MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

ANNUAL REPORT 2018

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Foreword from Permanent Secretary

2018 marks the midway of our National Education Action Plan (NEAP) 2016 – 2020, the plan guiding education reform in the Solomon Islands. Our NEAP provides a way to shift from identifying problems to finding solutions and we are in the process of implementing identified strategies that we believe will contribute to the much-needed reform.

Our 15-year plan, the Education Strategic Framework 2016-2030, provides us with the change we need to make and we know these changes will take time to achieve and embed in everyday practices in education across the Solomon Islands. Some of the reform that is required will be difficult and requires all stakeholders to work together over a prolonged period. Over the lifetime of this NEAP we are improving the way we monitor the required progress, analysing evidence in order to learn and make better decisions.

The following report provides our stakeholders with evidence of what we managed to achieve in 2018 as well as some of the challenges we faced.

During the past 12 months I have challenged the staff of the Ministry of Education and Human Resources Development and its stakeholders to join us in this much needed reform, to implement solutions and rethink what we do and how we do it.

These challenges include:

- being accountable and responsible to the people of the Solomon Islands to improve the quality, access and management of education for all;
- changing from a focus on inputs to that of results and outcomes;
- improving the level of support to teachers and schools;
- changing our collective mindsets to improve support to the delivery of education, not restrict it; and
- working collaboratively rather than in isolation.

Although we have made some achievements, we also acknowledge we still have much to do to achieve our long-term goal:

All Solomon Island children complete a quality and relevant education.

I would like to acknowledge the education key players, Education Authorities, universities and schools, and the many other organisations and resource people who support education across the Solomon Islands. Sincere thanks also go to the Development Partners in the country, especially the Australian 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 intended reform.

It gives me great pleasure to provide the following report to our stakeholders.

Franco Rodie PhD
Permanent Secretary
Ministry of Education and Human Resources Development

Abbreviations

AMD	Asset Management Division
AAP	Australian Aid Program
AWP	Activity Work Plan
CHS	Community High School
DFAT	Department of Foreign Affairs and Trade
EA	Education Authority
EA C&I	Education Authority Coordination and Improvement
EA P&E	Education Authority Performance and Evaluation
ECCE	Early Childhood and Community Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESL	Early School Leaving
GPEA	Guadalcanal Province Education Authority
HRD	Human Resources Development
HRMIS	Human Resources Management Information System
ICT	Information Communication Technology
ICTSU	Information Communication Technology Support Unit (MoFT)
ISD	Information Service Department
JSS	Junior Secondary School
LPMU	Literacy Program Management Unit
MCILI	Ministry of Commerce, Industry, Labour and Immigration
MDPAC	Ministry of Development, Planning and Aid Coordination
MEHRD	Ministry of Education and Human Resources Development
MELP	Monitoring, Evaluation and Learning Plan
MFAT	Ministry of Foreign Affairs and Trade
MHMS	Ministry of Health and Medical Services
MoFT	Ministry of Finance and Treasury
MPS	Ministry of Public Service
NQF	National Qualifications Framework
NEAP	National Education Action Plan
NZAP	New Zealand Aid Program
PacREF	Pacific Regional Education Framework 2018-2030
PEAP	Provincial Education Action Plan 2016-2020
PILNA	Pacific Islands Literacy and Numeracy Assessment
PLT	Provincial Literacy Trainers
PMP	Performance Management Progress
PPY	Pre-Primary Year
RTC	Rural Training Centre
S4EG	Skills for Economic Growth
SIAVRTC	Solomon Islands Association of Vocational and Rural Training Centres

SICCI	Solomon Islands Chamber of Commerce and Industry
SIG	Solomon Islands Government
SDG	Sustainable Development Goal
SIBLE	Solomon Islands Better Learning Environments
SIDPS	Solomon Islands Development Project Solutions
SIEMIS	Solomon Islands Education Management Information System
SIMS	Scholarship Information Management System
SINF6SC	Solomon Islands National Form 6 School Certificate
SINU	Solomon Islands National University
SISC	Solomon Islands School Certificate
SISE	Solomon Islands Secondary Entrance
SISTA	Solomon Islands Standardised Test of Achievement
SITESA	Solomon Islands Tertiary Education Sector Authority
SMT	Senior Management Team
SSS	Senior Secondary School
TiT	Teacher in Training
TOR	Terms of Reference
TSC	Teaching Services Commission
TSD	Teaching Service Division
TVET	Technical Vocational Education Training
USP	University of the South Pacific

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INTRODUCTION

This MEHRD Annual Report shares evidence of our progress towards achieving our expected outcomes in 2018. The report contains information on our achievements and challenges as well as analysis of the performance both of MEHRD and our Solomon Islands students. We are constantly moving towards a more evidence-based approach to planning, reporting and learning. This report is a key milestone on MEHRD's pathway to improved accountability and performance.

Wide-ranging data sources were used to collate, prepare and validate the evidence in this report. The Ministry's prime planning tool, the Annual Work Plan 2018 and associated Monitoring, Evaluation and Learning Plan (MELP) provide the framework for implementation and reporting on our activities and results. Data on key performance indicators is progressively collected and analysed and monitored during the year. This report is the summation of all our data collection and analysis. Key data management tools such as SIEMIS, SIMS, AWP Tracker and the Output Indicator Tracker assist us in monitoring and analysing data during the year and form the key sources of data for this report.

The key sections of the report are:
- ➢ **Overview:** this section provides some background about the Solomon Islands education systems and explains who we are, what our role is and what we expected to achieve in 2018.
- ➢ **Year at a Glance:** this section is a quick snapshot of some of the key data relating to the high-level NEAP outcomes of access, quality and management.
- ➢ **Our Results:** this section provides details on what was achieved during 2018 and lessons we learned through the implementation of the activities.
- ➢ **MEHRD Performance:** this section provides key findings from a range of MEHRD performance reviews undertake during 2018.
- ➢ **Student Performance:** this section provides details of student academic performance during 2018.
- ➢ **Financial Performance:** this section shares information on how financial resources were utilised during the year.
- ➢ **Lessons Learned:** this section describes areas where we can improve.
- ➢ **Partnerships:** this section outlines who our education partners are and how we work together.

This report forms part of the overall MEHRD annual reporting for 2018 that also includes the Performance Assessment Report and Key Outputs Report.

Figure 1: MEHRD Annual Reporting Documents

1. OVERVIEW

OUR PURPOSE

The Ministry of Education and Human Resources Development (MEHRD) is the Solomon Islands Government key organisation charged with the responsibility to achieve the education goals and outcomes of the National Development Strategy 2016-2035 (NDS) and Education Strategic Framework 2016-2030 (ESF). The ESF provides a clear vision and long-term goals to advance the education sector over the next 15 years and is translated into medium-term outcomes and desired results in the National Education Action Plan 2016-2020 (NEAP).

Priorities were identified in the NEAP providing MEHRD with a clear understanding of how education reform needs to be addressed through three pathways:

➢ Increased Access and Participation in Education
➢ Improved Quality of Education
➢ Improved Management of Education

MEHRD's 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 Strategic 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.

VISION AND GOALS

Our 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. We envisage 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 are to develop a sense of ownership of all educational institutions.

WHAT WE DO AND HOW WE WORK

MEHRD is the lead government ministry responsible for the implementation of SIG education priorities and initiatives. MEHRD uses its resources to effectively:

➢ 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, education providers and other NGOs in pursuit of our National Education Goals.

The diagram below shows how our approach to managing and implementing change leads to the goals and education outcomes we all aspire to:
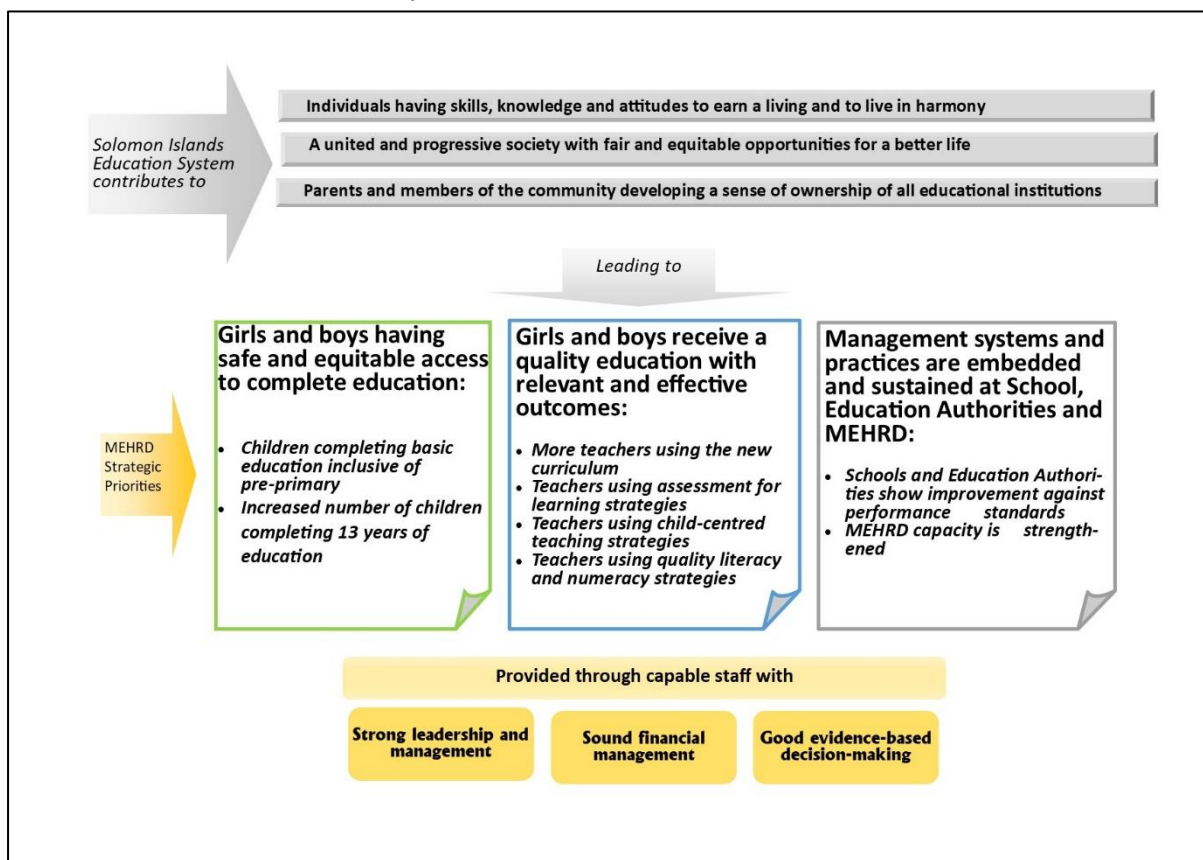
Figure 2: MEHRD's Approach to Education Reform

GOVERNANCE

Solomon Islands 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 has worked on finalising the revised Education Bill. The Strategic Support Unit through the National Education Board Secretariat took the lead in facilitating the process. Consultations have been done with relevant stakeholders and Provincial Executives in the nine 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 more 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. The 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 and 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) will assist the Minister and Permanent Secretary in the administration of the law at the national level.

A requirement of the Bill is for 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 requires teachers to undertake ongoing professional development. The registration of schools and early childhood education centres and the imposition of conditions of registration 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 stipulates the need for compulsory education in specific areas deemed by the Minister of Education to ensure access to 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 March 2017. The Ministry of Education and Human Resource Development (MEHRD) subsequently now has the legal authority to commence the establishment of the Solomon Islands Tertiary Education Skills Authority (SITESA). The Minister under the powers vested on him 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 of scholarships for tertiary courses and for providing or improving tertiary education and skills development.

SITESA Proposed Structure
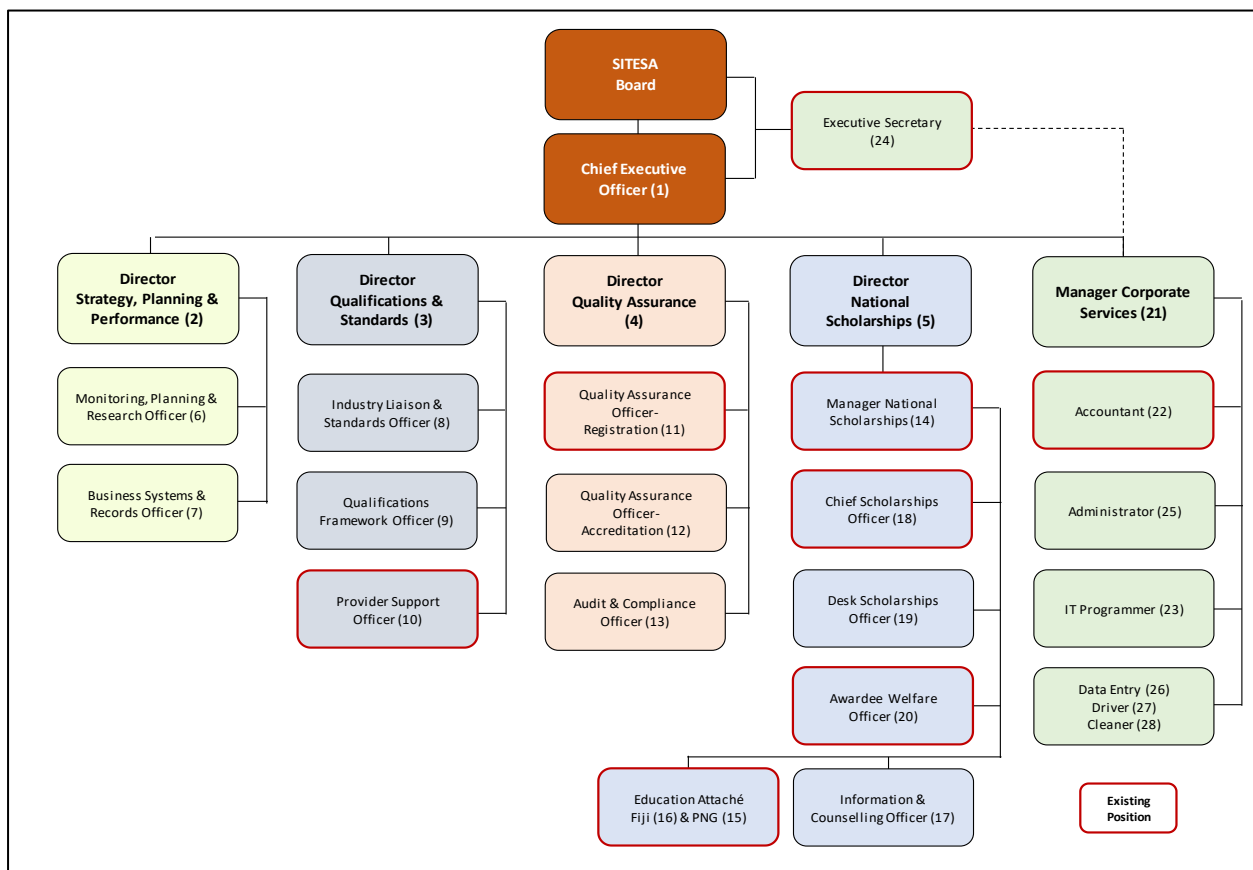
Figure 3: Proposed SITESA Structure

Solomon Islands National Education Board

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

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

Under the powers vested on the Minister the Chairperson, 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 represent the interests of Education Authorities, Teachers, and Commercial Interest in Solomon Islands, Ministry of Home Affairs and Ministry of Education. Membership of the Board is for three years' term. The current NEB has 28 members. They were appointed on 14th October 2016 with their term expiring on October 14th, 2019. Six members within

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

Solomon Islands Teaching Services Commission

Teaching Service Division (TSD) acts as the Secretariat of the Teaching Service Commission (TSC) and is responsible for ensuring the following:

➢ Monitor and facilitate teacher appointment;
➢ Submit papers to TSC for promotion and demotion;
➢ Facilitate Salary payments.

The 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 Chairperson and members of the TSC are appointed initially for a three-year term and may be re-appointed for another term. They cease to become members after having served a maximum of two terms. Currently, we have a chair and three members of the TSC. The function of the TSC is to:

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

COMMITMENT TO GLOBAL, REGIONAL AND NATIONAL EDUCATION GOALS

MEHRD maintains its commitment to education agreements and reform at the global, regional and national level through its role in aspiring to achieve shared goals and agreed targets and outcomes. Data is regularly collected and analysed to build evidence of progress towards all targets and used to ensure MEHRD annual work plans are well-aligned. The hierarchy of education frameworks in which MEHRD operates below:

Figure 4: Hierarchy of Solomon Islands Education Planning Frameworks

Sustainable Development Goals (SDG 4)

Sustainable Development Goal 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Relevant SDG4 targets and indicators are integrated into the MEHRD monitoring and evaluation system and addressed through many of our annual work plan activities.

SDG Targets	Solomon Islands Response
4.1 Free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	✓ Fee free access and full completion for primary and junior secondary ✓ Extend fee free access to senior secondary ✓ Focus on improving learning outcomes especially fundamental skills in literacy and numeracy.
4.2 All girls and boys have access to quality early childhood development, care and pre-primary education	✓ Full enrolment for all 5 year olds ✓ Extend access to 3-4 year olds ✓ Focus on improving quality
4.3 Equal access to affordable and quality technical, vocational and tertiary education, including university	✓ Focus on quality and relevance of the tertiary skills sector (covering TVET and higher education) ✓ Reduce gender disparity in the tertiary skills sector ✓ Increased access for underrepresented target groups
4.4 Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	✓ Ensure that secondary education include both work-related skills and transferable skills, including entrepreneurial and ICT skills ✓ Introduce lifelong learning approaches for education and training
4.5 Eliminate gender disparities in education and ensure equal access to all levels of for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	✓ Extend achievements in gender parity for ECCE and PE and improve gender balance in SS ✓ Explore ways to measure incidence and find affordable solutions to address economic, language physical, and other forms of exclusion
4.6 Ensure that all youth and at least [x] per cent of adults, both men and women, achieve literacy and numeracy	✓ Focus on the formal education system ✓ Strengthen multi stakeholder approaches to extend adult literacy
4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development	✓ Additions to existing curricula in primary and secondary education ✓ Coordinated actions with other ministries

Table 1: SIG Response to SDG4 in ESF 2016-2030

Pacific Regional Education Framework 2018-2020

In 2018, SIG through MEHRD committed to the Pacific Regional Education Framework 2018-2030. "Pacific Regional Education Framework, Moving Towards Education 2030" (PacREF) prioritises action on quality and relevance, free learning pathways, and the teaching profession that will maximise sustainable gains in student learning outcomes and wellbeing. The PacREF provides a means for identifying and understanding similarities and differences across the region. It offers organizing mechanisms for sector planning, reporting and collaboration, and it provides development partners with an understanding of where the region's resourcing priorities lie. The four key policy areas of the PacREF are:

1. Quality and Relevance;
2. Learning Pathways;
3. Student Outcomes and Wellbeing;
4. Teaching Profession.

The principles and associated goals, objectives and outcomes align well to the NEAP 2016-2020 thus ensuring MEHRD is delivering results and able to report on results at a Pacific Regional level.

SIG National Development Strategy 2016-2035 (NDS)

The NDS covers a twenty-year period to provide a longer-term framework for planning. The NDS is a vision and plan for all the people of Solomon Islands. It sets out a framework for development of policies, priorities and programmes, providing a single reference point and common direction over the next twenty years. NDS Objective Three is: "All Solomon Islanders have access to quality health and education". Medium-Term Strategy 9 is: "Ensure all Solomon Islanders can access quality education and the nation's manpower needs are sustainably met." The four objectives are:

1. Focus on Quality, Relevance and Learning;
2. Strengthening Policies, Plans, Management and Systems;
3. Emphasizing Equity, Inclusion and Gender Equality;
4. Introducing Lifelong Learning.

Education Strategic Framework 2016-2030 (ESF)

The ESF provides the overall long-term vision and goals for the further development of education in Solomon Islands. The long-term goals for the Solomon Islands education system over the planning period (2016 to 2030) are:

➢ To provide equitable access to all girls and boys to quality early childhood development, care and pre-primary education by 2030 and to achieve full enrolment of all 5-year olds by 2030

➢ To achieve full completion to quality and relevant basic education (primary and junior secondary) for all children in the Solomon Islands

➢ To extend equitable access and ensure the 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 youths who have relevant skills for employment, decent jobs and entrepreneurship

➢ To consolidate the establishment of a comprehensive, integrated system of Tertiary Education which provides quality education and relevant skills for employment, decent jobs and entrepreneurship;

➢ To strengthen multi stakeholder approaches to extend adult literacy and gradually introduce lifelong learning approaches to education and training;

➢ To manage education resources in an efficient, effective and transparent manner so that it promotes access and quality goals.

National Education Action Plan 2016-2020 (NEAP)

The objectives of NEAP 2016-2020 focuses on three strategic goals of the sector which are; improving access, quality and management of education services. This National Education Action Plan will build on earlier progress by expanding access to Early Childhood Education, Secondary Education and Tertiary Education which includes Higher Education and Technical and Vocational Education and Training. Emphasis is given to improving access for students in Senior Secondary, Technical and Vocational Education and Training, and Tertiary Education.

The current NEAP 2016-2020 is a medium-term plan of five years and has departed from the precedent National Education Plan which had a three-year cycle. It sets in motion activities designed to achieve the intended goals set for the five-year cycle with manageable resources. The activities

are costed and the implementation strategies are reasonable and can be implemented with existing capacities. MEHRD manages the NEAP and is funded primarily by the Solomon Islands Government (SIG) which allocates the largest share of the national recurrent budget to education.

MEHRD ORGANISATIONAL STRUCTURE
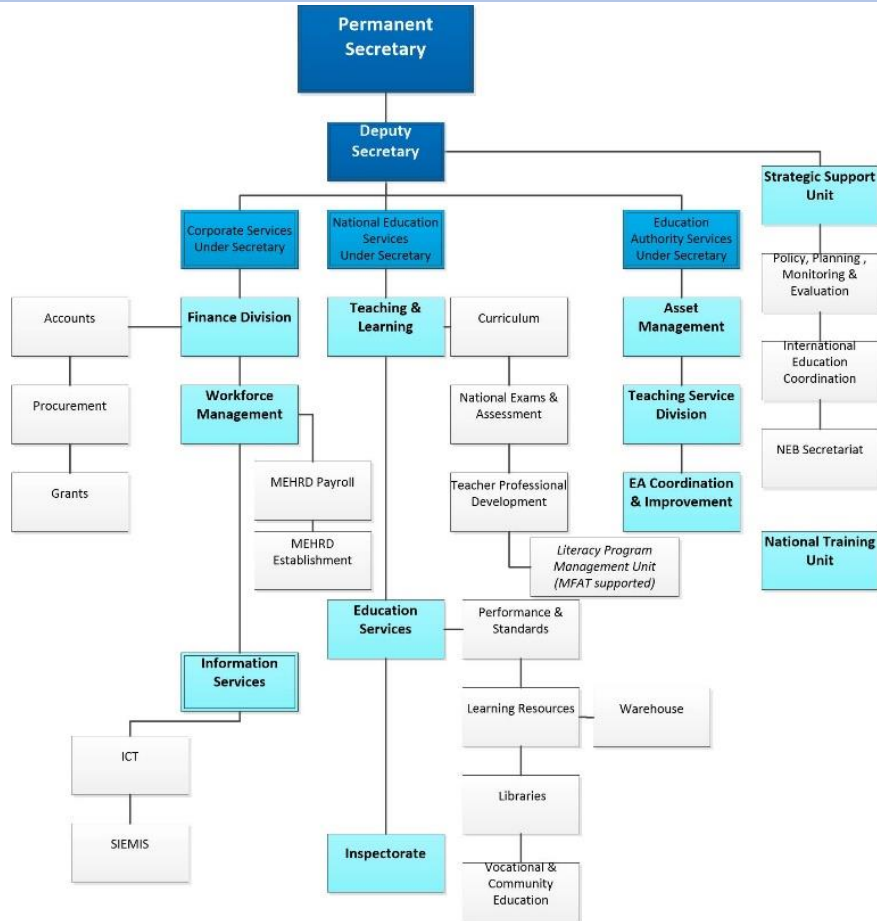
Figure 5: MEHRD Organisation Structure 2018

OUR PEOPLE

MEHRD employs 252 people across multiple locations. A breakdown of these figures shows that 173 staff members are located in MEHRD in Honiara with 50 being in Provincial Education Offices and 29 located in government secondary schools. 32% of all employees are female.

MEHRD STAFF-2018			
Location	Female	Male	Total
MEHRD Headquarters	79	94	173
KGVI Secondary School	8	8	16
Waimapuru Secondary School	5	8	13
Choiseul EA	0	5	5
Central Province EA	3	1	4
Guadalcanal P EA	2	2	4
Honiara City Council EA	0	5	5
Isabel EA	0	5	5
Malaita EA	2	8	10
Makira/Ulawa EA	2	3	5
Renbel EA	0	3	3
Temotu EA	0	4	4
Western EA	1	4	5
Total	102	150	252

Table 2: MEHRD Staff and Location 2018

SOLOMON ISLANDS EDUCATION SYSTEM

School Types
There are several different types of schools providing education across these levels. They are Primary Schools, Community High Schools (which include Primary year levels), Provincial Secondary Schools and National Secondary Schools. Schools are administered by various government and non-government Education Authorities.

School Structure
The structure of our education system, as illustrated above is arranged in the following way:

➢ Early Childhood Community Education (ECCE, formerly ECE): for children under the age of 5 will be the responsibility of the community. The teaching and learning approach is a blend of play and value-based education for children aged 3 years – 4 years;
➢ Pre-Primary Year (PPY): is considered Basic Education and is the first official year of education that students are expected to commence at the age of 5. This year is focused on developing the foundations of learning, conducted in vernacular languages using an 'Early Childhood' approach;
➢ Primary Education: for children aged 6-11 from Years 1 to 6. Students are expected to be enrolled in Year 1 at age 6. The Junior Secondary level, Years 7-9 is for students aged 12-14 years. Year 9 is the final year of Basic Education and the intention is that all Solomon Islands children will complete these full ten years of Basic Education;

> ➤ Senior Secondary Education: comprises Years 10-12, is for students aged 15-18 and is considered Post-Basic Education;
> ➤ Tertiary: Year 13 is considered pre-tertiary education, a foundation year for university. In 2017 an Act of Parliament approved the formation of the Solomon Islands Tertiary Education and Skills Authority (SITESA). This body will manage policy direction, strategic planning, funding, labour market and management of scholarship programs in the tertiary sector.
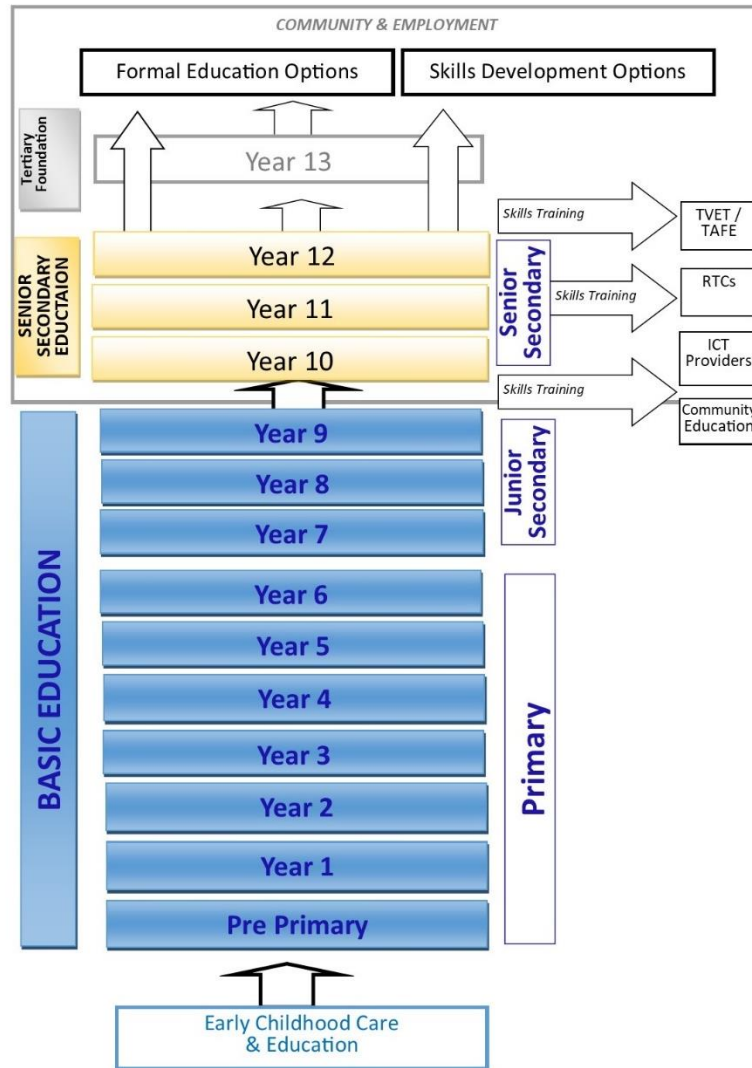
Figure 6: Solomon Islands School Structure 2018

EXAMINATIONS

National examinations are currently held at the end of Years 6, 9, 11 and 12. Students are expected to pass the required mark for these examinations in order to transition to Years 7, 10, 12 and 13. Year 13 is considered as the preparation year for tertiary education. MEHRD is planning for the phasing out of Year 6 external exams commencing in 2019 to be replaced by classroom-based assessment practices. Year 9 exams will also be phased out in the future. This supports the policy and outcome of all children completing basic education.

Non-academic Pathways

There are also a range of Skills Development options for students exiting the formal education system after Basic Education, including Rural Training Centres (RTCs) offering technical skills training. The majority of these RTCs are run by churches and the private sector, supported by MEHRD through grants and teacher salaries.

MEHRD EDUCATION STRATEGIC PRIORITIES IN 2018

Each year MEHRD reviews progress towards achievement of NEAP outcomes and reflects on successes and challenges experienced during the year. After reflecting on all relevant data and maintaining alignment to NEAP and SIG priorities, a list of strategic priorities is developed and subsequently guides the annual work planning process. The list below illustrates our priorities for 2018.
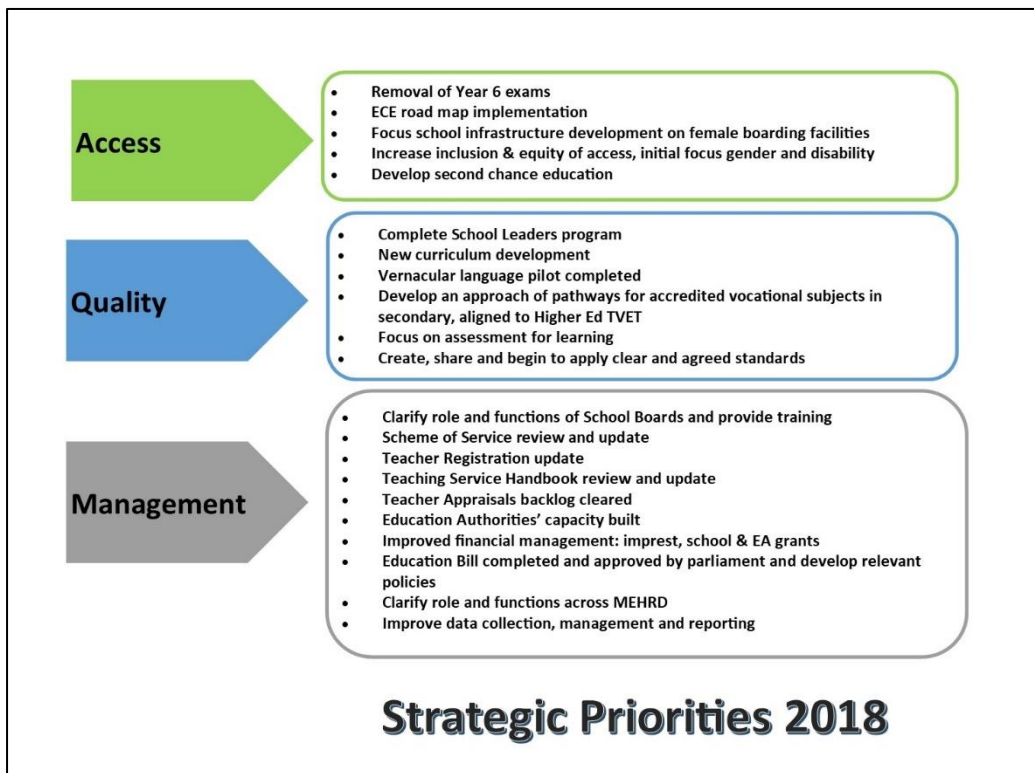
Figure 7: MEHRD Priorities 2018

2. YEAR AT A GLANCE

This section is a snapshot of the status of our students, teachers and schools and how financial and human resources were allocated in 2018.

OUR STUDENTS

A total of 216,270 students were enrolled in schools and centres at ECCE, Primary, Secondary and TVET levels in 2018. 185,930 of these students were part of the official school system with 30,340 enrolled in the community owned and managed ECCE centres. The overall total does not include the 760 Year 13 student enrolments, as this year is a post-secondary year of education. There were increases in student enrolment in two sectors with a 3% (793 students) increase in ECCE and a 2% (346 students) increase in Senior Secondary.
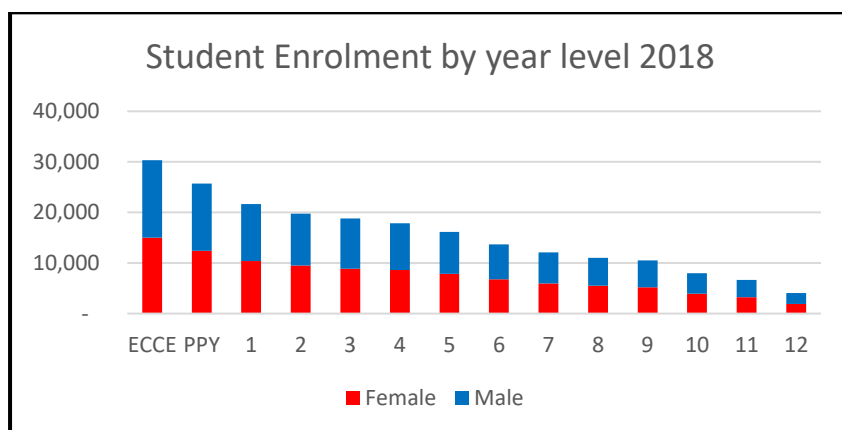
Figure 8: Student Enrolment by Year Level 2018 (SIEMIS, 2019)

	ECCE	PPY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Y 10	Y 11	Y 12
F	15,014	12,435	10,369	9,526	8,875	8,589	7,868	6,808	5,947	5,505	5,194	3,940	3,232	1,915
M	15,326	13,249	11,270	10,248	9,940	9,272	8,256	6,899	6,138	5,490	5,322	4,056	3,454	2,133
T	30,340	25,684	21,639	19,774	18,815	17,861	16,124	13,707	12,085	10,995	10,516	7,996	6,686	4,048

Table 3: Student Enrolment by Year Level 2018 (SIEMIS, 2019)
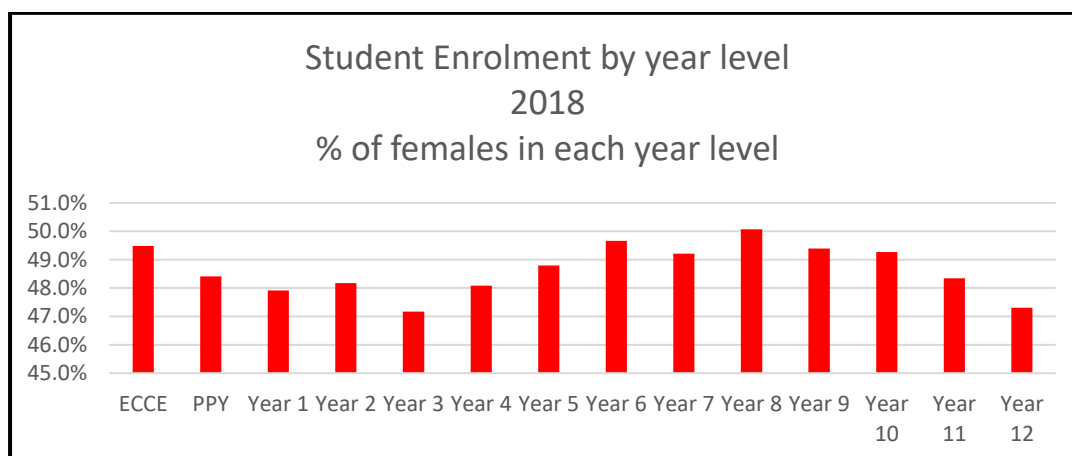
Figure 9: Percentage of students in each year level who are female – (SIEMIS, 2019)

Most year levels have between 48% and 50% female students.

Student Enrolment by Sector 2018

	ECCE	Primary	Secondary
Female	15,014	64,470	25,733
Male	15,326	69,134	26,593
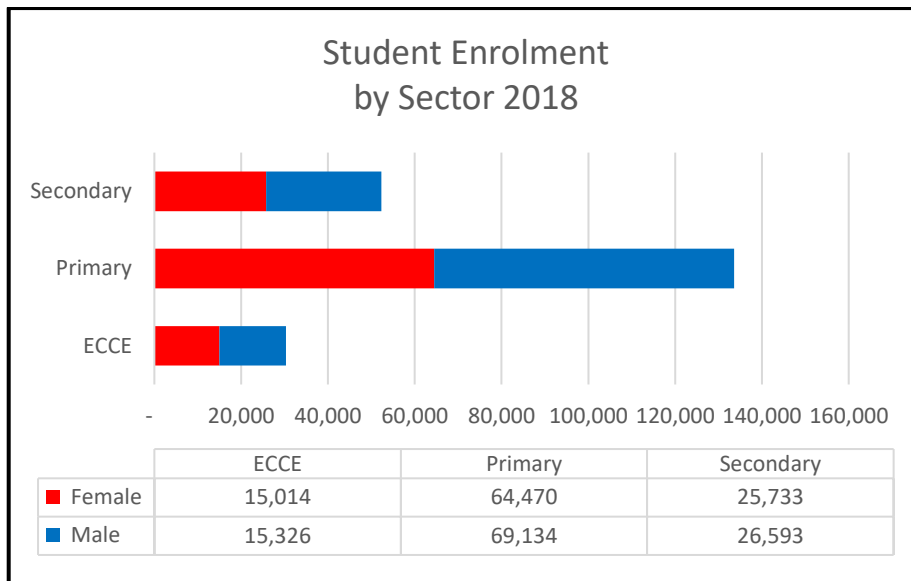
Figure 10: Student Enrolment by Sector, 2018 (SIEMIS, 2019)

Student Enrolment by Sub-Sector 2018

	ECCE	Primary	Junior Secondary	Senior Secondary
Female	15,014	64,470	16,646	9,087
Male	15,326	69,134	16,950	9,643
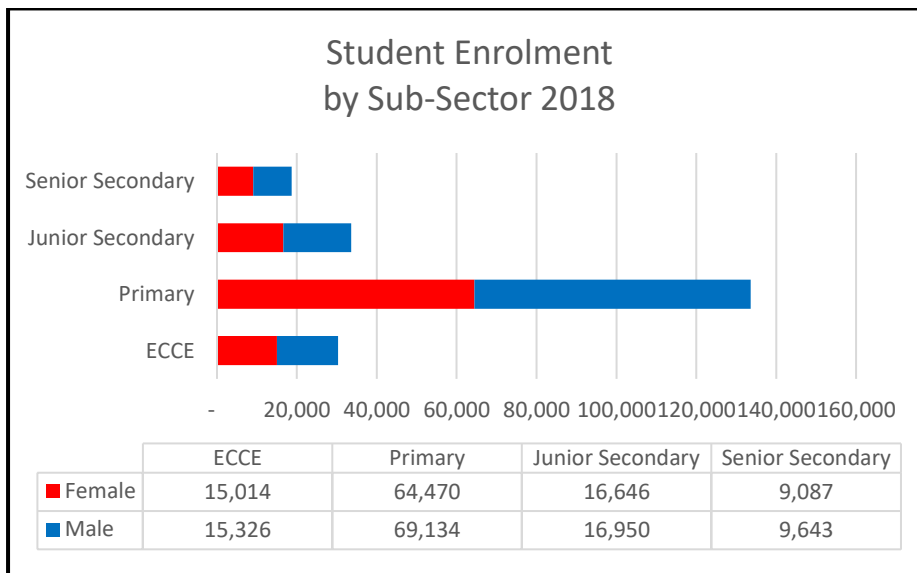
Figure 11: Student Enrolment by Sector - Including Secondary Breakdown 2018 (SIEMIS, 2019)

Student Enrolment by Sub-Sector 2018

- ECCE: 14%
- Primary: 62%
- Junior Secondary: 15%
- Senior Secondary: 9%
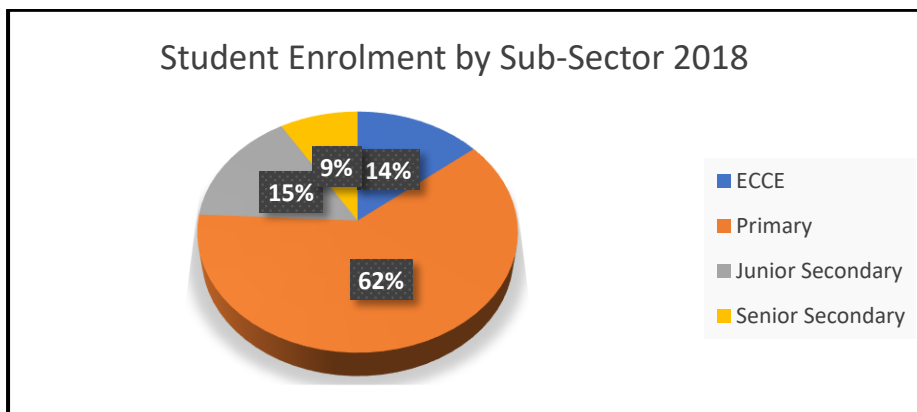
Figure 12: Circle Chart of Student Enrolment by School Sector, 2018 (SIEMIS, 2019)

		Female	Male	TOTAL	% Female
Primary	Primary Schools	36,192	38,854	**75,046**	48.2%
	Community High	28,278	30,280	**58,558**	48.3%
Junior Secondary	Community High	14,237	14,518	**28,755**	49.5%
	Provincial High	1,116	1,235	**2,351**	47.5%
	National Secondary	1,293	1,197	**2,490**	51.9%
Senior Secondary	Community High	5,972	6,054	**12,026**	49.7%
	Provincial High	1,727	2,056	**3,783**	45.7%
	National Secondary	1,388	1,533	**2,921**	47.5%

Table 4: Student Enrolment by Sector in School Types, 2018 (SIEMIS, 2019)

STUDENT ENROLMENT *										
	Central	**Choiseul**	**Guadal canal**	**Honiara**	**Isabel**	**Makira**	**Malaita**	**Renbel**	**Temotu**	**Western**
Primary School	4,175	4,214	15,393		4,677	8,388	17,917	519	3,286	10,872
Community High School	4,877	3,922	14,476	9,387	3,683	6,777	33,169	343	3,821	10,386
Provincial Secondary School	285	423	678	1,057	913	307	1,278	121	316	756
National Secondary School			1,726	636		1,275	453			1,321

Table 5: Student Enrolment by School Type and Province, 2018 (SIEMIS, 2019)

Students Enrolled in Year 13			
	Female	Male	TOTAL
Guadalcanal	47	37	84
Honiara	221	322	543
Isabel	0	4	4
Makira and Ulawa	11	16	27
Malaita	21	32	53
Temotu	3	10	13
Western	19	17	36
TOTAL	**322**	**438**	**760**

Table 6: Student Enrolment in Year 13, Post-Secondary, 2018 (SIEMIS, 2019)

Honiara has the largest number of students (71%) studying year 13.

Student Achievement

Summary of Exam 2018

	Year 6 SISE	Year 9 SY6	Year 11 SISC	Year 12 SIFNSC6
Unplaced	-	2,382	3,026	1,723
Did not sit exam	833	3,414	3,754	2,207
Placed	11,974	6,417	2,695	2,242
Sat exam	11,974	8,799	5,721	3,965
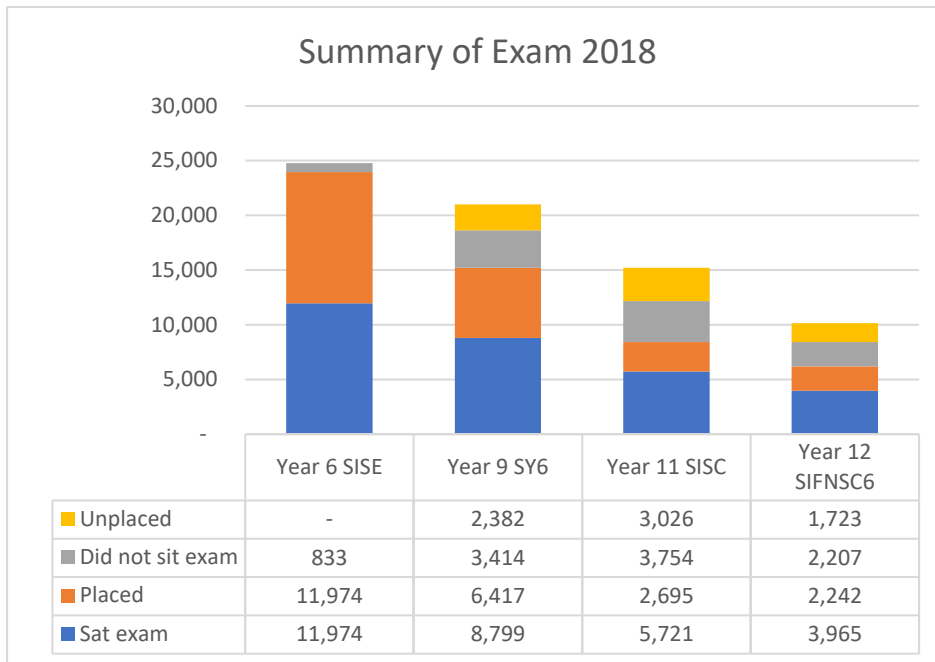
Figure 13: Summary of all National exam enrolments and placement, 2018 (NEAD)

100% of students who sat the year 6 (SISE) exams were placed in year 7.

In each level where National Exams are conducted there were students who enrolled but did not sit the end of year exam.

Performance in English in Each Exam Level
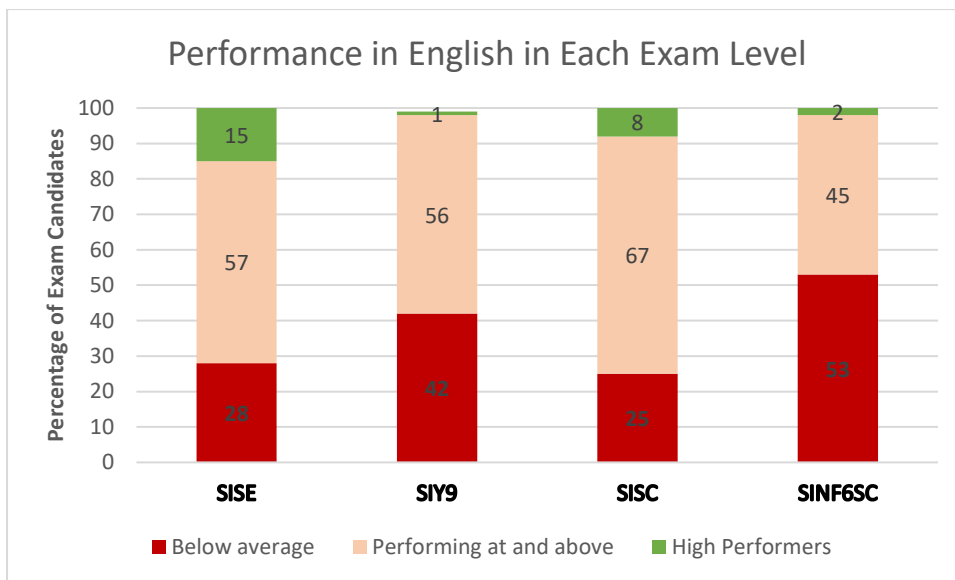
Below average: less than 50%
Performing at and above: 50-80%
High Performers: 80-100%

Figure 14: Student Performance in English in exams, 2018 (NEAD)

The high-performance range is quite low across the examination years and decreases in English with increasing year levels. There is increasing percentages in the below average with increasing year levels as well.

Performance in Mathematics in Each Exam Level

Figure 15: Student Performance in Mathematics in Exams, 2018 (NEAD)

Below average: less than 50%
Performing at and above: 50-80%
High Performers: 80-100%

The percentage of students performing below average is very high (97%) at the end of Year 9. Although there is improvement at the end of year 11, the percentage of students performing below average in Mathematics increased to 46% at the end of Year 12. There is decreasing percentage of students achieving 80% and above in the Mathematics end of year examinations with increasing year levels.

SISTA Results 2017 (Reported 2018)

A good majority of students are working at or above the national proficient standard especially in numeracy, but performance in literacy was lower, especially in writing. It was estimated that around seven out of ten students in numeracy and six out of every ten in literacy performed within the expected level or met the proficient standard set for numeracy and literacy. MEHRD's target is to reach 85 per cent proficient standard by 2020. But the message is clear – writing proficiency, especially at Year 4 level is poor with only 2-6 students out of 10 were able to demonstrate minimum skills expected.

LITERACY	Year 4	Year 6
Well above	7.10%	6.00%
Just above	23.60%	26.60%
Expected	37.30%	36.30%
Just below	25.80%	23.40%
Critically below	6.20%	7.70%

Table 7: SISTA 2017 Literacy (SPC, 2018)

NUMERACY	Year 4	Year 6
Well above	6.80%	6.00%
Just above	22.90%	25.00%
Expected	40.80%	39.90%
Just below	22.70%	22.20%
Critically below	6.90%	7.00%

Table 8: SISTA 2017 Numeracy (SPC, 2018)

OUR SCHOOLS

Number of Schools by types 2018

# of schools	ECCE	Primary	Community High	Provincial High	National Secondary	RTC
	502	516	243	16	10	47
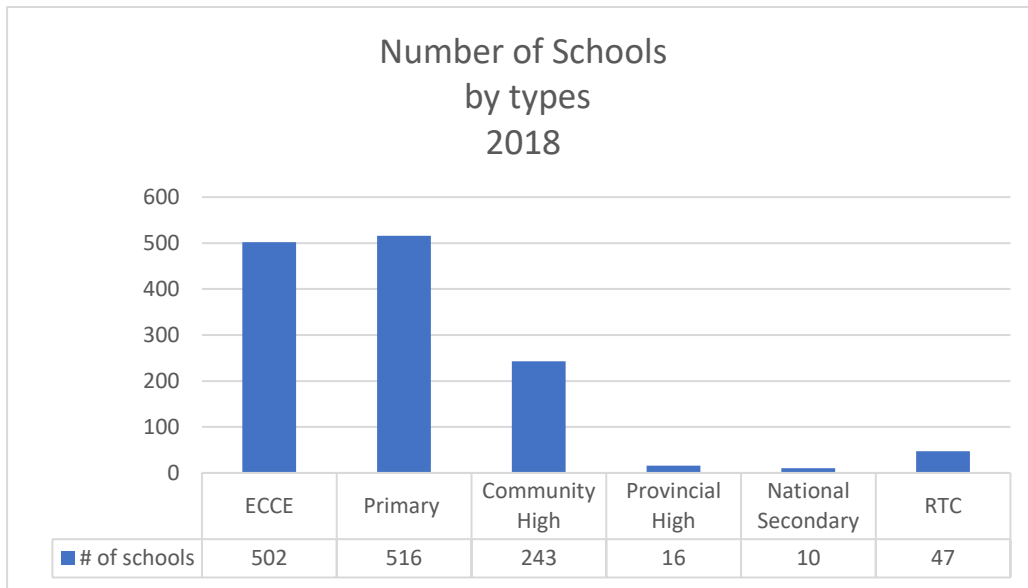
Figure 16: Number of Schools by School Type, 2018 (SIEMIS, 2019)

There are 1,334 schools and ECCE Centres operating across the Solomon Islands.

Schools Operated by EA type 2018

	Primary	Community High	Provincial High	National Secondary
Non Government	137	56	2	8
Government	374	184	14	2
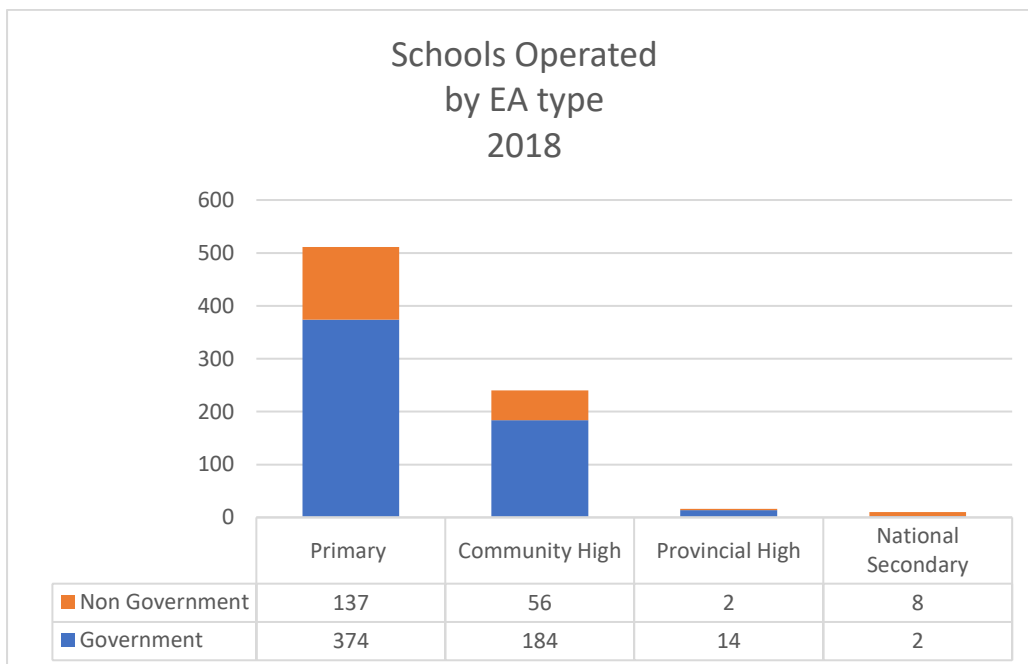
Figure 17: Number of schools by EA type (SIEMIS, 2019)

School Type	Number of classrooms
Primary School	4,722
Community High School	3,727
Provincial Secondary School	160
National Secondary School	102

Table 9: Number of Classrooms by School Type 2018 (SIEMIS 2018)

Number of Classrooms by Location 2018

No of Classrooms										
	Central	**Choiseul**	**Guadal canal**	**Honiara**	**Isabel**	**Makira**	**Malaita**	**Renbel**	**Temotu**	**Western**
Primary School	264	345	847	110	349	502	1,042	70	253	940
Community High School	223	254	585	322	130	284	1,265	26	171	467
Provincial Secondary School	10	10	30	10	20	10	30	10	10	20
National Secondary School			30	10		22	10			30
TOTAL	**497**	**609**	**1,492**	**452**	**499**	**818**	**2,347**	**106**	**434**	**1,457**

Table 10: Number of Classrooms by School Type and Province, 2018 (SIEMIS 2018)

School Infrastructure 2018

MEHRD managed to complete the construction of 42 additional buildings in 2018 and finished the repairs on 42 school buildings in Makira

13 Classrooms

15 Science labs

7 Dormitories

41 School buildings repaired in Makira

7 Ablution blocks

OUR TEACHERS

Number of Teachers 2018

This year we employed 8,927 teachers in early childhood, primary, secondary schools (51 % females). This was an increase of 1,666 teachers from 2017. The number of certified teachers increased by 520 teachers from last year.

1,310	5,125	2,155	337
ECCE	Primary	Secondary	TVET

Teacher Qualification 2018

Teachers are registered based on their qualifications.

Teachers who are in the 'Certified' category hold education qualifications. Teachers who are in the 'Qualified only' category have successfully graduated with a qualification related to the area of teaching e.g. Science degree for Science teacher. These teachers do not have an education (Pedagogy) component to their qualification.

Category	No. Teachers	% of total
Certified	6,032	68%
Qualified only	321	4%
Neither	2,571	28%

Table 11: Teacher Classification 2018 (SIEMIS, 2018)

Professional Development

83 training workshops conducted, 2,576 participants (1,113 F & 1,362 M).
1,177 teachers (707 F & 470 M)

- 1,253 school leaders (367 F & 886 M)
- 252 teachers were trained by Provincial Literacy Trainers
- 80 EA officers (30 F & 50 M)
- 36 MEHRD officers
- 54 partners stakeholders

932 School Leaders completed a Graduate Certificate School Leadership Program, USP

758 Male   *174 Female*

79 Untrained teachers graduated with a Certificate in Teaching (Primary/Secondary)

48 Male   *31 Female*

SCHOLARSHIPS

3,502 students were receiving a scholarship during the 2018 academic year.

898 new scholarships were awarded in 2018, to commence studies in 2019 academic year with 41 % being awarded to females. This number is a significant decrease from the 2,756 scholarships awarded the previous year.

All Scholarships awarded for 2019		
Female	369	41.1%
Male	529	58.9%
TOTAL	**898**	

Table 12: Scholarships Awarded for 2019 (National Training Unit, 2019)
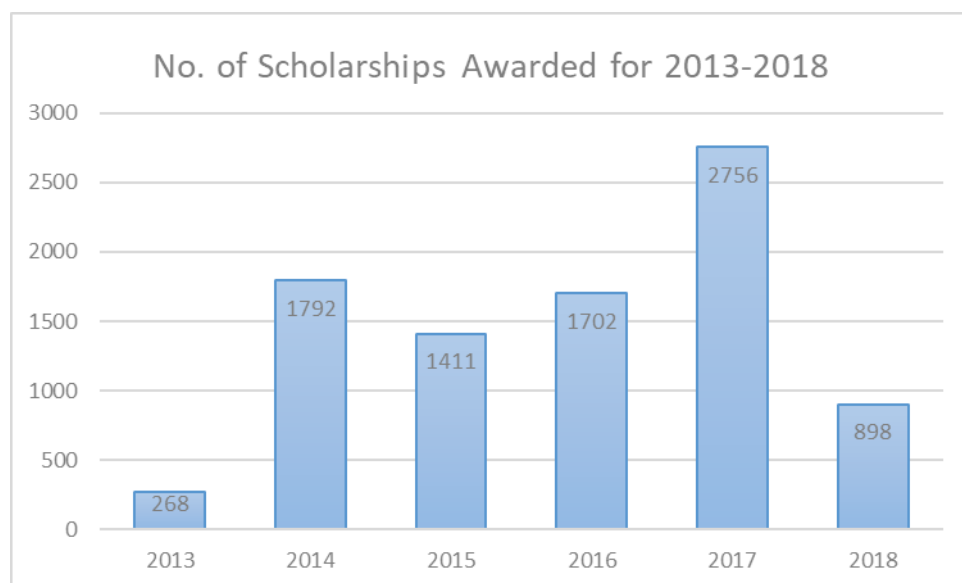
Figure 18: Number of Scholarships Awarded, 2013- 2018 (National Training Unit, 2019)
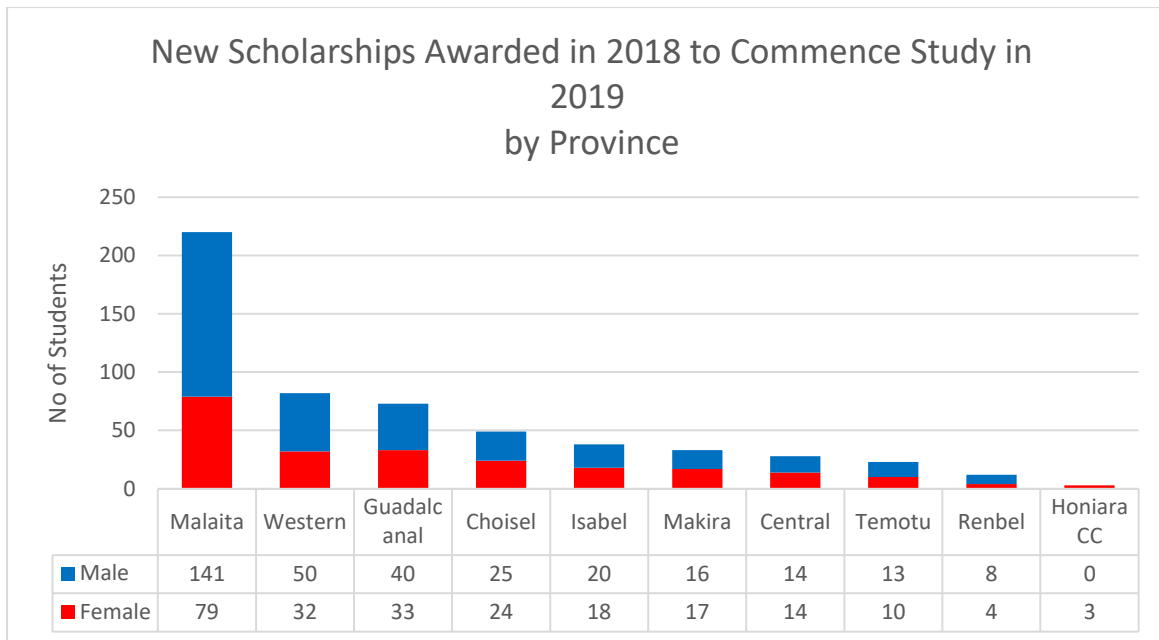
Figure 19: New Scholarships Awarded in 2018 to Commence Study in 2019 by Province (National Training Unit, 2019)
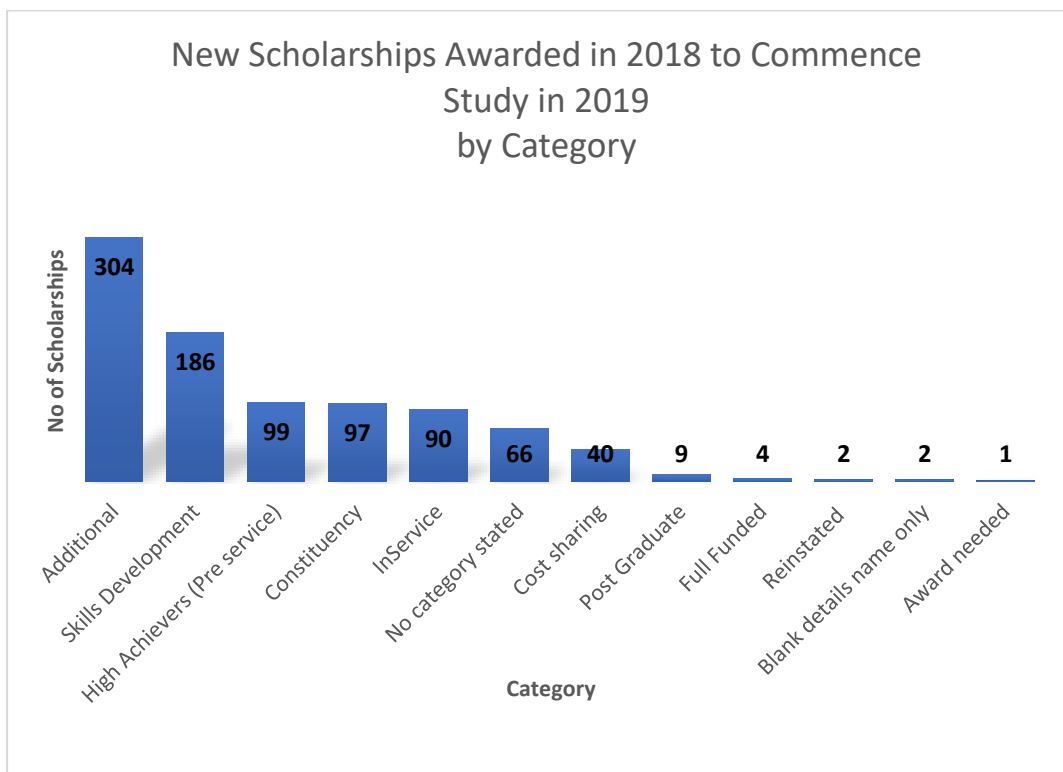
Figure 20: New Scholarships Awarded in 2018 to Commence Study in 2019 by Category (National Training Unit, 2019)

FINANCING EDUCATION

The number of students being educated and funds spent on education ECCE, Primary, Secondary and Tertiary.

Total spent SBD$ 626,983,000.00   *241,843 Students*

The following table and figures show SIG expenditure and percentage on education sectors, without payroll included, by education sector 2018.

Sectors	Budget in SBD	Actual in SBD	% of total
ECE	26,582,849	16,319,999	3%
Primary	105,868,668	90,308,209	14%
Secondary	111,266,608	105,450,678	17%
TVET	10,864,028	5,903,599	1%
Tertiary	478,568,015	409,000,515	65%
Total	**776,239,663**	**626,983,000**	

Table 13: SIG Expenditure on Education by Education Sector, 2018 (MEHRD, 2019)
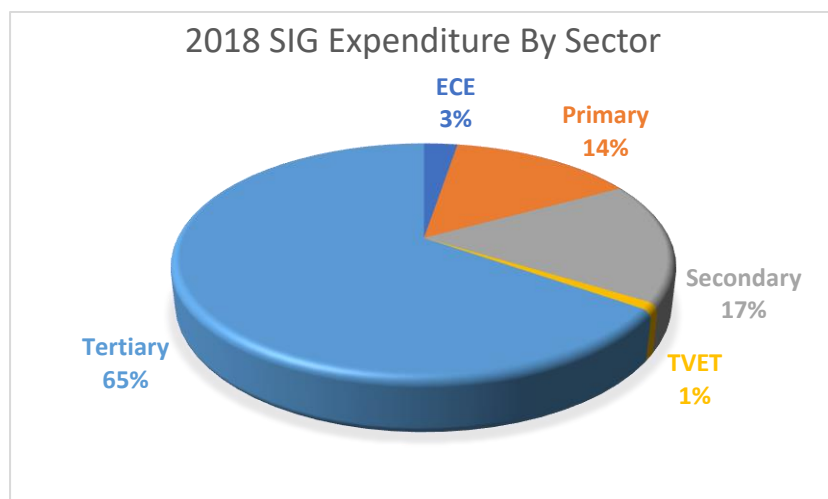
Figure 21: SIG Expenditure be Sector, 2018 (MEHRD, 2019)

The following table uses the above data (SIG expenditure on education, without payroll) to calculate the average spend per student in each sector for 2018.

2018 SIG expenditure unit cost per education sector

The table below excludes TVET students and expenditure as many TVET students enrol part time and the full analysis of this is unavailable.

Sub Sector	Expenditure ($)	No of Students enrolled	Average Unit Cost ($)
ECCE	16,319,999	30,340	538
Primary	90,308,209	133,604	676
Secondary	105,450,678	73,837	1,428
Tertiary	409,000,515	3,502	116,791

Table 14: SIG expenditure and unit cost estimate per sector

Budget and Expenditure Schools through School Grants

School Location	Sum of Revised Budget	Sum of YTD Actual
MP Scholarships Award Grant	15,000,000	15,000,000
ECCE Grant	2,200,000	1,896,730
SINU Grant	22,000,000	22,000,000
Church Education Authorities Grant	3,109,500	2,119,038
Provincial Grants	8,811,000	8,810,220
TVET Grant	2,861,200	2,757,153
Basic Education Grant	56,741,350	56,537,277
Senior Education Grant	67,160,936	66,699,529

Table 15: SIG Expenditure on Grants to Schools and EAs (MEHRD, 2019)

3. OUR RESULTS IN 2018

This section of the report shares our key achievements during 2018 as we continue to implement the NEAP 2016-2020. The results reflect the great work undertaken in the implementation of the MEHRD Annual Work Plan 2018. A new reporting initiative in 2018 was the preparation of Key Output Reports, which are published in a separate report. These reports provide comprehensive details (context, activities, results and lessons learned) for each of the key work areas and expand on the key details in this section of the Annual Report.

Our planning, implementation, monitoring and reporting is framed around our overall Theory of Change (ToC) i.e. the way we think education improvements happen in Solomon Islands. The diagram below is a simple illustration of the three key pathways to education change – access, quality and management – and is based on the 10 ToC explained in the current NEAP. MEHRD's annual work planning, implementation of activities, monitoring and reporting is subsequently aligned to the 13 Key Outputs, eight Intermediate Outcomes and three End Outcomes. We understand education reform is not as simple and clear-cut as the diagram suggests, but it provides us with a level of clarity about what is important and what we need to focus our energy and resources on.
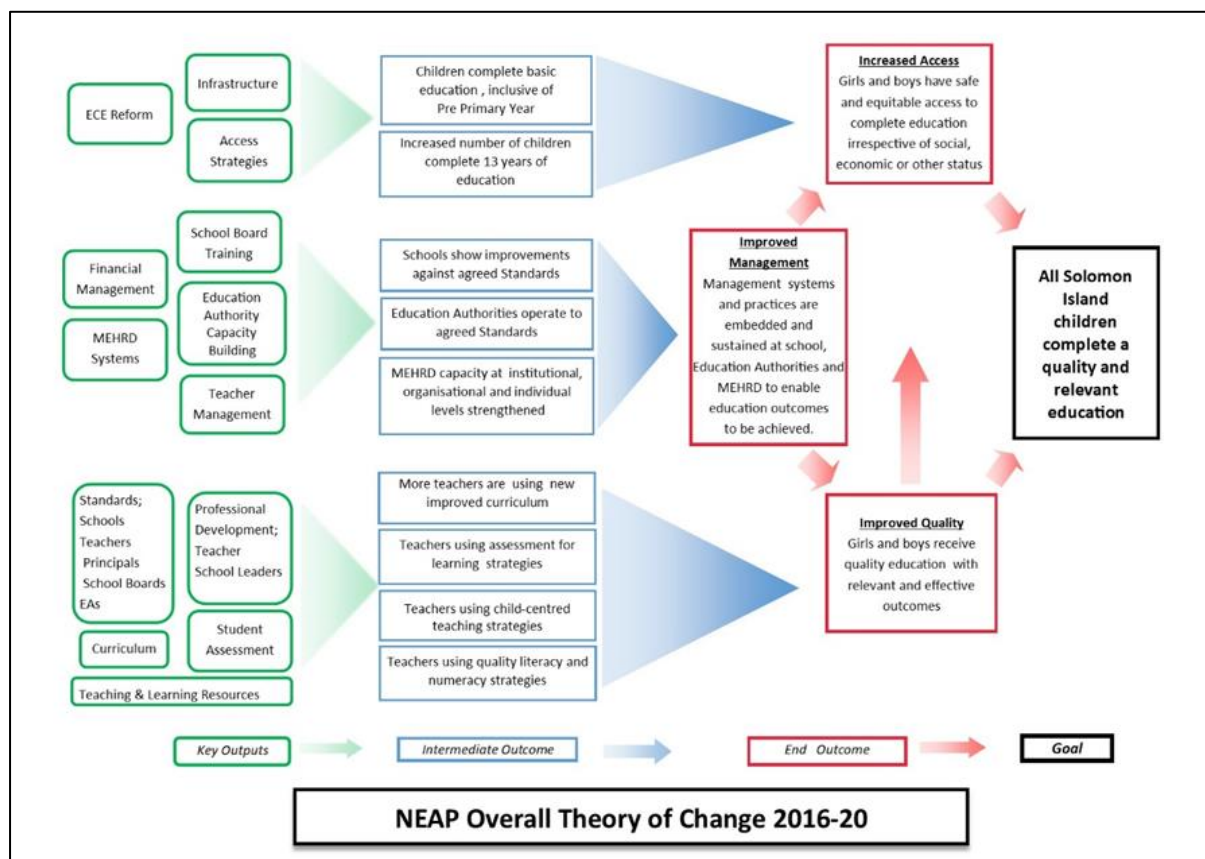
Figure 22: How change happens - our Theory of Change

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Pathway 1: Access and Retention

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

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MEHRD will fully develop the capacity to diagnose the size and leading causes of exclusion for all priority target groups by 2020. There is still a need for improvement to ensure more equitable access and completion for both primary and junior secondary. A well-targeted range of strategies and actions were developed and implemented (illustrated below) during 2018 to attempt to address challenges to student participation, inclusion and retention.

Figure 23: MEHRD key strategies in 2018 to improve education access

Planning for introduction of the Pre-Primary Year (PPY) education on track
A mapping exercise was conducted with the provinces of Guadalcanal, Honiara City Council and Malaita. Analysis of data was undertaken and has informed the annual work planning for 2019.

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

ECCE Centre licencing
There was a mapping exercise conducted for all registered ECE Centres and Preps in the provinces of Western, Isabel, Makira, Renbel, Choiseul, Temotu and Central. The data was analysed and submitted to the Teacher Professional Development Division to assist

2018 PPY teachers with their Certificates after training in Central Malaita- Malaita Province

with the planning and preparation for proposed training in 2019.

2018 ECE children of Balipaá Kindy in Reef Islands Temotu Province

Associated with this was the development of 'ECCE key communication messages' (for PPY and ECCE Centres). Training was then undertaken with all Provincial ECE Coordinators. The awareness raising and sharing of the key messages will be undertaken in 2019.

National Disability Policy and Implementation Plan developed

Solomon Islands National Disability and Inclusive Policy was developed and endorsed by NEB. An implementation plan was developed and endorsed by NEB in readiness for cabinet approval to support the cost of roll-out in 2019. This is a big step forward in an area that we acknowledge we have been lagging.

Better understanding of the trigger points for student push-out

Removing all the barriers and preventing students from being pushed out of the school system is critically important to achieve education for all. Analysis of SIEMIS data is proving to be useful tool in better understanding the points in the school system when children fall out of education. The table below tracks students as they progress through each year level of their schooling. The data follows students who started their schooling in 2004 and 2005, it shows that:

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

This data includes students who have repeated and so may be overstating the actual picture.

During the period of schooling	No & % students who left school (2004 cohort 17,359 students)		No & % students who left school (2005 cohort 21,077 students)	
Primary School	7,294	53%	10,546	61%
JSS	3,203	23%	3,462	20%
SSS	3,218	23%	3,151	19%

Table 16: Snapshot of when children drop out of school[1]

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[1] Data source: SIEMIS December 2018.

The above data provides an overview of critical points in schooling when students drop out, especially for those who do not complete Basic Education (Pre-Primary to Year 9). Further examination of the data identified that there are significant dropouts at the following years:

- Year 1 to Year 2
- Year 5 to Year 6
- Year 6 to Year 7
- Year 9 to Year 10;
- Year 11 to Year 12.

There are numerous reasons why students are not completing an education. This requires further investigation and strategies to limit this. This data helps MEHRD and stakeholders to understand the 'points in time' in which students are likely to be pushed out of the system. This analysis, along with findings (qualitative) from many previous studies on student access and retention issues, provides a sound basis for implementing more targeted strategies in 2019.

Improving School Infrastructure

MEHRD managed to complete the construction of 42 additional buildings in 2018 and finished the repairs on 42 school buildings in Makira. These buildings constructed include:

- 13 Classrooms
- 15 Science Laboratories
- 7 Dormitories
- 7 Ablution Blocks

15 Science classrooms constructed

15 Science Classrooms have been constructed and are a concrete masonry building type. The buildings are a new suite of building designs that MEHRD has developed and adopted that have been designed to suit local environments that are frequently exposed to natural hazards. The buildings have high exposed pitch ceilings with unique architectural features and modern construction techniques. The classrooms have been well-ventilated with natural lighting. The science classrooms were funded by DFAT through the sector budget program. The 15 Science Classroom Buildings were constructed in the following six provinces; Choiseul, Western, Central Islands, Guadalcanal, Malaita, Makira and Honiara City.

Interior view of Science Classroom at Laloato CHS, Guadalcanal

13 new classrooms constructed

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

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

Seven dormitories and seven ablution blocks

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

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

Classroom Building Project at Ngonihau PS, Makira at the foundation stage

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

Girls Dormitory and Ablution Block Project at Pawa PSS, Makira taken during a joint project monitoring visit by Procurement and Asset Management Division.

Completed Girls Dormitory and Ablution Block at Papara CHS, Choiseul.

Disaster rehabilitation of 22 Schools

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

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

The retrofitting and repair of damaged school buildings under Phase 1 of the Makira Ulawa Schools Disaster Rehabilitation was fully funded by Australia (DFAT) and New Zealand (MFAT).

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

Staff Houses repaired at Warohinou PS, Makira.

Improved WaSH facilities in Guadalcanal schools (SIBLE)

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

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

In 2018 SIBLE initiative undertook:
➢ development of the WinS standards;
➢ incorporation of WinS indicators into SIEMIS – roll out in 2019;
➢ development WinS guidelines and Sanitary Survey Forms;
➢ Menstrual Hygiene Management (MHM) incorporated into the National Minimum Standards for WinS;
➢ MHM indicators proposed in changes to the annual school survey, reflected in SIEMIS;
➢ National WinS census survey (baseline) conducted (report ready to publish 14 March 2019;
➢ WinS digitized portal of 1,200 plus schools via AKVO software (UNICEF & AKVO).

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

An upgraded sanitation building at Marara primary school, Guadalcanal. Constructed under SIBLE to improve sanitation in schools.

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Acting Prime Minister, Deputy Prime Minister and Minister of Finance Hon. Manasseh Sogavare as the Chief Guest during the launching of the National Standards for WASH in Schools.

Pathway 2: Quality

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

Figure 24: MEHRD key strategies to improve quality of education

Curriculum Reform

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

- Outsource the process of curriculum design to reduce lead times and improve quality by 2016;
- Re-design the process of curriculum implementation establishing new roles for MEHRD's Directorates, Inspectorate and EAs by 2018;
- The process of curriculum monitoring is substantially strengthened and clearly defines responsibilities and complementary roles for the EAs and the Inspectorate;
- The roles of the Inspectorate and EAs are clarified to allow their efficient participation in key parts of the quality assurance process regarding curriculum implementation and monitoring;
- Further capacity development support is provided to the inspectorate and the EAs to effectively undertake these roles.
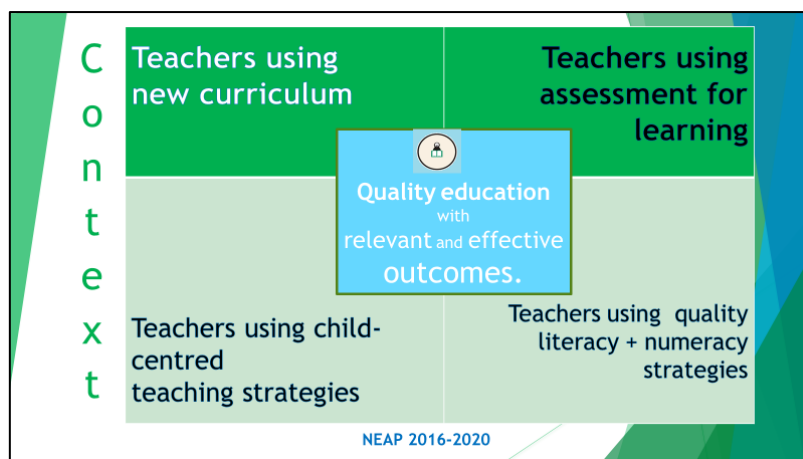
Figure 25: Context for improvements to quality of education

Curriculum Framework, Syllabus and resources developed

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

Teachers trained on PPY Curriculum - Northern Region Malaita

Curriculum and Professional Development 5-year Plan (2019-2024) approved

As a result of the Curriculum update provided at the 2018 Mid-Year Review, the Curriculum Development Division were tasked with developing a detailed and costed plan which would provide all stakeholders, including donors, with:

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

With support from Cognition Education, a Curriculum and Professional Development 5-year Plan was prepared. The plan outlines the current status of the curriculum and associated components and provides details, actions and costings under seven work streams:

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

Teacher Professional Development

The role and impact of the teacher in delivering a high-quality and effective learning experience is not underestimated by MEHRD and subsequently this is a high priority. Pre and in-service professional development and support are centrepiece to the current NEAP. The efficiency of the in-service training and professional development system has been a recurring issue in many NEAPs and remains an issue in 2018. The current system does not have the capacity to deliver the great number of in-service re-training that will be required by the introduction of the projected curricular reforms programmed for preparatory, primary, junior secondary and senior secondary. Current in-service programs do not provide flexible, modular and qualifications-based training conceived to produce measurable results. Such a new approach is being modelled with USP/IOE to provide training for school leaders.

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

More teachers access professional development

A total of 83 training workshops conducted in 2018 with a total of 2576 participants (1,113 Female & 1,362 Male). This equates to 25% of teachers (including school leaders) accessing in-service training. Details include:

- 1,177 teachers   (707 Female, 470 Male)
- 252 teachers were trained by PLTs
- 1,253 school leaders   (36 Female, 886 Male)
- 80 EA officers   (30 Female, 50 Male)
- 36 MEHRD officers
- 54 partner stakeholders

More teachers trained in literacy practices

A total of 312 (75 F & 64 M) teachers were trained in new literacy practices in 2018 and 139 (75 F & 64 M) were provided with training in vernacular teaching. Early Years Learning training conducted in Isabel, Choiseul and Guadalcanal was completed. Teachers were trained on new early years reading and writing strategies. Improving teaching and learning of literacy: professional development conducted across schools by PLTs to teachers, Education Authorities and communities have the advantage of transferring professional knowledge and experience from TLS project to LPMU schools. This helps teachers in using assessment data, setting goals and effective literacy strategies.

Provincial Literacy Trainers initiative has immediate impact

LPMU runs the Provincial Literacy Trainers (PLT) initiative. The intent was to put PLTs in the provinces – closer to the schools so they can have daily interacting, training, coaching and supporting of classroom teachers at their schools. The previous centralised approach didn't work – two days training is not enough. PLTs based in provinces are traveling to schools for the day get to know the teachers more know about what is happening in the school. They develop more targeted and relevant training for specific teachers. This is only in its infancy but already evidence is showing this to be an effective teacher professional development model for literacy.

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

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

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

Pre-primary curriculum training leads to new literacy strategies in classrooms

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

First graduates from School Leadership Program

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

Teacher training and certification

In 2018, 79 (31 F & 48 M) untrained teachers undertook the Certificate in Teaching Primary/Secondary. These teachers are now qualified and can use effective teaching and assessment strategies. Another 79 teachers are continuing the training and have now completed six of the eight courses contained in this training program.

Student Assessment

Continuous (during learning) and summative (at the end of a learning period) assessments are required to gauge students learning over time and after some time. Both assessment formats serve different purposes and are useful for many reasons including decision making. MEHRD stresses and is moving towards a stronger approach to continuous assessment at the school level with teachers assessing their students in class on curriculum implementation. Also, MEHRD administers external examinations including SISE for Year 6, SIF3 for Year 9, SISC for Year 11 and SINF6SC for Year 12. Also, there are standardised tests that are administered after two years for years four and six and the last ones were administered in 2017 and 2018. These tests are Solomon Islands Standardised Test of Achievement (SISTA) and Pacific Islands Literacy and Numeracy Assessment (PILNA).

PILNA marking in Honiara High 2018

Classroom Assessment Framework development

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

School-based assessment implementation underway

School-based teacher and school leadership trainings were carried out to support teachers on planning of internal assessment programs, its effective implementation and monitoring, school leadership supporting and leading monitoring of learning. This was carried out in 10 Senior Secondary Schools. Whilst waiting for the development of the Classroom Assessment Framework, local specialists were engaged to review current Year 10-11 School-based Internal Assessment Handbooks. Final drafts were available for further inputs before printing. There has been a School-Based Assessment Handbook Review for Home Economics, English and Science. The Ministry is yet to receive the School-Based Assessment Handbook for Agriculture and Design Technology.

Senior Secondary Schools offer either SISC only or SISC and SINF6SC programs. All these programs have internal assessment programs which include a lot of projects. Student enrolment that were less than 10 have full moderation while other schools with more than 10 enrolments, have sampled moderation carried out by external Moderators. Other schools received invitations were also visited.

Literacy assessment in collaboration with LPMU

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

Early Grade Reading Assessment completed

An Early Grade Reading Assessment survey was carried out on a sample of 1160 Y1-3 pupils. The assessment included individual pupil reading assessment (timed), teacher and Head Teacher interview, pupils' survey and classroom observation. EGRA results show positive progression in word reading skills from Year 1 to 3, good letter name knowledge and letter sound fluency. However, decoding is still a challenge which relates to low reading fluency and comprehension. Girls have better reading fluency and comprehension than boys and across provinces differences are significant. Results also show that parental support for reading at home is the most influential factor in improving reading fluency and comprehension. The Pacific Islands Literacy and Numeracy Assessment (PILNA) was administered this year. PILNA was also administered in Year 4 and 6 in October and results will be shared in July 2019.

ATLAS examinations database updated

School surveys were conducted with Education Authorities to update school details in ATLAS examination database. Four National Examinations (SISE[2], SIY9[3], SISC[4] and SINF6SC[5]) and one Regional (SPFSC[6]) Examination were administered in November. This included examination development, writing workshops for exam writers, moderation of drafts, printing by Printlnk, Honiara Digital and Island Sun, scoring and marking, data entry, validation and processing, and selection and placements of students to new schools.

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

2018 students and teacher of Rokera Provincial Secondary School (Malaita Province) during a lesson.

Results from National Exams shared

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

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[2] Solomon Islands Secondary Entrance
[3] Solomon Islands Year 9
[4] Solomon Islands School Certificate
[5] Solomon Islands National Form 6 School Certificate
[6] South Pacific Form Seven Certificate

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

Standards

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

The intent in 2018 was to revisit the standards to further develop/refine the standards and develop a more integrated and practical approach to the use of school performance standards. No new school standards developed this year. The prime reason for this was the lack of clarity about roles and responsibilities and coordination between MEHRD divisions. There are many 'moving parts' associated with school performance standards that influence the content and use of standards. For example, the new Education Bill has not yet been presented to Parliament. The Teaching Service Handbook is currently being reviewed and revised. New standards will be an integral part of the new handbook and these will need to be endorsed before the Teaching Service Handbook can be completed.

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

Education Authority Standards

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

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

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

Table 17: Teacher Appraisals undertaken 2018

(Source: MEHRD Inspectorate)

The ultimate intent of ensuring all teachers are appraised is the enhancement and quality assurance of the teaching and learning experience for students.

The teacher appraisal process allows for the confirmation of appointments, promotion, accountability and the identification of areas for teacher professional development.

Learning resource database developed

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

Extraordinary Learning Resources Project commences

Through generous support from Governments of Australia and New Zealand, a large learning resources purchase and distribution project commenced. Around five hundred thousand (500,000) books were purchased in 2018 and will be distributed to all 1,032 schools in Solomon Islands in 2019. This is by far the largest supply and distribution initiative undertaken by MEHRD. The books are for primary and junior secondary years. They include learner and teacher guides to support the curriculum. These were developed for the Solomon Islands and have been printed by a large education publishing company. They will support and enhance the implementation of the new curriculum in primary and junior secondary over the next few years. Each secondary school will receive 684 books and each primary school will receive 582 books. Distribution will commence around June 2019.

Leadership and Education Authorities Project (LEAP)

LEAP is an MFAT funded support project delivered by Auckland University and University of South Pacific. It is in its second year and is intended to strengthen the capability of Provincial Education Authorities (PEAs) to improve the performance of the primary school sector. This project provides support via mentoring of school leaders to improve school leadership and professional change to drive literacy outcomes.

Anecdotal reports from school leaders, teachers and community members are both inspiring and hopeful. They have reported that the positive approach, encouragement and regular follow up seems to be central to the schools making significant changes to the way they are run, learners learn and teachers teach.

At the Provincial Education Authority level, progress has been slower than was initially hoped, as recruiting PEA mentors was challenging.

Key achievements in 2018

In LEAP schools:

- All have a current School Improvement Plan focused on improving literacy outcomes for all students and have leadership activities to support this improvement;
- All have set cluster goals focused on achieving Literacy & Leadership outcomes throughout the year;
- Most hold regular (some weekly, others fortnightly) staff meetings focussed on literacy learning and teaching e.g. teachers share successes and challenges together with the view of sharing ideas on how to continually improve literacy outcomes;
- 18 LEAP schools have established Professional Learning Communities to share and discuss leadership successes and challenges specific to improving literacy, to review cluster goals, and to share resources;
- Some reported to be newly vibrant places of learning and teaching, compared to previously reported poor functioning. Examples of changes include signs to promote and identify the school name; school offices that are now clean, tidy, orderly, informative and inviting; resources that have been purchased, stored, and distributed equitably for learning and teaching purposes; school committees that have reportedly been reformed and re-ignited to assist the school staff; and reports that both student and teacher absenteeism in some schools have begun to decrease;
- Schools and PEA are slowly beginning to use teacher attendance records to track individual teacher attendance and record approved or unapproved absence. Three-month attendance data has been received from 22 schools for 185 teachers;
- Many LEAP school leadership teams indicate that teachers now feel and look like professional educators, sharing their knowledge of learning and teaching literacy (in English and vernacular). Workshop attendees have indicated that learning in the literacy workshops and follow-up visits is new and something they have been waiting for and needing desperately;
- Many teachers report that they are no longer skipping writing lessons in class – they now feel more confident and competent in teaching their students how to write as a result of engaging in literacy workshops with regular follow up by the School Leader Mentors, as well as school leadership teams following up internally;
- PEA mentors and the PEAM facilitator are in the process of creating community awareness programmes and resources which include data and information sharing with *'tok stori'* around strategies to narrow the gap. This involves parents sharing their vision and aspirations for their children, and how we can work as a community to achieve these goals;
- Parents have shared with their school leaders / teachers and with respective Provincial Education Authorities their joy and pride in seeing their children improve in their Literacy skills as evidenced in their motivation to speak and write in English particularly, supported by their mother tongue;
- School Leader Mentors state that some school communities are now more proactive in supporting their schools, for example, by providing funds, logs for building, accommodation for staff, ensuring children are at school and in uniform, being more visible at school functions, and ensuring their children are also learning at home;
- At the PEA level, PEA improvement plans are either completed (for Guadalcanal and Malaita provinces) or in development (in Central, Isabel, Rennell & Bellona, and Temotu provinces);
- PEA mentors are supporting PEA in 3 provinces (Malaita, Isabel, Rennell and Bellona, and Temotu) to develop small grant proposals for the EASG. These proposals are focussed on extending the work of LEAP to more remote areas, using local expertise.

Pathway 3: Management

Management systems and practices are embedded and sustained at School, Education Authorities and MEHRD to enable education outcomes to be achieved.
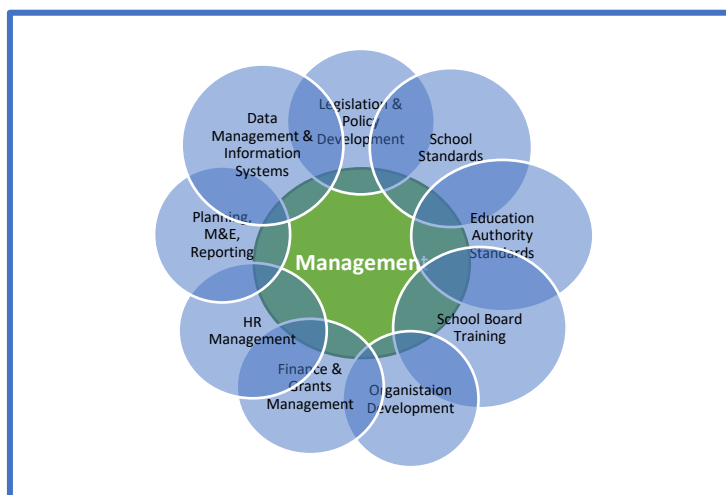
Figure 26: MEHRD strategies to improve management

Increasing the capacity of MEHRD, provincial and school management is a priority in the current NEAP. Developing new and improving the quality and utility of current systems is an important foundation for improving our management capabilities. There is a strong interdependency between the three key themes of Access, Quality and Management. Sound management systems and practices provides the basis for increasing access to education and improving the quality of education service delivery.

Analysis during the current NEAP planning period identified gaps and issues relating to information support, data management, planning, M&E, reporting, policy development and MEHRD coordination. All these areas are being addressed through the implementation of MEHRD's systems improvement activities. Focused support for this phase of NEAP are systems to support policy development, communication, data management, planning and decision-making. Support is also provided to build our organisation and operational strength.

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

Improving teacher management is a priority for MEHRD. It is important that teachers understand their roles, responsibilities and tasks and are managed in an effective and professional manner. There are already many good instructions in the current Teacher Service Handbook e.g. attendance, probationary support, inspections and appraisals etc. But these are only effective if they are implemented at all levels i.e. from school level, Education Authorities and MEHRD. Ineffective communication between schools, EAs and MEHRD and ineffective systems has hindered the progression of improvements. Other aspects of management are out of date or not functioning. This includes the National Scheme of Service for Teachers, teacher data management and Standard Operating Procedures.
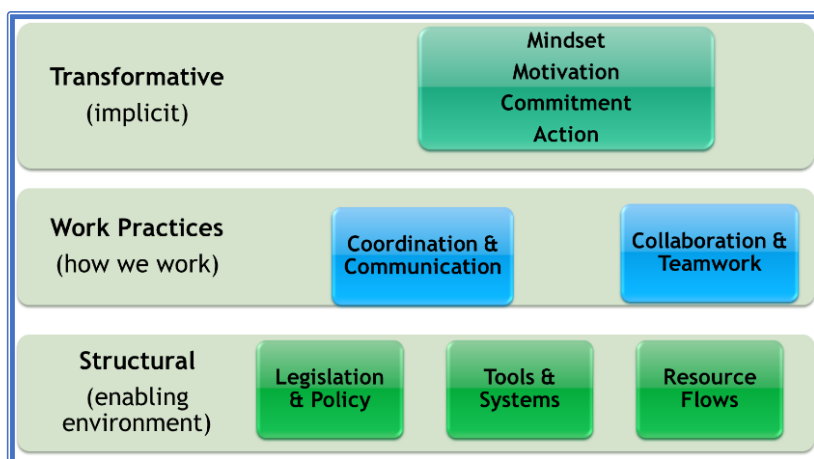
Figure 27: MEHRD Transformative Approach to MEHRD Systems Improvement

Education Authorities and Schools Snapshot visits

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

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

Teacher Postings improvements

There has been a slight but important improvement of teacher postings compared to previous years as Education Authorities are more aware of posting procedures and processes. However, in 2018 more than 260 Teachers left their school postings to study at SINU under scholarships that were allocated outside the TSD officially approved list. This resulted in frustration in schools and classroom being left unattended by teachers. TSD has taken measures to address this issue and Education Authorities have replaced these teachers with new appointments.

Teacher Establishment for 2019 completed

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

Consultations successfully undertaken in collaboration with Education Authorities to prepare 2018 teachers' end of year travel

All Education Authority teacher data was collated and verified by relevant Education Authorities and the Teachers Services Division. As a result of this effective approach, first payments were disbursed in November 2019. Final payments were disbursed to the remaining Education Authorities in early December before schools closed on the 14 December 2018.

Long and Dedicated Service payments made
Teachers Long and Dedicated Services Benefit (LDSB) were paid in three tranches this year. There were five lists of payments done last year for a total cost of $4,795,761.08 over the original budget of 3,900,000.00. The total number of receipts were 78. This however leaves TSD a backlog of submissions yet to be cleared in 2019. The budget estimate in the 2019 budget container that went through PAC is to be 8 million, with an increase of 4.2 million. This is reduction from our original Budget bid of 11.9 million dollars to clear the backlog.

New Education Bill endorsed by National Education Board
The Education Bill was prepared with the final draft endorsed at the NEB meeting in early December. Some feedback was gathered to undertake the final drafting. This was submitted to the Attorney General's office for advice on how to progress the passage of the Bill.

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

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

Teachers and students of Talakali, CHS in Malaita attending the Gender and Child Protection Policy Awareness and Consultation, 2018.

Improved support and collaboration between EAs and MEHRD

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

Improved coordination and collaboration between MEHRD Divisions

One of the challenges for MEHRD over previous years has been to develop systems and processes that encourage and maintain interaction, coordination and teamwork across divisions. This year we have encouraged cross-divisions groups to form to support projects that involve input from more than one division. The combined Annual Work Planning process has contributed to this, with strengthened work on EMIS, Assets and Infrastructure, Standards, Inspections and teacher appraisals. Also, the collaboration between Curriculum, Teacher Professional Development and Literacy Management Program Unit is beginning to improve service delivery.

MEHRD's Monitoring and Evaluation (M&E) system moved towards Key Output reporting in 2018, rather than division reports. The intent is to provide more coherent and accurate reports of our key areas of work from our AWP. This has required divisions to discuss and prepare reports based on how they have collectively contributed to one of the Key Outputs from the NEAP 2016-2020. The use of the Theory of Change for staff to understand the contribution of their work area to the overall goals is beginning to show benefits.

Changes to School Inspection system

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

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

Improvements to MEHRD roles and functions

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

ICT Master Plan draft prepared

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

Permanent Secretary and MEHRD staff launching the ICT Master Plan

Provincial Education Authorities connected

The majority of Provincial EAs are connected to SIG Connect. These are: Guadalcanal, Malaita, Western, Temotu, Choiseul, HCC, Makira and Isabel. The Education Authorities in these provinces have been using SIG connect for email and browsing the internet. Renbel and Central Province are the only two PEAs not yet connected to SIG Connect at the end of 2018. 29 participants (12 female) attended the SIG Connect Consultation Workshop, with officers from EAs included as participants.

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

SIEMIS review and planning for upgrade commenced

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

During this year, training was conducted with Malaita, Honiara and Makira Education Authority officers on the Solomon Islands Management Information System (SIEMIS). The intention of the

training was to decentralize a new SIEMIS to all Provincial Education Authorities in the Solomon Islands.

Data management improvements in Higher Education Scholarships begins

A review of the Scholarship database (SIMS) was undertaken to ascertain its usage and compatibility with the ongoing management needs of the scholarship program. The review identified that SIMS is underutilised with only a small percentage of scholarship data entered – most applicant and recipient data is stored in a range of excel spreadsheets. Also, several flaws in the new scholarship data base inhibits the full potential of the data for analysis and reporting. An adviser was contracted to re-develop a new SIMS to eliminate these issues. The task was completed and all 2019 scholarship applications were entered on database. The next task is to enter all historical data. Also, the scholarship application form can now be accessed online.

Improved MEHRD planning processes

Many lessons were learned during the implementation and review of the 2017 Annual Work Plan. Divisions were requested to carefully analyse their results and challenges for 2017 to ensure a more focused plan for 2018. As a result, divisions reduced the number of planned activities with a much higher completion rate experienced in 2018. Further analysis of the results shows the regular monitoring and quarterly progress reporting process improved the activity implementation decision-making processes.
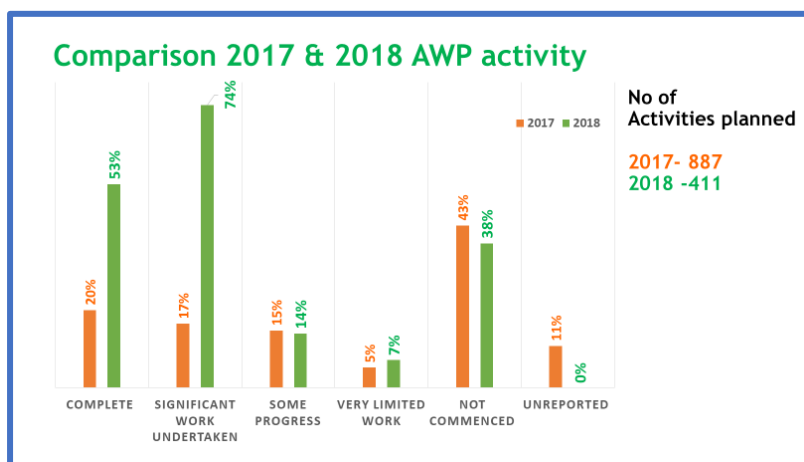
Figure 28: AWP Activity completion 2018 (SSU)

Monitoring, evaluation supporting evidence-based planning and reporting

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

- Annual Report 2017 published;
- Performance Assessment Report 2017 published;

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

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

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

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

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

M&E training for Education Authority Officers
Training on monitoring, evaluation, data analysis and reporting was conducted for Education Authorities during the EA conference at Taro in August. An action plan was developed to do follow up training for some Education Authorities this year, as passed by the Education Authorities in the EA conference resolution paper. Reprioritisation planning was also conducted with some Provincial EAs (Makira, Western, Malaita and Honiara EA) and the Educational Authorities National Conference Resolution was socialized with EA and MEHRD officers.

Financial Management

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

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

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

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

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

Progress made in improving school and EA grants

68% of the School Grants have been retired for the second half year grant of 2017 and another 40% of retirement is for the first half of 2018. 88% of schools received the first tranche of their annual School Grant by the end of March this year. This is a steady improvement from the previous year. We expect to see this trend continue and improve in the next round of grants as a result of the grants and financial management training provided to EA officers and school leaders.

Education Authority Management Capacity

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

The fundamental component of the management reforms is the introduction and use of school and EA performance standards and to provide specific targets for these to be achieved progressively from 2016 to 2020. These targets guide the capacity development efforts that should be carried out in this and the next NEAPs.
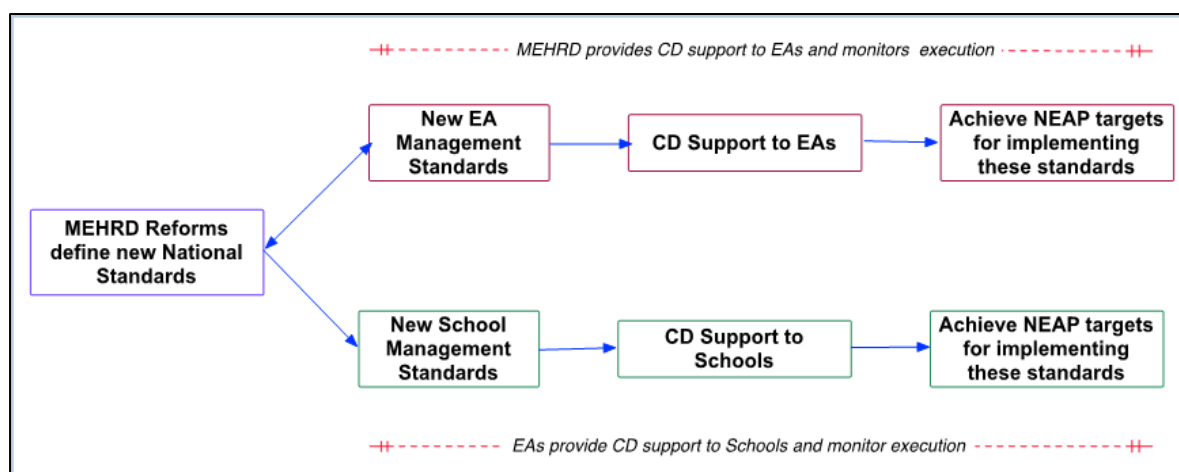
Figure 28: MEHRD Management Reforms Flow Chart

2018/2019 annual work planning improved

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

EA mid-term review supported

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

EA small grants program established

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

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

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

The first round of grant applications closed in November 2018 with successful applicants to be informed in early 2019.

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

Education Authority Performance Standards developed and used

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

Education Authorities' Annual Conference

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

TVET and Higher Education

Solomon Islands education system and actors are striving to provide more equitable access to quality assured skills development for women and young people and people with a disability. The NEAP goal for TVET and Higher Education is to consolidate the establishment of a comprehensive, integrated tertiary skills development sector (TVET and Higher Education) which provides quality education and relevant skills for employment, decent jobs and entrepreneurship. The Skills for Economic Growth (S4EG) program plays a coordinating role as a key change agent supporting MEHRD and other education authorities in this education sector.

SITESA

A new institutional and governance system, the Solomon Islands Tertiary Education Skills Authority (SITESA) is operative and capable of delivering quality and relevant technical and university education and developing sound partnerships with the private sector and other labour market stakeholders. The current system is based on ambiguous legislation, regulations, policies and procedures, and shows a lack of coherence and integration of all agencies intervening in the tertiary skills development sector. A costed business plan to guide the establishment of the SITESA and a National Qualifications Framework (NQF) has been developed, fully financed and implemented by 2018. Significant progress has been achieved since the SITESA Implementation Plan (Version 7) approved and full budget model provided to Minister and Cabinet in 2017. A proposal for a new governance structure and Board membership was provided to the Minister and PS for consideration in July 2018. The final (version 3) SITESA Implementation Project Plan was approved by the Minister and PS in August 2018 and a revised organisational structure was provided to Minister and PS in September and October 2018. Recruitment action for the appointment of the SITESA CEO and Directors has also commenced.

National Qualifications Framework

Solomon Islands has a National Qualifications Framework (NQF) system (policies and procedures) which was endorsed in 2017. This framework is yet to be implemented as it is awaiting SITESA commencement. The NQF defines multiple pathways, offering opportunities for students to acquire skills and qualifications at training colleges and universities and to move between them by 2020. The intent is to develop the NQF based on regional and international best practice and provide harmonised benchmarks with selected regional standards.

The Solomon Islands National Qualifications Framework (SINQF) was created under SITESA legislation in March 2017. The Minister for Education approved 15 qualifications under six National Skills Packages in November 2017. All SITESA qualifications (19) provided to Fiji Higher Education Commission (FHEC) 2017-2018 for recognition as Foreign Qualifications. The Minister signed the approval in November 2018. The SITESA governance, organisational and operational structures are being progressively implemented to provide the mechanism to operationalise the SINQF.

**Solomon Islands Qualification Framework**				
**Education and Training Sub-sectors**				
Levels	**School**	**Vocational Skills**	**Higher Education**
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 yet to be mapped	Certificate III	
2		Certificate II	
1		Certificate I	

Figure 29: Solomon Islands Qualifications Framework

Skills Development Courses

Tertiary skills development courses do not sufficiently meet labour market demands or target women or diversify to incorporate new technologies. The intent is for new courses to be approved by SINU to diversify supply with a gender approach and provide relevant skills with assessment of success in enrolment and employability of graduates undertaken. Pilot interventions have been developed to offer more comprehensive and attractive tertiary skills development opportunities. The following are key achievements in 2018:

- SINU STMS delivering six new National Skills Package courses and qualifications;
- New courses targeting young women and girls and people with disabilities; "New Directions for YW&G";
- Current enrolment in new CBT National Skills Packages 251 (Construction 52; Electrical 57; Plumbing 55; Automotive 97);
- Employability skills embedded in the units for new approved courses;
- Created pathways from RTCs to SINU for higher qualification (Cert IV) through 6 CIII courses delivered in 2019;
- New courses informed by industry, labour market research/surveys etc.;
- Third generation of Labour Market Studies completed to inform course development and enrolment offerings.

Labour Market Planning

Information systems for monitoring, evaluation and prediction of trends in the labour market were developed and implemented. Labour market analyses and identification of industry standards are crucial for adapting training supply in priority skill demand areas. It will also be important to strengthen partnerships with the Solomon Islands Chamber of Commerce and Industry (SICCI) and other national and provincial stakeholders.

There is now an S4EG Partnership with SICCI, MEHRD, MDPAC, MCILI, MPS and other private, public and NGO sector to distribute Labour Market Surveys beginning in June 2016 (annually). To date there have been three (3) LMS surveys being distributed and data and information analysed and used to guide the SITESA National Education Tertiary and Skills Plan (NETSP) which will be reviewed annually. Labour Market Information Systems (LMIS) is also a part of S4EG Business Systems and it is through this that we conduct research, consultation and labour market studies/surveys to help us be informed on the country's labour market needs and align to training needs.

Scholarships

The current management of the Scholarship Program is undertaken by the National Training Unit (NTU) and 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. During 2018 scholarships remained managed by MEHRD on behalf of SIG with the NTU having key responsibility for the operations and management of the Scholarship Program. Management of the scholarships will transition to SITESA when it is operational.

The aim is to develop and implement a new system for managing national and international scholarships that provides equitable access and coherence with national education and labour market priorities. The program should also substantially improve the cost-benefit obtained from the scholarship system as developed and implemented. A key tenet is to ensure fair allocation of places based on market demand, merit and monitoring of student performance.

SITESA's new Scholarship Policy and Procedures have been endorsed and Annual Scholarship Plans have been developed for implementation in 2019. Official ceilings are to be respected and eliminate the problem of over-expenditure. There are systems in place to measure equity, labour market responsiveness, for determining placements and undertaking cost benefit analyses. Current scholarship expenditure ($210 M) triples the envelope of official policy allocation to the NTU ($70 M).

Once established, SITESA will be responsible and accountable to the Minister MEHRD for the management of the SIG scholarship program. Planning and reporting on scholarships is an integral part of over-all SITESA-managed tertiary planning, funding, delivery and performance monitoring processes. Scholarship Policy and Procedures are to be re-written in 2019 to ensure fair and transparent allocation of scholarships. An important change endorsed for 2019 is for scholarship prioritized areas for Vocational Scholarship allocation - 200 places in 5 courses across 6 RTC's.

SITESA National Scholarships Division (NSD), when established, will liaise with relevant government ministries, training providers, private sector, enterprises, trade unions, industry groups and associations and NGOs to ensure broad input into the development of each annual National Tertiary Education and Skills Plan (NTESP) – against which priorities and targets SIG scholarships will be offered. Through SICCI as an umbrella organisation of employers and individual enterprises, private sector will be encouraged to work with public sector and provide advice on graduate placements within their

organisations. Information systems of monitoring, evaluation and prediction of trends in the labour market are to be developed and implemented.

The classification and categories that scholarships are awarded under is set to change under the new SITESA Scholarships Policy. Scholarships from 2018 on will be awarded under three (3) 'new' categories:

- Category A - Merit;
- Category B – Constituency;
- Category C - Cost-sharing.

Scholarships Awarded for 2019

2019 SIG Scholarships			
Category	Males	Females	Total
High Achievers (Pre-service)	59	40	99
In-service	59	31	90
Postgraduate	5	4	9
Fully Funded	4	0	4
Cost Sharing	22	18	40
Constituency	61	38	99
Skills Development	80	56	136
Additional	206	165	371
Total	496	352	848

Table 18: Scholarships Awarded for 2019

Year	Number of Scholarships Awarded
2009	4
2010	49
2011	153
2012	132
2013	268
2014	1792
2015	1411
2016	1702
2017	2756 (only 2283 verified)
2018	848

Table 19: Scholarships awarded 2009-2018

Improving Rural Training Centres (RTCs)

The aim during this NEAP is to improve the quality of the programs provided by some Rural Training Centres (RTCs) primarily to offer more comprehensive and attractive pathways to further study and employment opportunities. RTCs have not been able to significantly expand access and improve quality over the previous ESF 2007-2015. The intent is to conduct pilot interventions with a focus on

quality improvements in delivery of high priority courses aligned to provincial economic development priorities in four RTCs by 2017 possible expansion to others. Results this year included:

- Quality of programs offered by some RTCs (partners of S4EG) significantly improved through targeted capacity development in trainer competencies, infrastructure, business systems, curriculum and teaching and learning resources;
- SINU and 7 RTCs are being supported to deliver new approved courses – institutional strengthening, Trainer PD activities, curriculum teaching and learning resources, infrastructure refurbishment/building, GESI implementation and so forth;
- S4EG support SIAVRTC to implement strengthening initiatives across 8 RTCs (5 pilot S4EG RTCs) who seek registration under SITESA – this will extend to those other RTCs who wish to be registered under SITESA once it is operational.

4. STUDENT PERFORMANCE

Improving the quality of education is at the heart of Solomon Islands education reform. Improved student performance is therefore the key indicator of change – we expect to see improvements in student performance both annually and in longer term trends. Student performance can be measured in many ways but traditionally we have used performance in external exams as the key measurement tool. More recently this has been complemented with regional and local standardised testing in literacy and numeracy.

MEHRD is supporting improvements in the capacity for schools to develop high-quality school-based assessment and reporting systems. But at this stage it is too early to be able to use school-based formative assessment to effectively and accurately measure changes in student performance across the country. It is also important to acknowledge the student performance is not necessary equivalent to student academic performance or results in exams. Students may be performing well in other aspects of school life (for example, creative arts, community support, and sport) but limited data is collected on other areas of student performance. Data on student external examination results remain the key indicator in which we measure student performance.

External Examination Results 2018

Summary of Year 6 Exam Results

Grade	2016	2017	2018
1	6%	6%	7%
2	8%	8%	6%
3	12%	12%	12%
4	22%	21%	19%
5	25%	22%	18%
6	20%	21%	13%
7	6%	9%	21%
8	0.40%	2%	2%
9	0.10%	0.47%	1%
Pass	73%	69%	62%
Fail	27%	32%	37%

Table 20: Summary of exam grades, year 6, SISE 2016-18 (NEAD)

Grade 1-5 is considered a pass by NEAD. 73% of papers graded 1-5 in 2016, 69% in 2017 and 62% in 2018 indicating a drop of 4% from 2016-2017 and 7% from 2017-2018 in performance. There was a significant drop in Grade 6 and a significant increase in Grade 7 (poor result) in 2018.
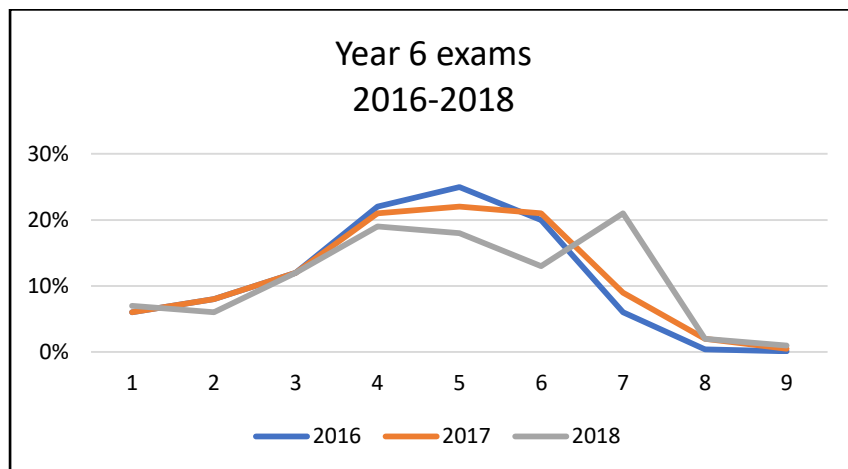
Figure 29: Year 6 Exams 2016-2018

Provincial Student Results (aggregate) in Exams

Table 49. Percentage of Students aggregate scores in Year 6 and Province,2018										
	Central	Choiseul	Guadalcan	Honiara	Isabel	Makira/Ul	Malaita	Renbel	Temotu	Western
1	10.5%	7.0%	6.0%	9.4%	7.6%	5.1%	7.1%	3.8%	8.1%	6.3%
2	8.3%	6.2%	4.9%	6.6%	6.2%	4.9%	6.4%	4.3%	5.7%	4.5%
3	16.1%	12.1%	11.4%	11.3%	13.1%	11.7%	13.3%	7.0%	8.5%	11.9%
4	21.6%	18.3%	17.6%	19.0%	21.6%	19.8%	20.7%	15.6%	13.4%	18.2%
5	15.8%	17.4%	18.8%	17.5%	19.2%	18.2%	18.6%	20.4%	13.3%	17.6%
6	12.4%	13.4%	14.9%	14.9%	15.6%	15.2%	14.4%	15.6%	12.3%	14.8%
7	12.6%	22.1%	22.6%	18.7%	15.3%	21.7%	17.5%	31.7%	18.9%	23.1%
8	1.6%	2.4%	2.8%	2.0%	1.0%	2.5%	1.3%	1.1%	18.8%	2.8%
9	1.0%	1.1%	1.0%	0.5%	0.4%	1.0%	0.8%	0.5%	0.8%	0.9%
Total exams Sat	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 21: Summary of grades, year 6 exam by Province, 2018 (NEAD)
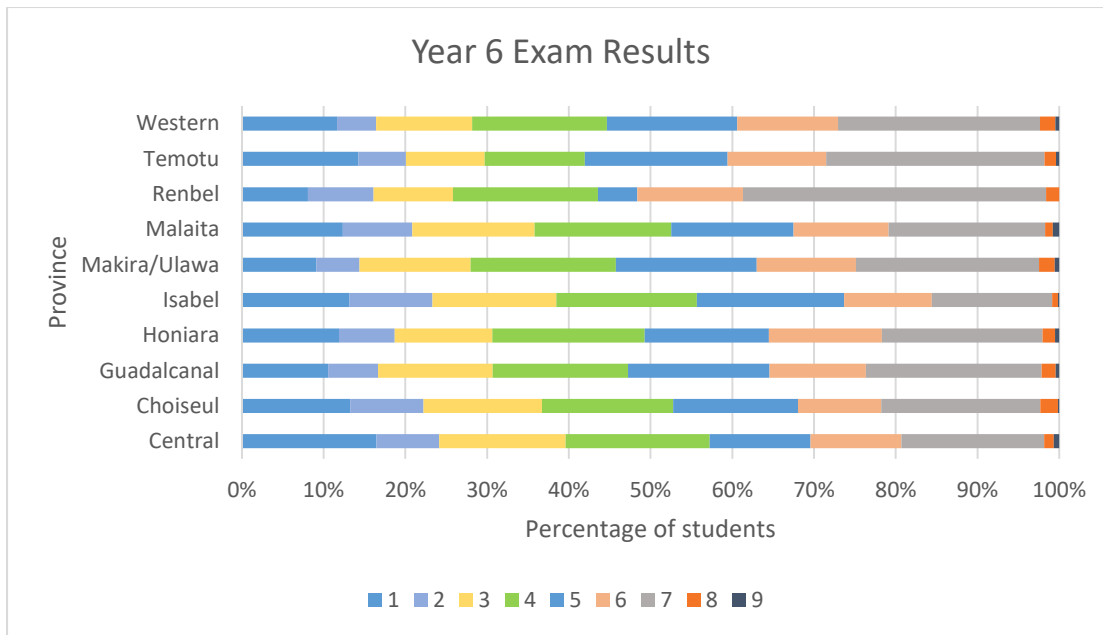
Year 6 Exam Results

Figure 30: Year 6 Exam Results by Province, 2018

Summary of Year 9 exam results

Grade	2016	2017	2018
1(high)	8%	5%	8%
2	9%	11%	7%
3	16%	15%	18%
4	24%	22%	25%
5	23%	24%	21%
6	15%	17%	15%
7	4%	5%	2%
8	0.32%	1%	3%
9 (low)	0.05%	0.21%	1%
Pass	80%	77%	79%
Fail	19%	23%	5%

Table 22: Summary of exam grades, year 9 SIY9. 2016-18 (NEAD)

80% papers graded 1-5 in 2016, 77% in 2017 and 79% in 2018 showing a decrease of 3% from 2016-2017 then increase of 2% from 2017-2018 in performance. There are no significant trends. 1-5 is considered a pass by NEAD.
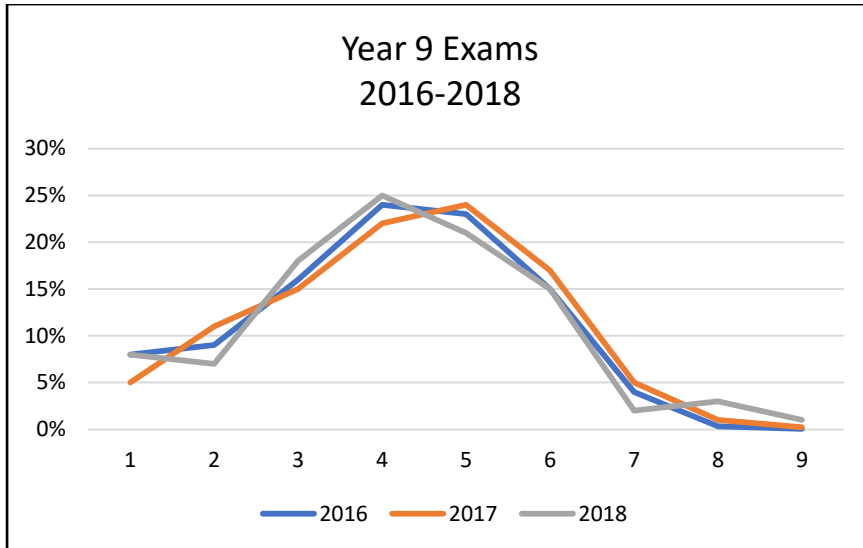
Figure 31: Year 9 Exams 2016-2018

	Central	Choiseul	Guadalcanal	Honiara	Isabel	Makira/Ul	Malaita	Renbel	Temotu	Western
Table 50. Percentage of students aggregate scores in Year 9 and Province,2018										
1	4.8%	4.7%	9.7%	13.6%	6.2%	8.8%	6.5%	3.3%	10.4%	8.5%
2	8.3%	4.7%	6.7%	8.3%	6.1%	7.8%	7.4%	9.2%	10.2%	6.6%
3	22.4%	16.8%	16.8%	18.4%	15.9%	17.4%	17.4%	19.2%	14.0%	17.7%
4	26.0%	26.8%	23.2%	20.7%	22.5%	24.4%	25.2%	21.7%	20.4%	23.4%
5	19.9%	23.1%	21.3%	16.2%	25.8%	18.2%	23.2%	23.3%	22.5%	20.1%
6	14.3%	14.9%	14.3%	13.6%	19.6%	13.2%	16.3%	19.2%	16.0%	14.8%
7	1.5%	4.1%	2.9%	2.7%	2.4%	3.2%	1.8%	1.7%	2.7%	3.2%
8	2.1%	4.4%	2.7%	4.3%	1.0%	4.8%	1.5%	2.5%	2.6%	3.9%
9	0.7%	0.6%	2.4%	2.2%	0.3%	2.2%	0.7%	0.0%	1.2%	1.8%
Total exams Sat	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 23: Summary of grades, year 9 exam by Province, 2018 (NEAD)
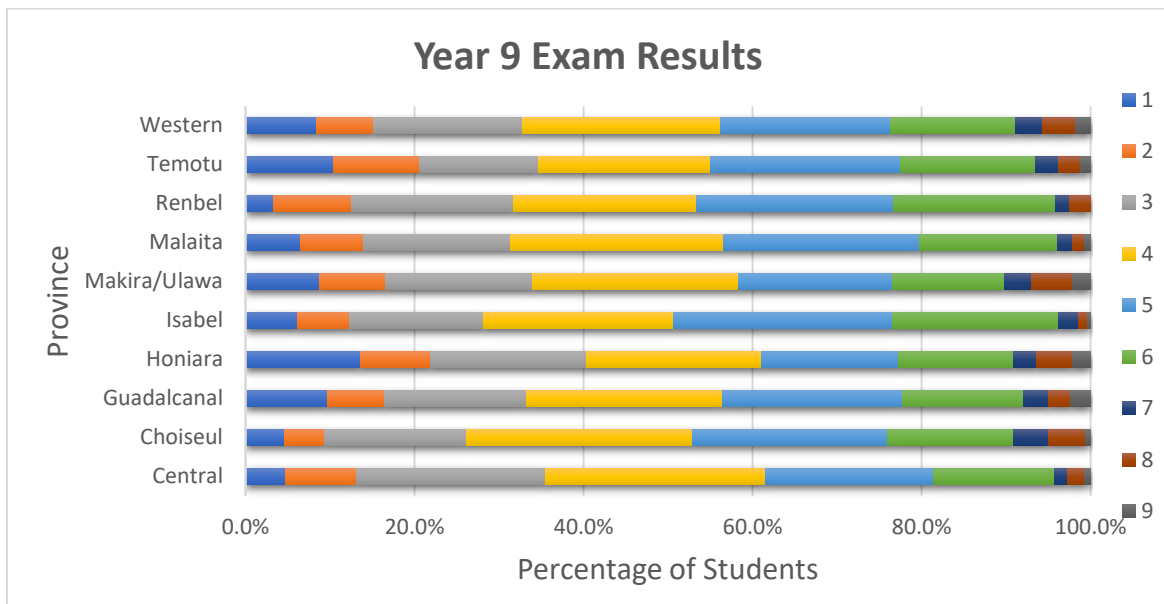
Figure 32: Year 9 Exam Results by Province, 2018

Summary of Year 11 Exams

Grade	2016	2017	2018
1	14%	13%	7%
2	18%	17%	15%
3	25%	23%	23%
4	25%	25%	29%
5	14%	13%	18%
6	4%	8%	6%
7	0.49%	1%	1%
8	0.08%	0.13%	0.19%
9	0.03%	0.08%	0.16%
Pass	96%	91%	92%
Fail	4%	9%	8%

Table 24: Summary of Year 11 exams, 2016-18 (NEAD)

96% papers graded 1-5 in 2016, 91% in 2017 and 92% in 2018, depicting a drop of 5% from 2016-2017 and 1% improvement from 2017-2018 of performance. No significant trends forming.
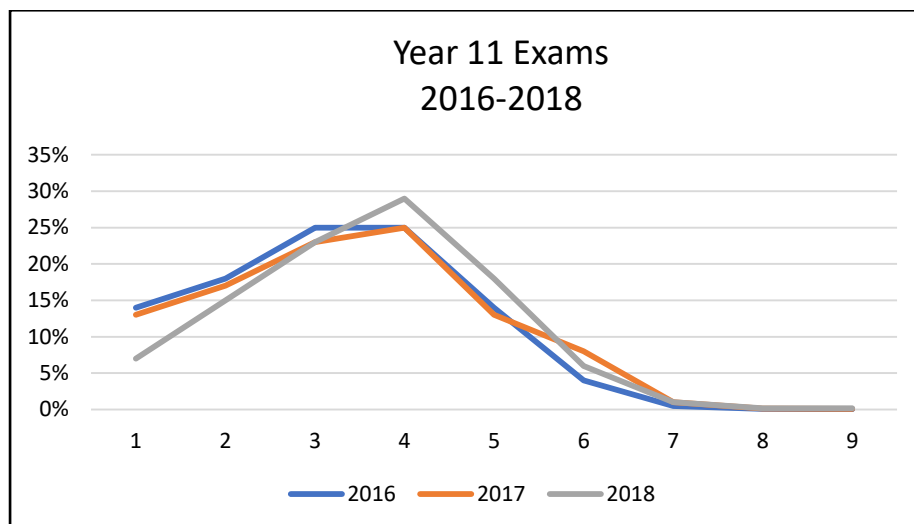
Figure 33: Year 11 Exams 2016-2018 (NEAD)

	Central	Choiseul	Guadalcar	Honiara	Isabel	Makira/Ulawa	Malaita	Renbel	Temotu	Western
1	1.9%	0.0%	11.0%	9.2%	6.4%	4.1%	4.8%	12.5%	7.1%	4.6%
2	11.7%	7.1%	18.4%	14.7%	8.8%	12.0%	13.8%	9.4%	18.2%	13.4%
3	24.0%	20.6%	20.5%	19.5%	22.6%	23.6%	24.8%	14.6%	21.6%	24.3%
4	34.0%	37.3%	28.1%	28.3%	29.7%	31.2%	32.3%	34.4%	29.4%	32.1%
5	20.5%	28.6%	15.9%	20.5%	25.1%	21.3%	16.7%	16.7%	16.3%	18.2%
6	6.5%	4.8%	5.8%	7.4%	6.9%	6.9%	5.2%	11.5%	7.5%	5.7%
7	1.0%	1.6%	0.2%	0.3%	0.5%	0.7%	1.9%	1.0%	0.0%	1.4%
8	0.4%	0.0%	0.1%	0.1%	0.0%	0.1%	0.2%	0.0%	0.0%	0.2%
9	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.3%	0.0%	0.0%	0.1%
Total exams Sat	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Table 25: Summary of Grades, Year 11 Exams by Province, 2018 (NEAD)*

Year 11 Exam Results
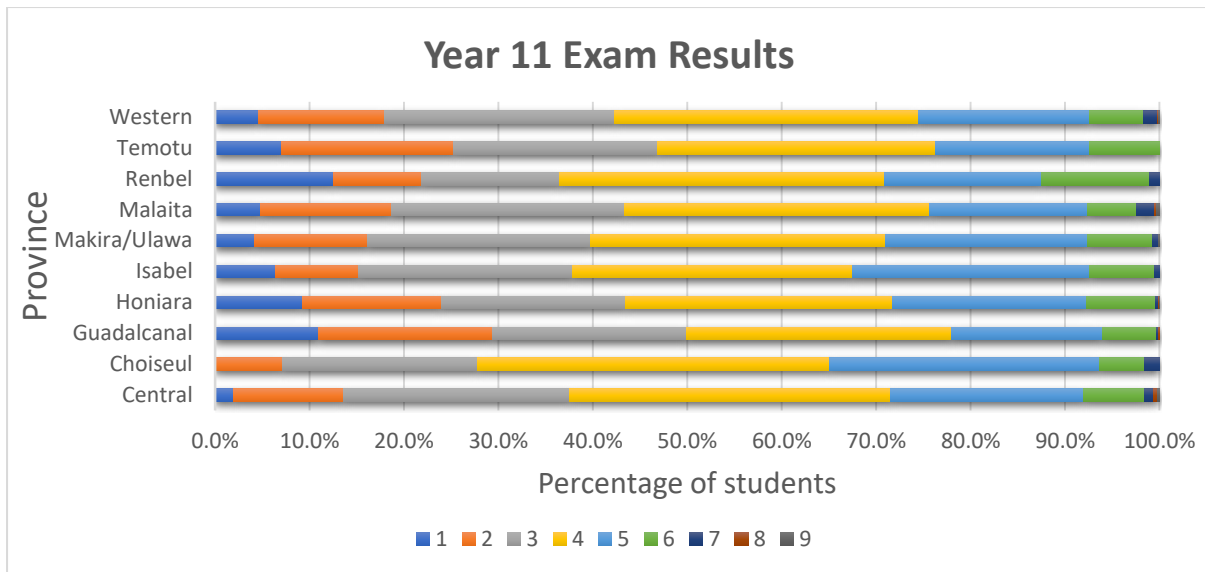
Figure 34: Year 11 Exam Results by Province, 2018 (NEAD)

Summary of Year 12 Exams

Grade	2016	2017	2018
1	2%	6%	6%
2	9%	7%	7%
3	15%	12%	12%
4	19%	19%	18%
5	24%	21%	23%
6	17%	21%	21%
7	9%	10%	10%
8	2%	2%	2%
9	3%	1%	5%
Pass	69%	65%	66%
Fail	31%	34%	34%

Table 26: Summary of exam grades, year 12, 2016-2018

69% papers graded 1-5 in 2016, 65% in 2017 and 66% in 2018. Most of the students' scores 3,4,5 and 6.
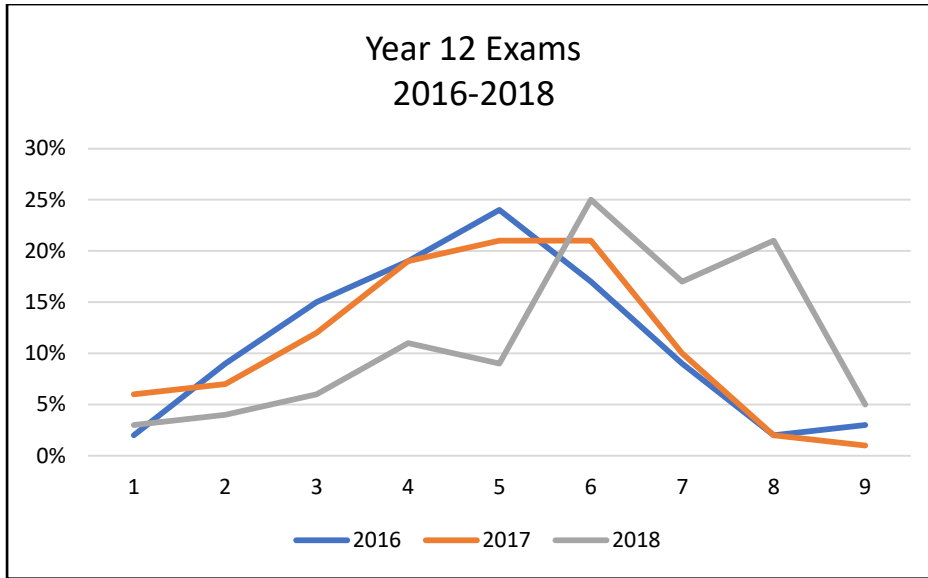
Figure 35: Year 12 Exams 2016-2018

	Central	Choiseul	Guadalcan	Honiara	Isabel	Makira/U	Malaita	Renbel	Temotu	Western
1	0.7%	0.0%	11.4%	2.2%	1.6%	2.6%	1.3%	0.0%	1.9%	1.8%
2	2.2%	0.0%	10.0%	2.6%	3.9%	5.1%	1.8%	0.0%	3.5%	2.5%
3	3.3%	0.8%	10.7%	4.0%	6.2%	7.9%	5.3%	0.0%	4.0%	6.0%
4	7.4%	6.3%	14.9%	8.6%	18.0%	13.6%	13.4%	0.0%	14.0%	15.6%
5	10.5%	10.0%	7.9%	6.9%	12.5%	10.0%	9.2%	0.0%	12.3%	12.1%
6	27.1%	36.8%	20.0%	22.4%	23.6%	29.4%	30.8%	0.0%	34.9%	26.8%
7	17.1%	28.9%	10.5%	18.9%	12.5%	16.5%	19.0%	0.0%	14.2%	17.5%
8	12.9%	16.7%	11.1%	28.0%	18.9%	11.6%	15.8%	0.0%	12.1%	15.1%
9	18.8%	0.4%	3.5%	6.3%	2.8%	3.2%	3.4%	0.0%	3.3%	2.6%
Total exams sat	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**	**100%**	**100%**

Table 25: Summary of Grades, Year 12 Exams by Province, 2018 (NEAD)
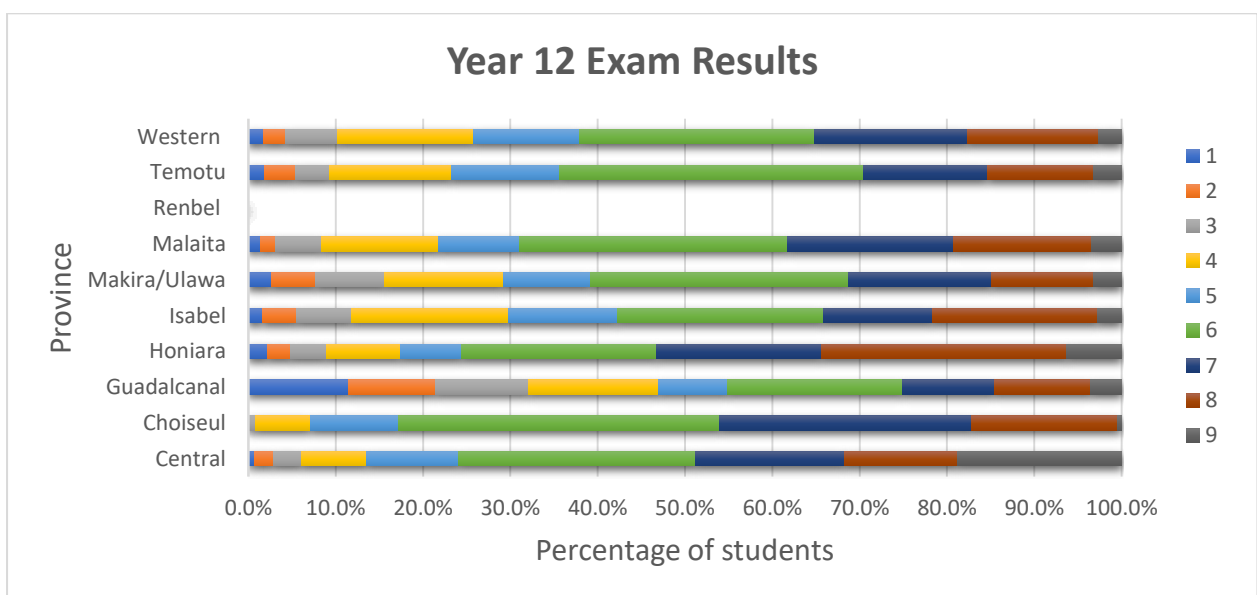
Figure 36: Year 12 Exam Results by Province, 2018

Placement from exams

Each year the National Examinations are conducted to select students to progress to the next year level. Not all students who are enrolled in the school year sit the exams. The following shows the data for each exam year.

2018 EXAMS	Year 6	Year 9	Year 11
% Sitting Exam	93.5%	89.5%	88.7%
% of those sitting exams getting a place at the next year	100.0%	72.9%	47.1%

Table 26: Exams Placement, 2018 (NEAD)
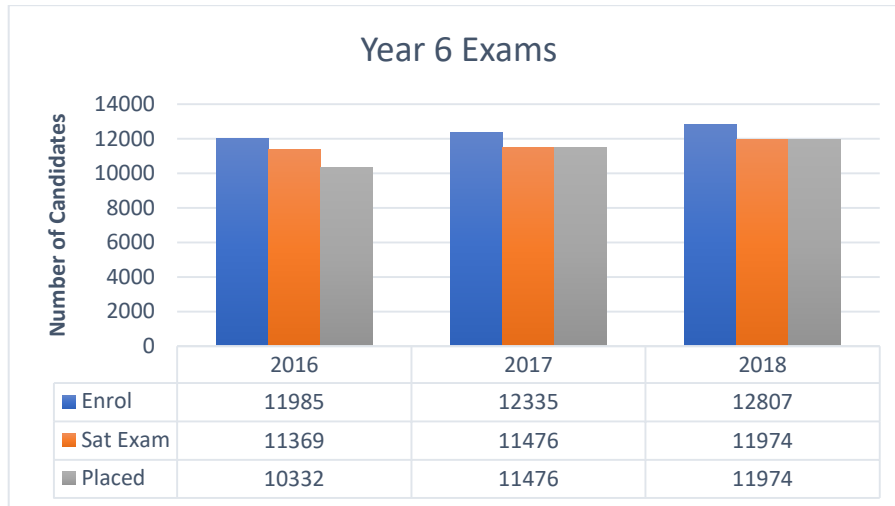
Figure 37: Year 6 (SISE), analysis 2016-18 (NEAD)

In 2018, 498 more Year 6 students gained place in year 7 than 2017. Although every student who sat the exam was placed, 833 students (7%) who were enrolled in year 6 did not sit the exam.
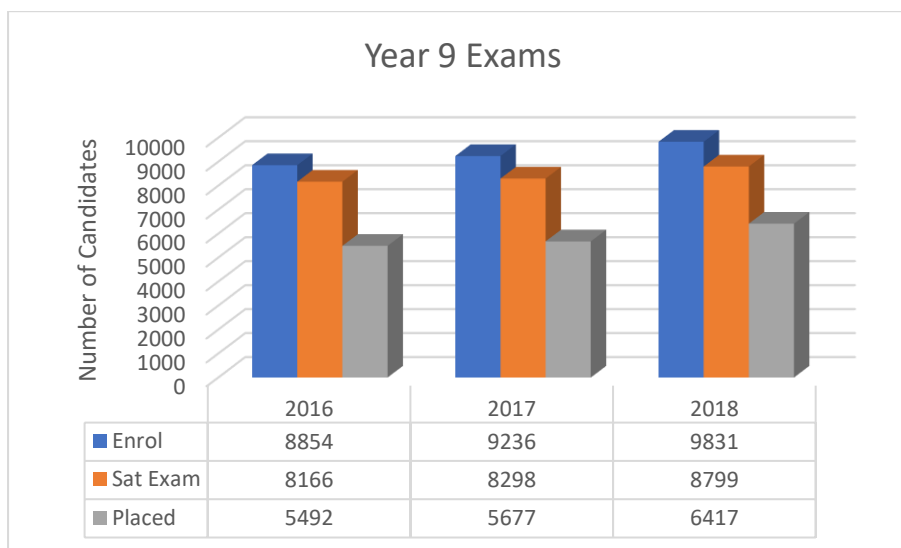
Figure 38: Year 9 Exam (SIY9) Analysis 2016-18, NEAD

In 2018, 740 more Year 9 students gained a place in year 10 than in 2017. 73% of students who sat the exam were placed. 1, 032 students (10%) who were enrolled in year 9 did not sit the exam.

Year 11 Exam

	2016	2017	2018
■ Enrol	5949	6333	6449
■ Sat Exam	5455	5571	5721
■ Placed	1999	2188	2695

Figure 39: Year 11 Exam (SISC) Analysis 2016-18 (NEAD)

In 2018, 507 more Year 11 students gained a place in year 12 than in 2017. 47% of students who sat the exam were placed. 728 students (11%) who were enrolled in year 11 did not sit the exam.

Year 12 Exam

	2016	2017	2018
■ Enrol	3340	4026	4449
■ Sat Exam	3278	3648	3965
■ Placed	1811	1986	2242

Figure 40: Year 12 Exam Analysis, 2016-18 (NEAD)

In 2018, 256 more Year 12 students gained a place in year 13 than in 2017. 56% of students who sat the exam were placed. 484 students (11%) who were enrolled in year 12 did not sit the exam.

Standardised Test of Achievement (SISTA) Results

Background

Solomon Islands Standardised Test of Achievement (SISTA) general report 2018 was prepared by the Educational Quality and Assessment Programme of the Pacific Community for MEHRD. This report is based on the more than 6,000 Year 4 and Year 6 students sampled for the SISTA main study conducted in November 2017. The key function of the SISTA program is to provide MEHRD with valid and reliable information to measure of how well students are achieving the intended learning outcomes in literacy and numeracy.
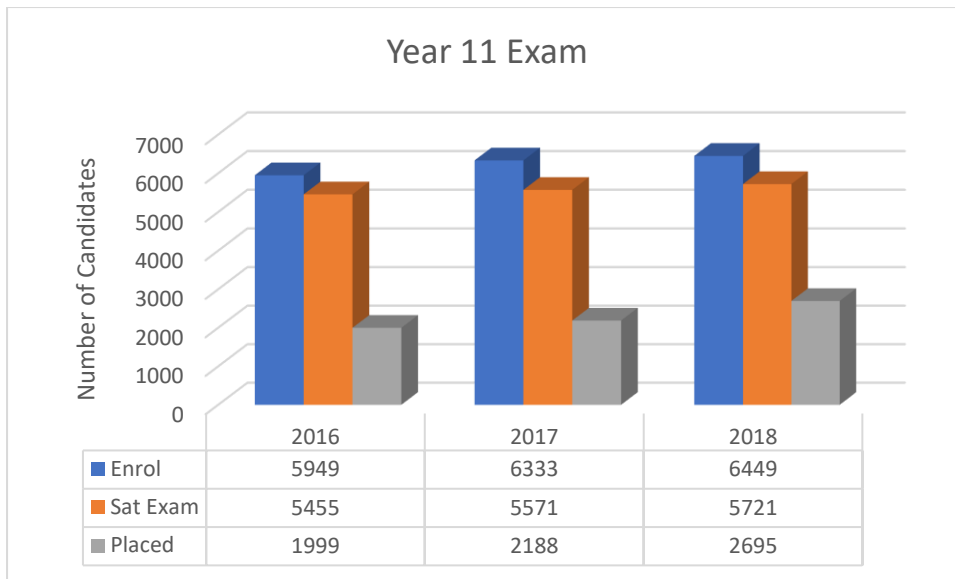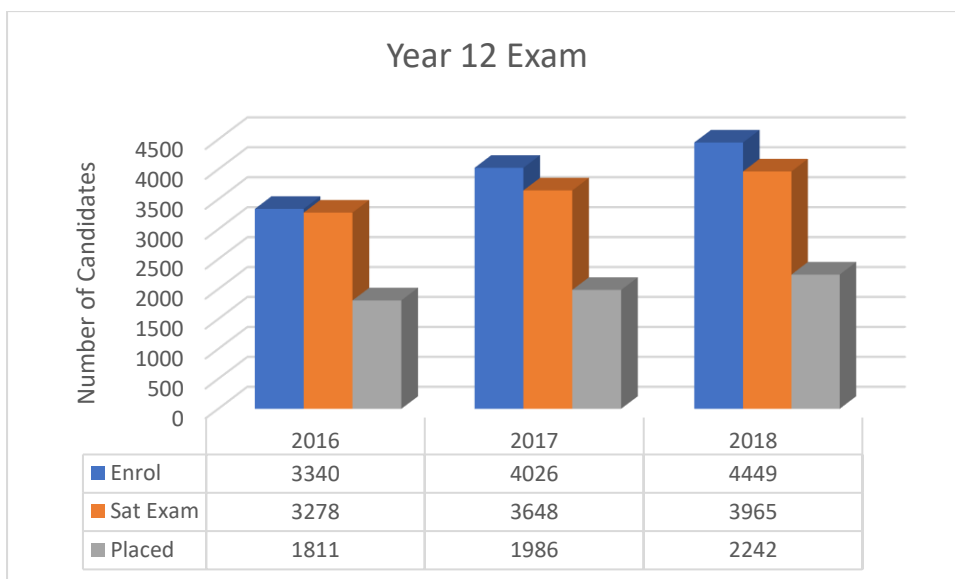
SISTA uses an Item Response Theory (IRT) approach for analysing the students' responses. It is a continuation of assessment cycles, but caution must be taken in terms of comparing the 2017 results with those of 2015 and 2013 because of insufficient or lack of linking items (common items) between the cycles to enable that comparison. Similarly, there is a lack of linking items between year levels (Year 4 and Year 6). Therefore, there has not been an attempt to undertake a comparative analysis of 2013, 2015 and 2017 results. Several processes were undertaken to ensure the face validity of the 2017 SISTA assessment has been maintained.

Literacy Strands	Numeracy Strands
Reading	Number
Language	Fraction
Writing	Geometry
	Measurement
	Word problems

SISTA Sample 2017

The sampling approach undertaken was similar to previous years. Sampling and administration of the testing for year 4, 212 schools were identified with 3,964 students with 207 schools participating with 3,302 students – a 97.6% participation rate. For year 6, 236 schools were identified with 3,979 students with 213 schools participating with 3,290 students and a 90.3% participation rate.

Year Level	Sample number of schools	Sample number of students	Achieved number of schools	Achieved number of students	Achieved participation rate
4	212	3964	207	3302	97.6%
6	236	3979	213	3290	90.3%

SISTA Overall Results

Specific descriptions of skills and understanding associated with each of the levels of proficiency were developed. Students results are provided on levels, with a minimum standard (or proficiency level), described as 'Expected' level.

Overall, students at both year levels performed well with a level of proficiency. They are typically learning and understanding the skills associated with that level. In both year levels, over 70% of students demonstrated are at the expected proficient level or above. This means that 30% of both year groups are below the expected proficiency level. In both year levels, around 7% of the students were critically below what is expected.

Numeracy

Overall results for year 4 and 6 below

SISTA 2017
Numeracy

	Crically below	Just below	Expected	Just above	Well above
Year 4	6.90%	22.70%	40.80%	22.90%	6.80%
Year 6	7.00%	22.20%	39.90%	25.00%	6.00%
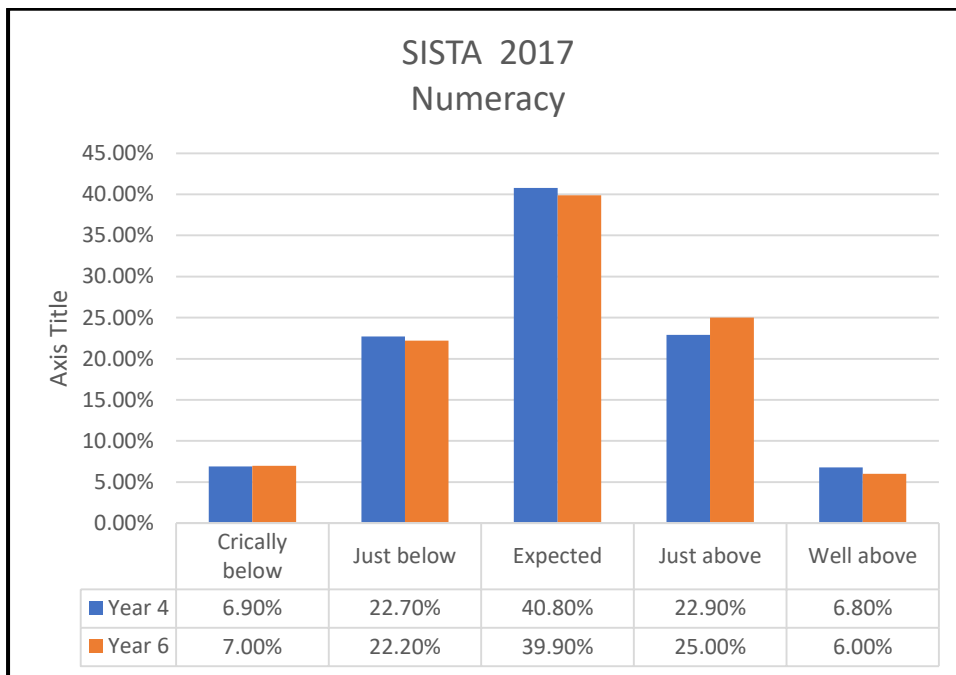
Figure 41: SISTA Numeracy, 2017 (SPC)

Students in Honiara generally performed better than other provinces except Isabel. Numeracy performance in Makira-Ulawa, Choiseul, Rennell-Bellona provinces was lower than that of students in Honiara, Isabel, Malaita and Western provinces. Community High School students performed better than Primary School students at both Year 4 and 6. Students attending urban schools performed significantly better than those attending rural schools in both year levels. There was no difference in numeracy performance between girls and boys in both year levels.

Literacy

Overall results for Year 4 and Year 6 below

SISTA 2017
Literacy

	Crically below	Just below	Expected	Just above	Well above
Year 4	6.20%	25.80%	37.30%	23.60%	7.10%
Year 6	7.70%	23.40%	36.30%	26.60%	6.00%
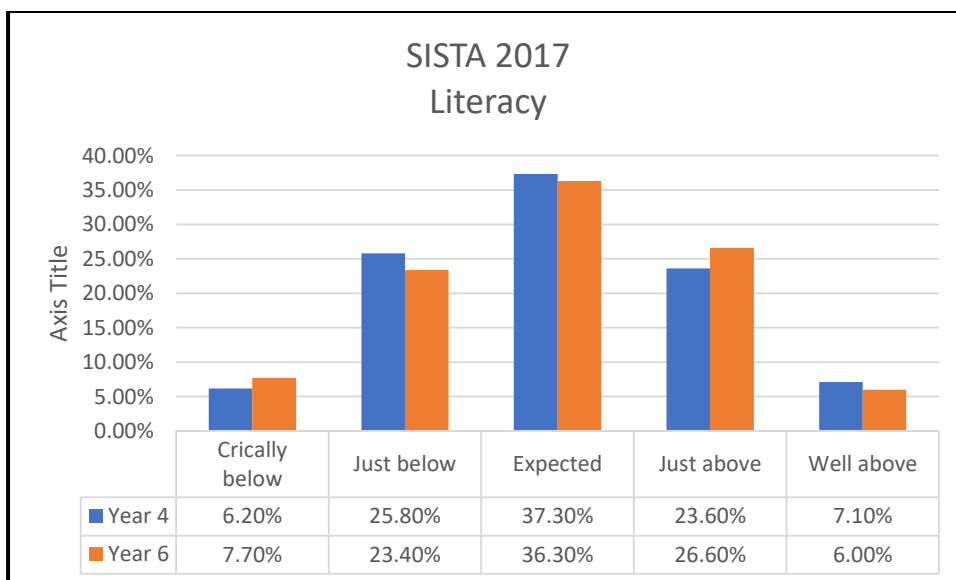
Figure 42: SISTA Literacy 2017 (SPC)

Students from Community High Schools performed significantly better than students from Primary Schools at both levels. Non-government school students performed better than students attending government schools. At both year levels, students attending schools in urban areas performed significantly better than those attending rural schools. Girls performed significantly better than boys at both levels and across all strands.

Conclusion

Overall, based on the sample, it appears that a good majority of students are working at or above the national proficient standard especially in numeracy, but performance in literacy did not reach the same standard – especially in writing. It was estimated that around seven out of ten students in numeracy and six out of every ten in literacy performed within the expected level or met the proficient standard set for numeracy and literacy. MEHRD's target is to reach 85 per cent proficient standard by 2020. But the message is clear – writing proficiency, especially at Year 4 level is poor with only 2-6 students out of 10 able to demonstrate minimum skills expected.

SISTA results contains a wealth of data on how well students have responded to the test items, disaggregated by various levels of interest. MEHRD has commenced utilising the different levels of information available to assist designing effective corrective measures that are targeted at improving student learning where most relevant and appropriate. For example, as a result of this analysis, the LPMU have supported the PLTs to focus on providing teacher professional development on teaching writing.

5. MEHRD PERFORMANCE

Monitoring and reporting on our performance are important components of our approach to continuous improvement. The use of evidence to assess how well we are performing and identifying opportunities for improvement ensures a high level of accountability keeps us focussed on achieving the NEAP goals and outcomes. We rely on a range of internal and external assessment and review processes during 2018 to help us measure our performance. Regular monitoring of AWP progress is undertaken through the quarterly progress reporting process. This section outlines some of the findings from the key reports.

Mid-NEAP 2016-2020 Review

The review conducted in November and December this year provided timely preliminary findings from the initial phase of the Mid-NEAP Review process. MEHRD SMT reviewed and discussed the findings in order to inform their decision making for NEAP strategic directions through to 2020 and support the MEHRD annual work planning for 2019. An assessment of progress towards the achievement of the six goals gave good insight into MEHRD performance and identifies several areas for improvement. The findings report also included a section making a judgement on MEHRD progress towards the NEAP 2016-2020 outcomes. It attempts to answer the questions:

- To what extent are the NEAP Goals, Objectives and Outcomes still relevant?
- Are we on track to achieve the NEAP Goals, Objectives and Outcomes by 2020?

A simple rating (traffic lights) was used along with validating comments. Although the review gave assurance that MEHRD is still on track, areas of concern were identified including: [7]

- Access and retention strategy development is still weak and is not having the effect expected at this point of the NEAP;
- Attempting to address too many priorities dilutes focus and MEHRD's capacity to achieve desired outcomes during this NEAP;
- Performance Standards development and implementation is slow and not well-coordinated across MEHRD. The development and use of standards is a fundamental requirement for this NEAP to be achieved. The lack of progress undermines many areas of education reform;
- Teacher Management reform is too slow. Without well-managed teachers the education system cannot reach its potential and improve the quality of the teaching and learning in our schools.

DFAT Assessment of MEHRD Education Performance (performance linked aid)

Under the Solomon Islands Education Sector Program 2, a performance linked aid payment is provided yearly to MEHRD on the achievement of agreed targets set out in the Education Performance Matrix (EPM). For 2017, based on the evidence received and consultations with relevant officers on the EPM, the independent assessor recommended 64 per cent[8] of the performance-linked aid payment be disbursed. 91% success in meeting agreed indicators was achieved in the previous mid-year review.

The report noted that MEHRD has made significant progress in the past 12 months in relation to planning, monitoring and evaluation. The annual work planning process is being replicated among Education Authorities (EAs) and performance management standards for EAs are soon to be launched.

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[7] The full Mid-NEAP 2016-2020 Findings Report can be found at Annex B
[8] The actual per cent was 63.9% and it was agreed with AHC for this to be rounded to 64%.

The school grants disbursements are working well, however, the retirement target was not met this year.

The 2017 EPM included 15 targets (and 31 indicators) across five priority areas: access, quality, management, education resourcing and public financial management. Out of 31 indicators, MEHRD achieved 100 per cent of 13 indicators, partly achieved 13 indicators and did not meet five of the indicators. Areas for significant improvement included:

- Improving transition rates for students Year 6 to 7 and Year 9 to 10;
- Capturing data on participation rates for children with disabilities;
- Decreasing scholarship expenditure;
- School grants retirement.

MFAT and DFAT Education Program Reviews
Our two key development partners undertook reviews of their respective programs. Although the reviews focussed on the performance of their programs, many insights were gained in the process and assisted in the MEHRD Mid-NEAP 2016-2020 review and annual work planning for 2019. Some of the important findings and recommendations relating to MEHRD performance included:

- The programs continue to align closely with education priorities of SIG and partners;
- The programs continue to pursue intermediate and end of program outcomes as in the original design under the strong leadership of MEHRD;
- There were indications that the program was making a difference at the school level;
- Education Authorities are struggling to fulfil the tasks required of them. They lack both human and financial resources and acknowledge skill deficits;
- The MEHRD Monitoring, Evaluation and Learning Plan is easy to follow and has significant buy-in from the Ministry.

MEHRD Annual Joint Review
The Joint Review meeting provides an opportunity for MEHRD and key education stakeholders to share and discuss progress and achievements, emerging issues and developments to continually improve education in Solomon Islands. All education stakeholders and partners are invited to participate in collaborate discussions to help review the previous year's results and discuss opportunities for improvement. The recommendations from the meeting are shared with MEHRD SMT to assist with the Annual Report preparation and further fine-tuning of the MEHRD action planning. Some of the key recommendations from the meeting included:

Access
- MEHRD to prioritise the review and implementation of the basic education policy;
- ECCE - Ministry to do more awareness and communication on the reform EAs, Stakeholders, communities to be made aware on ECD direction & timeframe (implementation);
- Assist in addressing over-enrolment in schools.

Quality
- That coordinated professional development be planned along with the curriculum development and distribution of learning resources;
- Assessment data (in ATLAS) needs to be disaggregated for schools and communicated with schools to use this data to improve their teaching;
- Teachers be supported in using this data to ensure their teaching is improved;

Management
- Undertake a unit cost study to identify the real cost of running a school and review the school grant formula accordingly;

- Decentralise some of MEHRD functions to the Education Authorities;
- Inclusive of deploying teaching service, teacher training, school resources division staff to operate from the provincial EA offices;
- To allow the CEO to focus on operations and strategic functions only;
- Place high priority on increasing the budget for Basic Education.

All recommendations were reviewed by MEHRD SMT and cross-referenced against current priorities and the draft AWP 2019.

6. FINANCIAL PERFORMANCE

The Solomon Islands Government continues to allocate a high proportion of its annual budget to education, with 33% of the SIG overall 2018 budget being allocated to education. This consistently high percentage of government budget and expenditure on education demonstrates the government's ongoing commitment to education as a high priority.

In 2018 the allocated SIG recurrent budget (272) for education was $1,165,536,028 which is a slight decrease in the overall SIG Budget. This is mainly driven from the reduced scholarship awards in 2018. The total actual expenditure under this line for 2018 was $1,134,244,648 leaving a remainder of $31,291,380 unspent. The activities for which the budget is spent to achieve results expected are shown in the detailed divisional budget table.

SIG BUDGET AND EXPENDITURE 2018

Total SIG Recurrent Budget including Statutory Expenditure (2018)	Total Funds Appropriated through the Development budget (2018)	Total SIG Appropriated Funds (2018)
3,034,134,672	701,000,000	3,735,134,672

Table 27: Overview of Total Education Budget

The budget at the beginning of the year in the budget paper volume 2 and 3 for approved recurrent budget and development estimates 2018. However, there is a decrease in the 272 total SIG budget at the end of the year as reflected in table 30 because of reprioritisation of some budget heads, expenditures and revenue collection.

Expenditure on Education in 2018

Budget Code	2018	
	SIG + MEHRD	MEHRD
272	2,998,922,301.00	1,169,269,592.00
372	281,615,925.00	81,570,700.00
472	827,018,369.00	48,000,000.00
Total	4,107,556,595.00	1,298,840,292.00

Table 28: SIG and Donor Expenditure on Education 2018

Note:
272 = SIG Recurrent budget
372 = Donor budget through DFAT administered through SIG
472 = SIG Development budget

Education Budget and Expenditure 2016-2018

Appropriated Recurrent and Development	2016			2017		2018		
	Estimated budget	Education expend. as % of SI Expenditure	Estimated budget	Education expend. as % of SI Expenditure	Estimated budget	Actual Education expenditure	Education expend. as % of SIG budget
272	871,552,570	24.2%	1,198,288,453	29%	1,165,536,028	1,134,244,648	
372	90,000,000		70,373,837		81,570,700	44,889,137	
472	77,000,000	6.5%	77,000,000	5%	48,000,000	42,209,423	

Table 29: Total Education Budget and Expenditure, 2016-2018 (MEHRD)

SIG expenditure on education by education sector 2018

Sectors	2017				2018				2019	
	Budget		Actual		Budget		Actual		Budget	
Admin	43,267,097	5%	35,305,093	5%	43,089,495	6%	37,917,996	6%	41,782,353	6%
ECE	21,596,007	3%	12,307,293	2%	26,582,849	3%	16,319,999	2%	23,551,894	3%
Primary	113,784,853	14%	84,946,369	13%	105,868,668	14%	90,308,209	14%	124,262,322	16%
Secondary	111,225,732	14%	86,974,679	13%	111,266,608	14%	105,450,678	16%	118,400,673	16%
TVET	9,131,650	1%	4,476,589	1%	10,864,028	1%	5,903,599	1%	11,181,256	1%
Tertiary	515,669,081	63%	425,489,225	66%	478,568,015	62%	409,000,515	62%	437,252,133	58%
Total	814,674,420		649,499,248		776,239,663		664,900,996		756,430,632	

Table 30: SIG Expenditure on Education by Sector, 2018 (MEHRD)

SIG allocation for per unit cost per education sector

Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education. This indicator shows how financial resources for education have been distributed across the different levels or stages of education (early childhood, primary, secondary, tertiary/vocational). It measures the relative emphasis of government spending on a level of education within the overall educational expenditure. The figures below are based on SIG 2018 actual expenditure divided by the number of students enrolled in each education sector.

Sub Sector	Expenditure	No of Students enrolled	Unit Cost
ECCE	$ 16,319,999	30,340	$538
Primary	$ 90,308,209	133,604	$676
Secondary	$ 105,450,678	73,837	$1,428
Tertiary	$ 409,000,515	2,756*	$148,404*

This is an estimate only based on available SIEMIS and finance data

Table 31: Expenditure by Sector

MEHRD OVERALL 2018 BUDGET AND EXPENDITURE

The table below shows the overall budget and expenditures for MEHRD over the 2015 to 2018 period. In 2018, the recurrent (272) budget decreased by approximately $33M from 2017. There were significant challenges with the implementation of activity against budget, resulting in an underspend.

This could partly be attributed to the budget delay in 2018 due to the change in government triggered by the Vote of No Confidence in December 2017.

Donor funding increased from 2017 by approximately $11M but once again MEHRD had difficulty in expending the budget. For the development budget, there was a significant reduction in allocation from SIG, compared to previous years of around $31M. This is partly due to external revenue pressure within government and the government's desire to return a balanced 2018 budget position.

Year	272 Revised Budget	272 Actuals	% Expended
2015	799,603,681	756,866,837	95%
2016	975,774,378	882,525,384	90%
2017	1,198,288,453	1,079,030,717	90%
2018	1,165,536,028	1,134,244,648	97%
Year	372 Revised Budget	372 Actuals	% Expended
2015	122,266,716	98,927,432	81%
2016	90,000,000	58,051,989	65%
2017	70,373,837	30,019,851	43%
2018	81,570,700	44,889,137	55%
Year	472 Revised Budget	472 Actuals	% Expended
2015	82,000,000	80,892,184	99%
2016	77,000,000	73,657,232	96%
2017	77,000,000	61,325,652	80%
2018	48,000,000	42,209,423	88%

Table 32: MEHRD Budget and Expenditure 2015- 2018

Budget and Expenditure by MEHRD Divisions

There are three Groups within the MEHRD Organisational Structure where budget allocation and expenditure are tracked; Corporate Services, Education Authority Services, National Education Services. In addition, SITESA has a transitional operating budget, as does the 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 the actual spend. Detailed departmental expenditure is provided in the Appendices.

MEHRD SIG Funds by Divisions (Recurrent 272) 2018			
Education Divisional Services	**Sum of Revised Budget**	**Sum of YTD Actual**	**Sum of Budget to go**
Corporate Services	38,308,132.00	34,824,284.45	3,385,347.55
National Education Services	605,195,233.00	652,634,712.61	-47,464,653.51
Teaching & Learning	15,534,690.00	14,499,542.20	1,023,147.80
SITESA	505,930,728.00	431,211,006.17	74,719,721.83
SSU	4,300,809.00	4,145,128.53	155,680.47

Table 33: 2018 SIG Funds, Budget and Expenditure by Divisions

Donor Supported Budgets

372 Budget Allocations 2018		
Cost Centre	**DFAT**	**MFAT**
Asset Management Unit	10,000,000	4,452,809
Central Headquarters & Administration	3,000,000	
Curriculum Development Unit	8,288,061	1,500,000
EA Performance and Evaluation Unit	1,000,000	
Early Childhood Education	17,981	
Grants Unit	1,000,000	
Literacy Program Management Unit		6,593,948
Makira Ulawa Province	3,280,318	
National Exam Service	4,100,000	
Provincial Support	400,000	10,517,900
Schools Inspectorate	2,750,000	
Standard Unit	2,100,000	
Teacher Training and Development	11,769,683	2,799,990
Technical and Vocational Training	1,000,000	

Table 34: 2018 Donor Funds, Budget and Expenditure by Divisions

Budget and Expenditure Education Authorities

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

Provinces	Revised Budget	YTD Actual	Budget to Go
Central Province	238,616	228,106	10,510
Choiseul Province	303,828	287,824	16,004
Guadalcanal Province	226,825	186,437	40,388
Honiara City Council	263,421	185,989	77,432
Isabel Province	270,584	282,030	(11,446)
Makira Ulawa Province	231,234	259,104	(27,870)
Malaita Province	621397	582,061	39,336
Rennel & Bellona	187,110	210,523	(23,413)
Temotu Province	192,791	214,089	(21,298)
Western Province	342,094	273,278	68,816

Table 35: Provincial Education Authority Budget and Expenditure, 2018

Account	Budget	Actual
Provincial Grants	12,220,500	11,229,214

Table 36: Provincial Grants, 2018

Budget and Expenditure Schools (School Grants)

School Location	Sum of Revised Budget	Sum of YTD Actual
MP Scholarships Award Grant	15,000,000	15,000,000
ECE Grant	2,200,000	1,896,730
SINU Grant	22,000,000	22,000,000
Church Education Authorities Grant	3,109,500	2,119,038
Provincial Grants	8,811,000	8,810,220
T.V.E.T. Grant	2,861,200	2,757,153
Basic Education Grant	56,741,350	56,537,277
Senior Education Grant	67,160,936	66,699,529

Table 37: 2018 Grants to Schools and Education Authorities

Budget and Expenditure Scholarships

In 2018 SIG expenditure on Scholarships was $ 409,000,515, which is $16,488,710 less than 2017.

The expenditure was a saving of $69,567,500 from the budgeted amount.

	2017	2018	
	Actual	Budget	Actual
Tertiary	425,489,225	478,568,015	409,000,515

Table 38: Budget and expenditure on Scholarships, 2018 (MEHRD)

7. WORKING WITH PARTNERS

MEHRD works with many education partners and stakeholders. The relationships and commitment to shared goals and objectives remains strong. Our two key donor partners, Government of Australia (DFAT) and Government of New Zealand (MFAT) have once again contributed significantly in ensuring the key education priorities and strategies were addressed during 2018. Both donors undertook reviews of their education programs during 2018 and are planning further support for 2019 and beyond.

Government of Australia (DFAT) Support

Objectives and Overview of Support – Education Sector

Australia's support to the education sector (around AUD $19.5 million per year) aims to promote economic growth, stability and poverty reduction through investment in three areas: basic education, skills for employment and economic activity, and tertiary qualifications. Up to AUD $8 million per year is provided as budget support to the Ministry of Education and Human Resources Development (MEHRD) with the remaining AUD $11.5 million committed across Skills for Economic Growth, Australia Awards Scholarships, technical assistance and Save the Children's Literacy Boost. Separate funding (from Australia's global and regional aid programs) supports Save the Children's Play to be School Ready, UNICEF's Support to Early Childhood Development in Guadalcanal, the University of the South Pacific, the Australia Pacific Training Coalition and the Secretariat of the Pacific Community's Educational Quality and Assessment Programme.

Education Support in 2018

Education Sector Program 2 – Basic Education

Australia provides budget support to MEHRD to support basic education. Eighty 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. More information is available at http://dfat.gov.au/about-us/publications/Pages/solomon-islands-eduction-sector-program-2-investment-design.aspx. Australia's budget support focuses on:

- Literacy;
- Teacher and school leader professional development;
- Learning resources;
- Learning assessment;
- Infrastructure.

Skills for Economic Growth

Skills for Economic Growth aims 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. More detail is available at http://dfat.gov.au/about-us/business-opportunities/tenders/Pages/education-sector-program-skills-for-economic-growth-solomon-islands-investment-design-document.aspx.

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 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. More information is available at: http://solomonislands.embassy.gov.au/honi/study.html.

Technical Assistance

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

Government of Australia also supports education via funding to:

(i)   Save the Children

Two Save the Children projects:

- ➢ Literacy Boost – supporting 20 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.

(ii)   UNICEF Support to Early Childhood Development in Guadalcanal Province

The goal of this project is to enhance the quality of Early Childhood Development services in Guadalcanal by strengthening collaboration and the capacity of Provincial government, service providers and the community. Through this, the project will enhance the holistic development of young children aged 0-5.

Volunteers

Annually Solomon Islands receives around 45 volunteer placements 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 2018, ten education-sector volunteers served in six organisations (MEHRD, Don Bosco Technical Institute, Choiseul Provincial Education Authority, Solomon Islands National University, the Red Cross Special Development Centre and Bethesda Disability Training and Support Centre).

Other Regional Programs

Australia also provides support to Solomon Islands through regional programs working with the University of the South Pacific, The Australia Pacific Training Coalition and the Secretariat of the Pacific Community Educational Quality and Assessment Programme.

New Zealand Government Support to Solomon Islands Education

New Zealand (MFAT) values its enduring partnership with Solomon Islands Government to support learning and education outcomes for Solomon Islanders. New Zealand's support is targeted to the Ministry of Education and Human Resource Development's (MEHRD) priority areas and where New Zealand can most add value. In 2018, New Zealand's support largely focused on basic education and was targeted to improving literacy outcomes. New Zealand's support to basic education was delivered through budget support to MEHRD; programmes with contracted partners, such as the 'Leaders and Education Authorities Project' (LEAP); and technical assistance.

Separate funding through New Zealand's Partnership for International Development Fund and regional programmes provided support to UNICEF's Early Childhood Development and Better Learning Environment programmes, Caritas' Strengthening Technical and Agricultural Rural Training in Solomon Islands Programme, and the Secretariat of the Pacific Community's Educational Quality and Assessment Programme.

Budget Support
New Zealand's budget support to MEHRD contributed to the following areas in 2018:
- Supporting improved literacy outcomes, through the implementation of the Literacy Programme Management Unit's Annual Work Plan, including capacity building of LPMU staff, the recruitment of Provincial Literacy Trainers, teacher training and resource development;
- Provincial support to Education Authorities including the establishment of the EA Small Grants Facility;
- Infrastructure improvements, including support to the rebuild efforts following the Makira earthquake and the planning and construction of classrooms, girls' dormitories and ablution blocks at targeted Primary and Community High Schools;
- In-service teacher training and school leader professional development;
- The development of teaching and learning resources.

Leaders and Education Authorities Project
New Zealand provides support to literacy improvements and professional development targeted Education Authorities and School Leaders through the Leaders and Education Authorities Project (LEAP) delivered by Auckland University and the University of the South Pacific. This 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 also provides support via mentoring of school principals to improve school leadership and professional change to drive literacy outcomes. The Project was commenced in mid-2017 (Guadalcanal, Malaita, Temotu, Rennell and Bellona, Isabel and Central Provinces) and 90 schools are directly supported.

Technical Assistance and Volunteer Assignments
New Zealand's technical assistance in 2018 was targeted to supporting literacy improvements. Additionally, volunteer assignments through the New Zealand Volunteer Service Abroad programme, positioned a Data Manager and Quality Adviser with the MEHRD ICT Division, and a rotation of volunteers from Downer Construction within the MEHRD Asset Management Division. Other volunteers were attached to NGOs working in the education sector, including World Vision.

NGO support
Through MFAT's NGO Partnerships programme, New Zealand provided support to Caritas' Strengthening Technical and Agricultural Rural Training (START) Programme, working to strengthen leadership, training and infrastructure at targeted Rural Training Centres; and UNICEF's 'Better Learning Environments' Programme, which provides water, sanitation and hygiene improvements to targeted schools.

Regional Programmes

New Zealand provides additional support to the education sector in Solomon Islands through regional initiatives such as the Pacific Regional Education Framework, UNICEF's Early Childhood Development programme, and the delivery of the Secretariat of the Pacific Community's Educational Quality Assessment Programme.

New Zealand Scholarships

New Zealand offers approximately 47 scholarships to Solomon Islanders annually. This is comprised of approximately 24 New Zealand scholarships for study at New Zealand tertiary institutions, 10 New Zealand Scholarships for study at Pacific based institutions and approximately 13 New Zealand-based Short-Term Training Scholarships.

Other Education Partners

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

International Organisations/ Countries assisting the Education Sector in Solomon Islands			
Name of Organisation/ Countries	Form of Assistance	Brief assistance description	SIG Status/ Memberships/Treaties
Education Quality Assessment Program (EQAP)	Examination and Assessment	Design & assessment of Year 13 exam, supporting assessment (SISTA). Support for Literacy and Numeracy Assessment (PILNA) Technical assistance for ICT in Education and Education. Management Information System (EMIS)	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 Master Plan, Data training, funding of Minister participation in UNESCO high level meetings, Technical Support to LASI, Culture Training, Capacity Building Trainings ICH, Assessment in RTCs. UIS	State member
UNICEF	Project Funding, Technical	Support to Pre-Primary Year, ECE reform, curriculum, WaSH in schools	Member
UNDP	Project Funding, Technical	Support to School Disaster Projects and WaSH in schools	Member
Commonwealth of Learning	Project Funding, Technical	Support to SINU Distance Learning, Community Education Radio Program in Isabel, Commonwealth Leadership Management Framework	Member State to Commonwealth
European Union	Project funding, Technical	Assistance to classroom buildings to provincial schools through Provincial budget (PGSP joint program)	Member
Japan	Project Funding, Scholarship	Fund grassroots programs in schools	Bilateral

International Organisations/ Countries assisting the Education Sector in Solomon Islands			
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
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
Morocco	Bilateral Scholarship	Scholarship and Training	Bilateral
Papua New Guinea	Bilateral Scholarship	Scholarship and Training	Bilateral
Canada (Canadian International Training and Education Corp)	Skills Development and Training	Assistance to Guadalcanal, Makira and Temotu Provincial 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 (Chevening Scholarship)	Bilateral

Table 39: Summary of Partners in Education, 2018 (IEC)

8. LESSONS LEARNED IN 2018

We experienced many challenges and learned many lessons about what works and what doesn't work during 2018. Through our monitoring, review and reporting processes we identified and reflected on these, then looked at ways to effectively address them. These lessons are harnessed to improve the quality of the AWP for 2019. Some of the key lessons are outlined below.

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

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

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

Access strategies other than building school infrastructure are important too in order to cater for all children
The access strategy since 2016 has mainly focused on infrastructure development and maintenance. Limited or no effort was allotted for considering strategies such as double shift classes to maximise current building in areas of overcrowding or alternative approaches. MEHRD's infrastructure program does not and can never expect to keep pace with the population growth and shift. The current practice of students repeating years of schools contributes to overcrowding.

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

Whole of MEHRD approach to Standards needs development
There needs to be a cohesive and collaborative effort to develop a realistic and common approach to implement school standards across our education system. School Standards permeate many parts of the current NEAP reform agenda and underpins the activities of many MEHRD Divisions. MEHRD struggled to achieve success in this area in 2018 mainly due to a lack of a clear and consistent approach with alignment between all education standards i.e. EAs, schools, leadership and teachers.

Improving quality of education requires sound teacher management systems to help improve schools
Education Authorities play an integral and important role in ensuring schools are effectively managed. They need to have proper teacher management systems and need to undertake regular monitoring visits to their schools. MEHRD's role is to develop an overall approach (policy, regulations, and handbook) and support EAs in implementation.

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

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

Project management planning skills and knowledge are critical to ensure effective implementation
MEHRD current capacity (people, resources, processes and systems) to plan, coordinate, manage and complete projects on time on budget is a concern. These limitations lead to poorer than expected completion rates of all projects. Delay in accessing funds from MOFT delays our implementation plans and deadlines to complete tasks. This has been an ongoing challenge throughout the current NEAP period.

Coordination and collaboration across divisions is essential
Lack of coordination between Divisions can delay implementation processes when the budget head is under one division and another division is implementing the activities. Many of our key projects or strategies rely upon more than one division to be involved but we are not taking full advantage of our capabilities. For example, review of Year 4 Nguzu Nguzu units has come to a halt because the syllabus content does not match the content in the Year 4 units. There is a delay in the finalisation of curriculum INSET proposal by the procurement division. This will delay the curriculum in-service training planned for this year, 2018 to 2019. Also, delays experienced in the printing of the PPY materials compounds our problems.

Delays due to external factors impact on MEHRD's ability to implement the Annual Work Plan
There were a range of situations that caused delays in the implementation of AWP activities including:
- The freeze on SIG education budget expenditure due to a change in Solomon Islands Government late 2017 and into early in 2018 delayed the commencement of many activities until March or April;

- Awaiting passage of the Education Bill;
- Delays in finance payments and decisions at different levels;
- Delay in approving of the contracts and tenders thus delay the implementation of the projects.

Incomplete Scholarship Information Management System affects capacity to manage

The Scholarship Information Management System does not have the full details of all scholarship recipients entered. This means there are significant gaps of information and makes it difficult to address issues as they arise, without 100% accuracy. The database continues to require development to include essential functions to allow full and accurate use of the SIMS database for decision making and planning.

Delays in SITESA establishment leading to delays in Higher Education reform

There has been some progress during 2018 in establishing SITESA, but the progress is much slower than expected. Approval has now been given by the Public Service Commission for the implementation of SITESA. SITESA positions have been advertised. The CEO position is ready for interview whilst the Director positions have been readvertised.

9. SOURCES

- Education Strategic Framework 2016-2030
- National Education Action Plan 2016-2020
- SIG National Development Strategy 2016-2035 (NDS)
- Sustainable Development Goals (SDG 4)
- Pacific Regional Education Framework 2018-2020
- MEHRD 13 Key Output Reports
- Solomon Islands Education Management Information System data (January 2019)
- Solomon Islands Scholarship Information Management System data (January 2019)
- 2019 Performance Assessment Report
- MEHRD Quarterly Progress Reports 2018
- MFAT and DFAT Education Program review draft reports
- External Examination results
- Solomon Islands Standardized Test Achievement Results 2017
- LEAP Annual Report 2018
- The Solomon Islands Better Learning Environments (SIBLE) Project Report 2018
- Skills for Economic Growth Report 2018
- MOFT Financial Reports 2018