITESA and subsequent reviewing of the current Education Act to cater for the contemporary education needs in Solomon Islands. There are numerous areas that require reviewing but have been delayed due to capacity and the delay in progress of the revised Education Bill.

Figure 36: MEHRD systems for Improvement
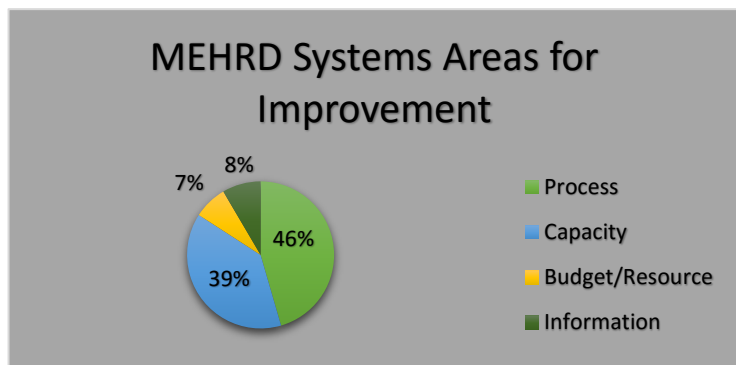
APPENDIX 1. KEY OUTPUT PROGRESS TRACKER TABLE

See Appendix 2 for full Results Framework

Note: based on the Results Framework this Annual Report is focused on Key Outputs
Level 3   Key Outputs – Annual progress reported in Annual Report
    Level 2   Intermediate Outcome – Progress over time reported in PAR
        Level 1   End Outcomes – Progress over time reported in PAR

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
Key Output Area 1: ECE Reform				
KO1.1: Costed policy for the expansion of ECCE Centres 3-4-year old developed and approved by cabinet	Standards		• ECCE Policy Taskforce deliberated and presented it to SMT. Team currently working on awareness campaign to 3 pilot provinces (Malaita, Guadalcanal & HCC) Costed plan for the 3 proposed provinces completed and submitted to UNICEF for funding preparation.	
KO1.2: Vernacular languages expansion plan developed and implemented.	Learning Resources		• Mentoring and Monitoring of building grade one benchmark • Developing benchmark for Grade 2 • Development of appropriate assessment strategies for grade two done for Saá and Arosi Language • Evaluation will be done in 2018	
Key Output Area 2: Access Strategies				
KO2.1: MEHRD develops and publishes a strategy that identifies and plans the progressive removal of blockages to student participation in school education.	Strategic Support Unit		• Desk analysis and simple survey on causes of early school leaving was conducted and proposals to increase opportunity are: Second Chance Education, Phase out of SISE and year 9 and establishment of School Base assessment, Increase support on infrastructure to improve enrolment of students, especially girls at senior secondary • Second Chance Education Survey conducted and report submitted • School Fee Research done and draft report submitted	
KO2.2: Number of Provinces and EAs that implement pilot interventions to reduce ESL.	Education Authority Coordination and Improvement		• Research on this target is shifted to 2018.	
KO2.3: More structured and formalised processes are implemented to collect and analyse data about the participation rates of students with disabilities in basic education.	Information Systems			

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
KO2.4: The draft Solomon Islands National Disability Inclusive Education Plan is approved and disseminated.	Learning Resources		• This Policy is still with the Minister MEHRD awaiting approval from Cabinet.	
KO2.5: Number and percentage of schools that have increased their student enrolment.	Information Systems		**SIEMIS 2017 Data** | Sector	2016	2017
---	---	---
ECE	27,338	29,329
Primary	131,359	133,970
Secondary	51,866	52,594		
KO2.6: The needs of students with learning disabilities identified and plan developed.	Learning Resources		• Mapping of disability • Teacher training to identify types of disability in schools with support from Ministry of Health	
Key Output Area 3: Infrastructure				
KO3.1: Number of Provinces with costed access development plans.	SSU		Not commenced	
KO3.2: Infrastructure expansion plan developed, approved and implementation commenced by 2018.	Asset Management Division		• Solomon Islands, Ministry of Education and Human Resources Development, Asset Management Plan endorsed by the Permanent Secretary and launched during the Buala EA Conference.	
KO3.3: At least seven provinces have provincial infrastructure development plans	Asset Management Division		• Provincial Asset Management Plans for all Provinces endorsed by the Permanent Secretary and launched during the Buala EA Conference.	
KO3.4: 50 new classrooms constructed each year from 2017.	Asset Management Division		• 111 Classrooms completed. • 16 Science lab tender closed ready to be screened by CTB.	
Key Output Area 4: Professional Development				
KO4.1: Number and percentage of teachers accessing in-service training.	Teacher Professional Development Division		• USP Certificate in teaching primary/Secondary 80 primary and secondary untrained teachers (TIT) completed course 2. ED184: Physical and Leisure Education Flexi School. • USP Graduate Certificate in School Leadership- 140 school leaders completed course 4, EDP08. Held at Don Bosco for Guadalcanal Province and Western Province	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
KO4.2: Findings from SISTA 2017 are used to develop professional development programs or teacher support packages for teachers and principals.	Teacher Professional Development Division	(green)	• 2016 SISTA results in numeracy are being used to inform the curriculum PD to be conducted in 2018. • Reviewed of EYL Training Manual and Training program and inclusion of writing as significant weaknesses identified in SISTA results in 2016.	(orange)
KO4.3: Number of teachers trained in new literacy practices.	LPMU	(green)	• 179 teachers in Malaita trained. (Gender) in literacy practices. • Literacy results has been passed to LPMU for action	(green)
KO4.4: Increase in the percentage of trained teachers in primary and junior secondary schools.	Teacher Professional Development Division	(green)		(red) 272
KO4.5: Teacher professional development programs are designed to support the implementation of the revised curriculum.	Teacher Professional Development Division	(orange)	• LEAP is using SISTA to inform support for EAs, Schools and teachers in literacy	(red)
KO4.6: Professional development programs for teachers and principals are implemented and their effectiveness evaluated.	Teacher Professional Development Division	(orange)	• 822 school leaders have completed 4 of 5 units USP School Leaders Course. • By December, 1,136 school leaders will have completed 4 of 5 units. • 4 trainings conducted in Malaita Province on EYL. Evaluation data is being collated	(orange)
Key Output Area 5: Curriculum				
KO5.1: A quality National Curriculum for Primary and JS education is completed by 2018 and implemented from 2019 onwards.	Curriculum	(orange)	• (3) PPY Curriculum documents - Framework, Teacher support resource and Teacher training manual drafts Primary • Curriculum mapping out Prim English Syllabus, math, Science & S/Studies. Math ready for NCAB 2017 • Junior Sec – 4 core subjects – Review and complete develop outstanding books (English Y9, S/Studies Y9, Math Y8 – 9 TG, & Science in any gaps identified in the review) with Cognition.	(green) 272 (red) 372
KO5.2: A quality National Curriculum	Curriculum	(orange)	• (1) SSE consultation workshop documents & payments for November 2017 for finalisation of subject	(green) 272

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
for SSE education is completed by 2018 and implemented from 2019 onwards.			combination for SSE. Drafts of options were done already. • Retyping of 4 core subjects - All Y10 & 11 syllabuses completed & all titles for Science textbooks, English materials almost completed, S/Studies – 2 titles completed. Math only syllabus is completed, nothing else. • Curriculum mapping is still in planning stage	
Key Output Area 6: Student Assessment				
KO6.1: Year 6 exam phased out from the education system in 2018.	NEAD		• Establishment of a taskforce –**Completed.** • Re-strategizing of work plan – **On going.**	
KO6.3: Classroom based assessment commences and implemented in years 1 to 3 in 2018.	NEAD		• Development of Classroom Assessment Framework draft – **Completed**. • Training of 100 teachers for Years 1 to 3 in June – **Completed.** • Development of instruments for 4 subjects (Science, Health Studies, Social studies and English) – **Completed.** • Development of rubrics – **On going**.	
KO6.4: Assessments used to improve teaching and learning.	NEAD		• Reporting and dissemination of SISE & SIF3 results to schools – **Completed**. • School based Assessment training for selected schools (NEAD – School direct approach) – **On going.** • Training of teachers on developing assessment instruments and tool for interventions – **On going**. • Trial and implementation of Classroom framework – **On going**	
KO6.5: Regular program of SISTA operating (2017, 2019), PILNA (2018).	NEAD		• Review of SISTA instrument items late February and early March –**Completed** • 8 literacy and 8 numeracy Primary teachers reviewed SISTA instrument items – **Completed**. • Field trial of SISTA instruments in Guadalcanal and Honiara Schools in June – **Completed**. • Marking of SISTA field trial in September – **Completed**. • Analysis of field trial data by ACER in September – **Completed**.	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
			• Final review of instruments for main study by 6 panel members – **Completed**. • Review of marking schemes and rubrics – **Completed**. • Printing of SISTA papers for main study in November – **Completed**. • Marking – **Yet to be done in November & December**. • Analysis of data by ACER – **Yet to be done.** • Reporting – **Yet to be done in February/March 2018**. • Field trial of PILNA in 2 schools in Guadalcanal and 2 schools in Honiara on 12th & 13th this month – **Completed**. • Marking of PILNA Field trial completed.	
Key Output Area 7: Standards				
KO7.1: Standards for Education Authorities are developed in partnership with EAs.	Standards		• The development of the Standards for Education Authorities is progressing, draft developed.	
KO7.2: 70 schools inspected and reports prepared against Standards every year until 2020.	Inspectorate		• Standards for schools are currently on working documents. This is standard for ECE, Primary & Secondary • 38 of 76 school inspections completed, the remaining schools in progress. • Annual reports not done • Analysis of reports not done • 42 inspectors trained in revised school inspection processes and procedures • Approval from SMT for new roles and procedures for Inspectorate, operational by 2018. • 13 special school inspections completed • Appraisal process and procedures in November and December, the 4th Quarter, 2017.	
KO7.3: New school management Standards approved by MEHRD in agreement with EAs.	Standards		• Standards for schools are currently on working documents. This is standard for ECE, Primary & Secondary • Literature review **completed** • Consultation with EAs and school leaders **completed**.	
Key Output Area 8: Teaching and Learning Resources				
KO8.1: Teacher support materials are developed and distributed to all primary and junior secondary schools.	Learning Resources		• 4 core subjects are currently under review with Cognition 2017 for Learners and Teachers Guides • Not all schools due to budgetary constraints	
KO8.2: Teacher and Principal SISTA support materials are	LPMU		Check for Information	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
distributed to relevant schools.				
KO8.3: Student learning resources are developed and distributed to all primary and junior secondary schools.	Learning Resources		• Not all schools receive learning resources due to delivery issues and budgetary constraints	272
KO8.3: Student learning resources are developed and distributed to all primary and junior secondary schools.	Curriculum		• 4 core subjects are currently under review with Cognition 2017 for Learners and Teachers Guides	372
Key Output Area 9: School Management				
KO9.1: 90% of Schools School Boards trained in their roles and functions by end of 2018.	Education Authority Coordination and Improvement		• Awareness raising to EAs on roles and functions of School Boards. • Report with recommendations for review of all aspects of school board training manual compiled.	
Key Output Area 10: Teacher Management				
KO10.1: MEHRD analyses teacher appraisal data, or establishes new data collection methods, to assess the percentage of teachers who meet the Teacher Standard and establish a baseline against which future improvement can be measured.	Inspectorate		• 90% of schools have a teacher appraisal system based on approved Teacher Standards, however are not using the system • 117 number of Teacher Appraisal reports have been collated and analysed and sent to TSC. More than a 100 reports await verification at the EA level. • Around 3,000 awaiting appraisal, some years overdue • 63 school leaders in Central province completed re-training in Teacher Appraisal process. • 14 school leaders in Isabel province completed re-training in Teacher Appraisal process. • 76 schools funded by Guadalcanal Education Authority for inspectors to monitor implementing Teacher Appraisal process. • 46 school leaders in Makira Ulawa province might be re-trained in the Teacher Appraisal process and procedures in November and December, the 4th Quarter 2017. • 18 school leaders in Western Province (Nila, Shortlands) might be re-trained in the Teacher Appraisal process and procedures in November and December, the 4th Quarter, 2017.	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
KO10.2: Teacher Attendance monthly reports by province/schools observed by 75% of schools.	Inspectorate		• 9 reports out of 10 was sent to EAs and TSD on teacher/Pupils attendance records of 100% of schools inspected annually. • 10 school in Isabel, 41 in Choiseul and 35 in HCC compliance checks visits to 3 Provinces: Choiseul, Isabel and Honiara City Council progressing 4th Quarter. • 10 schools per Province compliance reports submitted to Malaita, Temotu, Choiseul, Central, HCC, Makira, Renbel, Central and Western EAs and to Teaching Service Division. • No Reports for Isabel.	
Key Output Area 11: Education Authority Capacity				
KO11.1: Baseline data to determine strengths and weaknesses of EAs is collected and analysed.	Education Authority Coordination and Improvement		• Training on Teacher Management. • Baseline data of all PEAs collected. Data analysis progressing and report will be completed by end of 2017.	
KO11.2: MEHRD implements programs or activities to improve the management capability of Education Authorities.	Education Authority Coordination and Improvement		• Training on how to develop EA AWPs. • Consultation and development of EA standards. First draft EA Standards completed. • Consultation with EAs on the development of School Development Plans.	
KO11.3: All EAS connected to SIG Connect by end of 2018.	Information Systems		• All provincial EAs already connected except Makira, Central, Renbel & Guadalcanal. However, Makira & Guadalcanal provincial EA will be connected to SIG-network by end of 2017.	
KO11.4: 20 EAs with approved plans by 2018.	Education Authority Coordination and Improvement		• All 2017 EA AWP approved and implemented.	
KO11.5: 10 Provincial Education Boards are fully functional by 2020.	Education Authority Coordination and Improvement		• Desktop review completed	
Key Output Area 12: Financial Management				
KO12.1: New school grants management system implemented in 95% of schools.	Grants		• Grants master sheet revised and Excel training conducted for Education Authority Officers to ensure that the document provides instant feedback on grants disbursed and reconciliations to Grants paid as per the AX accounting system • School Grants master sheet revised and Excel training conducted for Education Authority Officers to ensure that the document provides instant feedback on grants	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
			disbursed and reconciliations to Grants paid as per the AX accounting system	
KO12.2: At least 25 EAs use the new grant system by end of 2018.	Grants		• 72% of Education Authority receives the first tranche of their annual Grant by the end of March 2017.(October 30th)	
KO12.3: At least 80% of 2017 School Grants are retired on time by 2020.	Grants		• 78% of the school grant are retired on time. (October 30th).	
KO12.4: At least one external audit is conducted by the Auditor-General's Department or a suitably qualified outside provider by 2018.	Internal Audit		• Currently an external Audit of MEHRDS 2015 accounts by the office the Auditor general is conducted in support by the IA	
KO12.5: EAs are audited annually to determine source of revenue, expenditure and whether funds were spent efficiently.	Internal Audit		• Draft audit plan has been mapped with 2018's AW. Work will commence in 2018. This target is ambitious so work will be only done on selected EAs	
KO12.6: At least 85% of schools receive the first tranche of their 2018 School Grant by the end of March 2018.	Grants		• 86% of the schools receive the first Biannual school Grant by the end of March 2017.(October 30th)	
Key Output Area 13: MEHRD Systems				
KO13.1: New roles and procedures for the Inspectorate approved by SMT and operational by 2018.	Inspectorate		• New roles and procedures for the Inspectorate have not yet been submitted to SMT	
KO13.2: M&E Framework is approved by SMT.	SSU		• M&E Plan approved by SMT and being implemented	
KO13.3: M&E data are collected and analysed.	SSU		• Quarterly reports submitted to SMT for decision making.	
KO13.4: NEAP M&E data is reported in Performance Assessment Report.	SSU		• The statistical performance assessment report produced for 2016 on the Ministry's overarching goals: Access, Quality and Management. • The Performance Assessment Report for 2017 will include reporting against the three result frameworks (Output, Intermediate and End Outcome) according to the theory of change.	

Output Indicators	MEHRD Lead	Activity progress	Evidence	Budget spend
KO13.5: M&E findings are used to develop Annual Work Plan.	SSU		• 2017 quarterly reports used to reprioritize 2017 and 2018 AWP activities.	
KO13.6: New procedures to address MIS data availability, entry and verification and delegation of MIS management tasks are developed and implemented for all existing MIS.	Information Systems		• Jasper Reporting System was developed to enhance reporting and availability of data. MEHRD users can login to access the reporting system with their normal username and password. • Review of the Annual Survey form was completed as part of MIS improvement. The survey form was separated in two parts (Part A & B). Part A includes School enrolments, Teachers details and School resources whiles Part B comprises of school facilities and WASH. Part B will be distributed bi-annually.	
KO13.7: Approved procurement processes operational.	Procurement		• Process already approved and implemented	
KO13.8: New SOPs designed, implemented and monitored by 2018.	HRM		• This activity has been deferred to 2018, as we have requested a TA to help us develop the SOPs for MEHRD.	
KO13.9: MEHRD officers are appraised based on the progress of the NEAP outputs and activities they are responsible for.	HRM		• For the 3rd quarter, we have received a total of 14 appraisals from MEHRD divisions including provincial education authorities.	
KO13.10: Number of policies developed and revised based on implementation plans.	SSU		• Policy Framework developed to assist with further development of education policy.	

APPENDIX 2.MEHRD RESULTS FRAMEWORK

Level 3   Key Outputs – Annual progress reported in Annual Report

       Level 2   Intermediate Outcome – Progress over time reported in PAR

             Level 1   End Outcomes – Progress over time reported in PAR

Level 1: End of ESF Outcomes Indicators

EO 1. Increased Access   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
1.2 Transition Rates by level and gender
1.3 Gross Enrolment Rates by level and gender
1.4 Gender Parity Index by level
1.5 Survival Rate by year level and gender
1.6 Gross intake rate (GIR) in primary and lower secondary by level and gender
1.7 Net intake rate (NIR) in primary and lower secondary by level and gender
1.8 Percentage of children over-aged for primary and lower secondary by gender
1.9 Age specific enrolment rate for age 3, 5 and 6 by gender
1.10 Repetition Rate by level, gender and province
1.11 Dropout Rate by level, gender and province
1.12 Completion Rate for primary, lower secondary and upper secondary
EO 2. Improved Quality   Girls and boys receive quality education with relevant and effective outcomes.
2.1 Percentage of students achieving at or above the expected level. (SISTA)
2.2 Early Grade Reading Assessment (EGRA) results
2.3 Percentage of certified teachers by gender
2.4 Placement Rates for year (6 to 7, 9 to 10, 11 to 12, 12 to 13)
2.5 Number of Graduates Year 10 & 12 by gender
2.6 Teacher: Pupil ratio by level
2.7 Teacher absenteeism by level
EO 3. Improved Management   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.
3.2 Number and percentage of EAs receiving second grant annually.

3.3 Public expenditure on education as a percentage of total SIG expenditure
3.4 Total expenditure on education as a percentage of GDP
3.5 Actual expenditure to budget
3.6 Recurrent allocation for the per unit cost per education sector.

Level 2: Intermediate Outcomes Indicators

IO1: Children complete basic education, inclusive of PPY
IO1.1: Strategy developed and implemented for 3-4-year old's.
IO1.2: Number of licensed and functioning ECCE Centres.
IO1.3: Number of licensed community ECCE Centres applying National Standards.
IO1.4: Number of Primary Schools offering the new pre-primary year for 5-year old's.
IO2: Increased number of children complete 13 years of education
IO2.1: Number of schools operational by sector.
IO2.2: Number of classrooms by sector and type.
IO2.3: Number of functioning boarding facilities.
IO2.4: Decrease in the number of overage students by primary and junior 73 secondary by gender.
IO2.5: Number of schools with clean safe water supplies by sector.
IO2.6: Number of functional toilets in schools by sector and gender.
IO2.7: Toilets: Pupil ratio by gender.
IO3: More teachers using new improved curriculum.
IO3.1: Number and percentage of teachers with adequate teaching resources.
IO3.2: Pupil: Text Book ratio.
IO3.3 Number and percentage of teachers using the new curriculum by sector.
IO4 Teachers using assessment for learning strategies.
IO4.1 Number and percentage of teachers using assessment for learning system.
IO5 Teachers using child-centred teaching strategies
IO5.1: Number and percentage of teachers meeting agreed Standards.
IO6 Teachers using quality literacy and numeracy strategies
IO6.1: Number of students achieving minimum learning outcomes of the new curriculum.
IO7: Schools show improvements against agreed Standards.
IO7.1: Number of schools that meet new Standards.
IO7.2: Number of school leaders that meet Standards.
IO7.3: Number of School Boards that meet new Standards.

IO8: Education Authorities operate to agreed Standards.
IO8.1: Number of EAs that meet new Standards.
IO8.2: Number of PEAs and EAs that produce quarterly reports in a timely manner and appropriate format.
IO9: MEHRD capacity at institutional, organisational and individual levels strengthened.
IO9.1: Improved MEHRD planning and reporting systems and processes.

Level 3: Key Outputs Indicators

Key Output Area 1: ECE Reform
KO1.1: Costed policy for the expansion of ECCE Centres 3-4-year old developed and approved by cabinet
KO1.2: Vernacular languages expansion plan developed and implemented.
Key Output Area 2: Access Strategies
KO2.1: MEHRD develops and publishes a strategy that identifies and plans the progressive removal of blockages to student participation in school education.
KO2.2: Number of Provinces and EAs that implement pilot interventions to reduce ESL.
KO2.3: More structured and formalised processes are implemented to collect and analyse data about the participation rates of students with disabilities in basic education.
KO2.4: The draft Solomon Islands National Disability Inclusive Education Plan is approved and disseminated.
KO2.5: Number and percentage of schools that have increased their student enrolment.
KO2.6: The needs of students with learning disabilities identified and plan developed.
Key Output Area 3: Infrastructure
KO3.1: Number of Provinces with costed access development plans.
KO3.2: Infrastructure expansion plan developed, approved and implementation commenced by 2018.
KO3.3: At least seven provinces have provincial infrastructure development plans
KO3.4: 50 new classrooms constructed each year from 2017.
Key Output Area 4: Professional Development
KO4.1: Number and percentage of teachers accessing in-service training.
KO4.2: Findings from SISTA 2017 are used to develop professional development programs or teacher support packages for teachers and principals.
KO4.3: Number of teachers trained in new literacy practices.
KO4.4: Increase in the percentage of trained teachers in primary and junior secondary schools.
KO4.5: Teacher professional development programs are designed to support the implementation of the revised curriculum.

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

Key Output Area 5: Curriculum
KO5.1: A quality National Curriculum for Primary and JS education is completed by 2018 and implemented from 2019 onwards.
KO5.2: A quality National Curriculum for SSE education is completed by 2018 and implemented from 2019 onwards.

Key Output Area 6: Student Assessment
KO6.1: Year 6 exam phased out from the education system in 2018.
KO6.2: Year 9 exam phased out from the system by 2020.
KO6.3: Classroom base assessment commences and implemented in years 1 to 3 in 2018.
KO6.4: Assessments used to improve teaching and learning.
KO6.5: Regular program of SISTA operating (2017, 2019), PILNA (2018).

Key Output Area 7: Standards
KO7.1: Standards for Education Authorities are developed in partnership with EAs.
KO7.2: 70 schools inspected and reports prepared against Standards every year until 2020.
KO7.3: New school management Standards approved by MEHRD in agreement with EAs.

Key Output Area 8: Teaching and Learning Resources
KO8.1: Teacher support materials are developed and distributed to all primary and junior secondary schools.
KO8.2: Teacher and Principal SISTA support materials are distributed to relevant schools.
KO8.3: Student learning resources are developed and distributed to all primary and junior secondary schools.

Key Output Area 9: School Management
KO9.1: 90% of Schools School Boards trained in their roles and functions by end of 2018.

Key Output Area 10: Teacher Management
KO10.1: MEHRD analyses teacher appraisal data, or establishes new data collection methods, to assess the percentage of teachers who meet the Teacher Standard and establish a baseline against which future improvement can be measured.
KO10.2: Teacher Attendance monthly reports by province/schools observed by 75% of schools.

Key Output Area 11: Education Authority Capacity
KO11.1: Baseline data to determine strengths and weaknesses of EAs is collected and analysed.
KO11.2: MEHRD implements programs or activities to improve the management capability of Education Authorities.
KO11.3: All EAS connected to SIG Connect by end of 2018.
KO11.4: 20 EAs with approved plans by 2018.

KO11.5: 10 Provincial Education Boards are fully functional by 2020.

Key Output Area 12: Financial Management
KO12.1: New school grants management system implemented in 95% of schools.
KO12.2: At least 25 EAs use the new grant system by end of 2018.
KO12.3: At least 80% of 2017 School Grants are retired on time by 2020.
KO12.4: At least one external audit is conducted by the Auditor-General's Department or a suitably qualified outside provider by 2018.
KO12.5: EAs are audited annually to determine source of revenue, expenditure and whether funds were spent efficiently.
KO12.6: At least 85% of schools receive the first tranche of their 2018 School Grant by the end of March 2018.

Key Output Area 13: MEHRD Systems
KO13.1: New roles and procedures for the Inspectorate approved by SMT and operational by 2018.
KO13.2: M&E Framework is approved by SMT.
KO13.3: M&E data are collected and analysed.
KO13.4: NEAP M&E data is reported in Performance Assessment Report.
KO13.5: M&E findings are used to develop Annual Work Plan.
KO13.6: New procedures to address MIS data availability, entry and verification and delegation of MIS management tasks are developed and implemented for all existing MIS.
KO13.7: Approved procurement processes operational.
KO13.8: New SOPs designed, implemented and monitored by 2018.
KO13.9: MEHRD officers are appraised based on the progress of the NEAP outputs and activities they are responsible for.
KO13.10: Number of policies developed and revised based on implementation plans.

APENDIX 3. 2017 ANNUAL JOINT REVIEW AIDE MEMOIRE RECOMMENDATIONS

The Ministry conducts a joint review (AJR) towards the end of every calendar year. The aim of the AJR is to bring the Ministry along with partners and stakeholders to to review, reflect and learn about achievements, challenges and ways to move forward. An outcome of the AJR is the preparation and submission to SMT of an Aide Memoire that includes several recommendations from the AJR meeting.[10]

In-order for MEHRD to move forward to achieve its 2020 NEAP goals of increased access, improved management and quality, a set of direction is recommended based on the focus areas. The Ministry in its Annual Joint Review have investigated this year's AWP implementation and its challenges to see lessons for learning. A set of recommendations directed at key end outcomes expected of MEHRD are put together to ensure continuous improvements are taking place during the review process. They are outlined below:

Access

Recommendation 1:
The overage issue is having a profound impact on the capacity to provide appropriate infrastructure and quality teaching and learning experiences. Recommend the development of a process of automatic promotion of students (age as the significant determiner).

Recommendation 2:
That there be a committee established with the role to oversee /coordinate the specialised classroom projects (SSU to identify committee).

Recommendation 3:
That Provincial Secretaries be included in Provincial school expansion planning process.

Recommendation 4:
The creation of a Policy to guide location and development of new school infrastructure, based on real demand (evidence based projections). Infrastructure and education services planning to consider and find options to improve access and reduce overcrowding:

- to cater for students with special needs /disabilities and build infrastructure to accommodate these children;
- To cater for access for primary school students from remote locations based on demand. These might include boarding facilities;
- Encourage schools to consider double shifts for overcrowded classes and schools (especially in Honiara).

Recommendation 5: *WASH in Schools.* Schools be supported to access ways to improve their WaSH conditions as soon as possible.

Quality

Recommendation 6:
Abolish standard 6 (year 6) and form 3 (year 9) exams as soon as possible and replace with ongoing Performance Based Assessment.
NOTE: this has already been announced by Minister for Education and relevant MEHRD divisions have begun planning.

Recommendation 7:
Relevant MEHRD divisions focus on providing practical professional learning (PD) for teachers on the use of Learning Resources (existing and new curriculum materials as they are developed).

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[10] The recommendations are developed through facilitated discussion and consensus. The recommendations are prepared to assist MEHRD SMT in their planning and decision making processes.

Recommendation 8:

All teachers and students should have access to relevant and appropriate learning resources in the classroom and in students' hands:

- Find ways to make sure that Teaching and Learning Resources are more accessible to teachers and students;
- All materials and curriculum be published online Teaching & Learning;
- Find a way to stocktake what materials exist and are located in EA and schools (stocktake). This information to be used order and deliver supplies where needed.

Recommendation 9:

The new curriculum to include quality pedagogy methodology and linked classroom based assessment, not only to be based on provision of Learning Resources. Note: this is currently in progress.

Recommendation 10:

MEHRD ensure all publications of curriculum materials to have copyright owned by MEHRD.

Recommendation 11:

A strategy be developed to help schools and teachers move away from punitive practices to deal with student behaviour and develop and reinforce positive student behaviour management practices. Consider the inclusion of Values Education in schools.

Recommendation 12: In order to improve the quality of teaching:

- Review, awareness and then utilise Teachers Professional Standards in schools especially as a means of assisting teachers improve the quality of the teaching and learning process;
- Use these standards for teacher appraisal and to provide teacher support /PD in areas identified as needing improvement.

Recommendation 13:

Develop a strategy that will contribute towards improved student attendance, inclusive of the monitoring and actions to address student truancy. This should include awareness of compulsory attendance. It is acknowledged this is a school based issue, however MEHRD, EAs and stakeholders have roles to play.

Management/Quality

Recommendation 15:

A concentrated focus by MEHRD and EAs to support teachers to improve their teaching skills and pedagogical practice to ensure students learning is improved. (Not purely a focus on getting a qualification). Implement strategies at the provincial and school levels to provide practical support in this area. Options suggested including location of provincial based personnel with proven skills and expertise in quality pedagogical practices.

Recommendation 16:

Beginning teachers to be supported during a full induction period, over the first 1 -2 years of teaching, in order to support them personally and professionally to become a good effective teacher.

Recommendation 17:

A coordinated and improved way for schools to have more frequent visits from relevant MEHRD divisional staff and EAs with a focus on school improvement support not simply inspecting, monitoring or gathering data.

Recommendation 18:

The system of Whole School Inspection be reviewed and improved so that as well as the provision of a verbal report in the school, find a way to provide a written copy of the findings of WSI as soon as possible (within two months) after the WSI visit is conducted:

- A copy of these school reports be given immediately to the EAs and relevant MEHRD divisions for action;
- To implement a way to speed up the use of WSI and appraisal reports analysis to implement improvement strategies based on findings;
- To regularly report progress more broadly (Monitoring and Evaluation Framework used).

Management

Recommendation 19:
Establish a practical and working system where all school based and PEA staff have regular appraisal and receive feedback on their performance (based on approved standards). School Leaders appraisal needs to be done for all SL as soon as possible, after which time this is kept up to date. The following are suggestions:

- EAs Inspectors need to be regularly appraised, so they can appraise School Leaders who can in turn appraise teachers;
- It is suggested that teachers do an annual self-review (appraisal);
- All teachers must be appraised during probation period and regularly after this.

Recommendation 20:
MEHRD/EAs and schools explore the possibility of having relief teachers available to backfill long term vacancies e.g. maternity leave.

Recommendation 21:
Promote Education across Solomon Islands. Conduct awareness /advocacy for parents and community of the importance of education, school attendance and school resources, especially for rural locations e.g. bulk SMS message or radio.

Recommendation 22:
Continue to improve the monitoring and evaluation of progress and results achieved annually and over time. Link this reporting to the annual expenditure to make good decisions on value for money.

Recommendation 23:
Develop and implement a system for provinces to track (high level) own progress. This includes PEAs having access to databases for all EA to access information easier. Use the M & E system established by MEHRD, disaggregate by province and provide reports to PEA and stakeholders.

Recommendation 24:
MEHRD to work strategically for improved coordination, communication and connectedness of EAs and between Divisions within MEHRD. Conduct a process or way for EAS to voice their concerns, provide reports, directions/highlights to MEHRD.

Recommendation 25:
Consider providing a "one stop shop" place in the Provincial EA where information can be found. The larger provincial locations could provide a room /venue for smaller private EAs to share or use for holding meetings or to have a space to work when visiting the province.

Recommendation 26:
During AJR provide more evidence-based presentations (include photos of classrooms etc.). AJR Recommendations to be shared to all MEHRD Divisions.

APPENDIX 4. CONSOLIDATED MEHRD DIVISIONAL EXPENDITURES AGAINST BUDGET TABLE

HEAD	SUB-HEAD DESCRIPTION	SUM OF REVISED BUDGET	SUM OF YTD ACTUAL	SUM OF BUDGET TO GO
272	Asset Management Unit	4537,172	4,325,377.12	21,1794.88
	Central Headquarters & Administration	24,210,881	21,908,006.23	2,302,874.77
	Central Province	259,565	253,221.5	6,343.5
	Choiseul Province	263,873	306,085.76	-42,212.76
	Curriculum Development Unit	5,020,461	4,645,846.67	374,614.33
	E A Coordination & Improvment Unit	574,000	601,111.67	-27,111.67
	E A Performance Evaluation Unit	490,013	381,613	108,400
	Early Childhood Education	25,034,374	41,267,907.39	-16,233,533.39
	Education Resource Unit	3,144,055	2,878,322.99	265,732.01
	Education Service - Primary	306,154,311	193,651,668.6	11,250,2642.40
	Education Service - Secondary	212,345,214	312,970,955.1	-1,0062,5741.10
	Grants Unit	209,603	44,2947.25	-233,344.25
	Guadalcanal Province	294,411	227,366.46	67,044.54
	Headquarters - Accounts	1,415,548	1,025,930.88	389,617.12
	Honiara City Council	224,984	250,468.36	-25,484.36
	Human Resources Unit	825,747	661,681.05	164,065.95
	Information Services Unit	4,343,019	3,828,664.34	514,354.66
	Isabel Province	293,181	310,324.81	-17,143.81
	King George VI School	7,332,144	7,298,481.65	33,662.35
	Literacy Program Management Unit	40,000	30,279	9,721
	Makira Ulawa Province	22,1210	248,722.09	-27,512.09
	Malaita Province	657,776	645,932.77	11,843.23
	National Commission of UNESCO	4,504,069	4,049,183.33	454,885.67
	National Education Board	629,240	251,396	37,7844
	National Exam Service	4,846,437	3,149,756.88	1,696,680.12
	National Library	1,017,189	967,696.91	49,492.09
	National Training Unit	491,891,188	40,333,6046.2	8,855,5141.81
	Planning Unit	259,462	260,531.72	-1,069.72
	Primary Education	23,777	365,903.02	-34,2126.02
	Provincial Support	11,943,395	10,947,006.72	996,388.28
	Rennel & Bellona	180487	243,505.4	-6,3018.4
	Schools Inspectorate	3,684,917	2,564,891.51	1,120,025.49

HEAD	SUB-HEAD DESCRIPTION	SUM OF REVISED BUDGET	SUM OF YTD ACTUAL	SUM OF BUDGET TO GO
	Secondary School Services	152,123	325,505.66	-173,382.66
	SITEC & SINQA Unit	5832,263	525,000	5,307,263
	Standard Unit	2,900,690	2476,801	423,889
	Strategic Services Unit	1,489,742	904,126.85	585,615.15
	TBA	6,85,268	608,997.17	76,270.83
	Teacher Training and Development	197,182	219,223.02	-22,041.02
	Teaching Service	22,685,028	2,546,955.79	20,138,072.21
	Technical and Vocational Training	19,492,114	18,949,167.45	542,946.55
	Technical and Vocational Training HQ	275,166	1,583,192.89	-1,308,026.89
	Temotu Province	261,550	210,978.94	50,571.06
	Tertiary Support	22,000,000	22,000,000	0
	Waimapuru National Secondary School	5,075,313	4,652,195.92	423,117.08
	Western Province	370,311	396,581.74	-26,270.74
	MEHRD-Teaching Service Division (TSD) Supernumerary	0	48,99.84	-4,899.84
272 Total		**1,198,288,453**	**1,079,700,459**	**118,587,994.4**
372	Asset Management Unit	13,950,000	5,212,865.36	8,737,134.64
	Central Headquarters & Administration	2,432,109	1,384,586.76	1,047,522.24
	Curriculum Development Unit	9,300,000	2,535,338	676,4662
	Early Childhood Education	1,500,000	1,500,000	0
	Grants Unit	1,000,000	779,214	220,786
	Literacy Program Management Unit	5,200,000	1,128,601.39	4,071,398.61
	Makira Ulawa Province	3,773,837	76,180	3,697,657
	National Exam Service	5,567,891	1,657,293.50	3,910,597.50
	Planning Unit	0	1,475,158.29	-1,475,158.29
	Provincial Support	5,400,000	543,174	4,856,826
	Schools Inspectorate	4,450,000	1,586,852.80	286,3147.2
	Teacher Training and Development	16,800,000	11,648,123.50	5,151,876.5
	Technical and Vocational Training	1,000,000	373,092.05	626,907.95
372 Total		**70,373,837**	**29,900,479.65**	**40,473,357.35**
472	Central Headquarters & Administration	77,000,000	61,325,651.90	15,674,348.10
472 Total		**77,000,000**	**61,325,651.90**	**15,674,348.10**
Grand Total		1,345,662,290	117,0926,590	174,735,699.80