



**Ministry of Education and Human Resources
Development**

PERFORMANCE ASSESSMENT REPORT 2015 & 2016



Source: https://www.unicef.org.nz/_data/assets/image/0015/5370/Solomon-Islands-Solar-Power-Classroom.

Published by the Solomon Islands Ministry of Education and Human Resource
Development
March 2017

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FORWARD

I proudly present to you the 2015 and 2016 Performance Assessment Report. I am pleased to be able to showcase our ongoing commitment to improvement in the Solomon Islands education system while demonstrating our accountability and transparency in publishing data in this report.

2015 was the final year of the Nation Education Action Plan (NEAP) 2013-2015. No Performance Assessment Report was produced for 2015. This Performance Assessment Report (PAR) is Inclusive of 2015 and 2016 and includes a large number of indicators relevant to monitor progress and final outcomes against the NEAP (2013-15) as well as international and regional goals such as the Pacific Education Development Framework (PEDF) and the Sustainable Development Goals (SDGs). It is the most comprehensive PAR we have ever produced.

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

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

I want to thank everyone who have contributed to the development of this current report. We need to continue to improve the collection, validation, analysis and dissemination of education information to demonstrate our transparency, for MEHRD's use and for use by all stakeholders. This Performance Assessment Report was prepared by MEHRD's Information Services Division SIEMIS team and the Strategic Support Unit. Its development was strongly supported through technical assistance from the Pacific Community (SPC) Statistics for Development Division's Regional EMIS Facility and technical assistance provided direct to MEHRD. All technical assistance was funded by the Australian government. Without Australia's ongoing support we would not have been in position to produce such a

comprehensive report.



ABBREVIATIONS

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

1. INTRODUCTION

This Performance Assessment Report (PAR) presents key statistics and education indicators that demonstrate progress against the National Education Action Plan (NEAP) 2013-2015 strategic goals as well as the first year of the NEAP 2016-2020. It follows the previously published Performance Assessment Report, 2014.

Data in this report is inclusive of data related to the period 2015-2016 and longer term trends from 2010.

This PAR serves two purposes to present results from the period 2013-2015 and baseline data for 2016-2020, which will be used for the monitoring and evaluation of the Solomon Islands education sector over the next 5 years.

Key statistics are presented against education indicators to demonstrate progress against the NEAP 2013-2015 strategic goals:

- **To achieve equitable access to education for all people in the Solomon Islands**
- **To improve the quality of education in the Solomon Islands**
- **To manage and monitor resources efficiently and effectively.**

Much of the data are drawn from the annual school census stored in the Solomon Island Education Management Information System (SIEMIS) with additional information sourced from relevant MEHRD Divisions as well as other Solomon Island Government agencies.

Most of the tables and graphs presented in this PAR are “as reported” on each school census questionnaire and then entered into SIEMIS. It is acknowledged that the quality of some of the data continues to be an issue, as some census data is returned incomplete or incorrect.

We encourage all readers and stakeholders of the Solomon Islands education sector to contact MEHRD and discuss access to SIEMIS customised tables and output to suit a range of research and planning purposes.

MEHRD has received technical assistance and support from the Pacific Community (SPC) Regional EMIS Facility to improve the collection, storage, analysis, validation and reporting of education statistics and indicators sourced from the annual school census.

Education Sector Goals

National Education Action Plan 2013-2015



To achieve equitable access to education for all people in the

Solomon Islands



To improve the quality of education in the Solomon Islands



To manage and monitor resources efficiently and cost-effectively

National Education Action Plan 2016-2020

- To provide 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 2015.
- To achieve full completion to quality and relevant basic education (Primary and Junior Secondary) for all children in the Solomon Islands.
- To ensure that secondary education delivers both work related skills and transferable skills including entrepreneurial and ICT skills to increase the number of youth who have relevant skills for employment, decent jobs and entrepreneurship.

- **To consolidate the establishment of a comprehensive, integrated 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.**

This report refers to the education system in 2015 and 2016. Data collected and categorises as ECE refers to three, four and five year old education. 'Prep' year will become the newly created Pre Primary Year as a foundation year to basic education. There is currently significant work occurring in this space and terminology may alter in subsequent reports.

Figure 1: Solomon Islands Education System structure, 2015

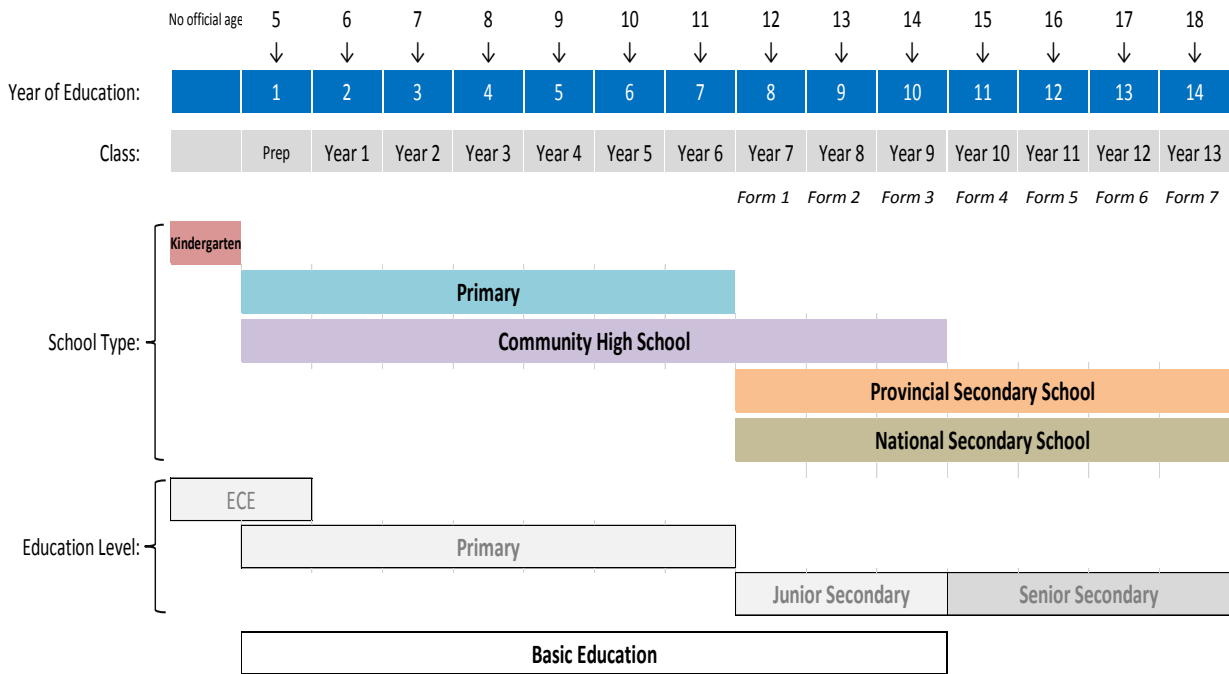
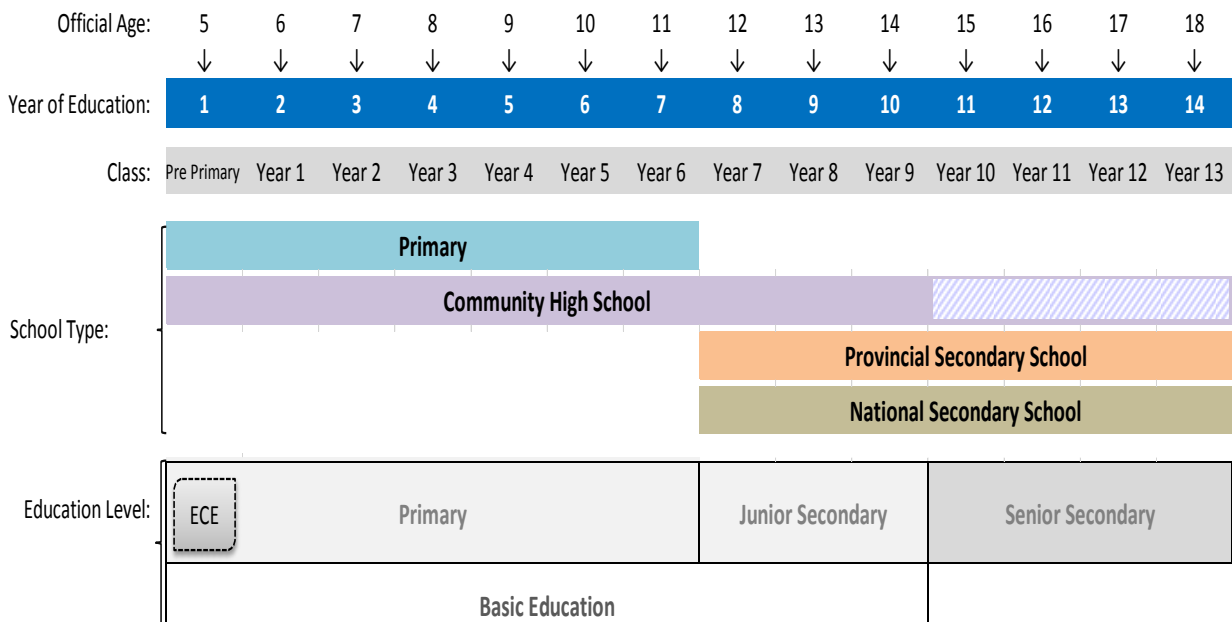


Figure 2: Solomon Islands Education System structure, 2016



2. ACCESS TO EDUCATION

Goal: To achieve equitable access to education for all people in the Solomon Islands

The following tables look at the trends relevant to access from 2011 to 2016

Table 1: GER, NER, GIR, NIR 2011-2016

Indicator	2011	2012	2013	2014	2015	2016
Gross Enrolment Rate (GER)						
ECE	50%	47%	50%	52%	53%	56%
Primary Prep to Year 6	118%	115%	115%	114%	116%	117%
Junior Secondary, Year 7 to Year 9	74%	73%	72%	74%	75%	75%
Senior Secondary, Year 10 to Year 13	35%	35%	37%	35%	35%	36%
GPI:GER – ECE	0.99	0.99	0.99	0.97	0.99	1.02
GPI:GER – Primary Education	0.96	0.97	0.98	0.96	0.97	0.98
GPI:GER – Junior Secondary Education	0.98	0.99	0.99	1.00	1.00	1.01
Net Enrolment Rate (NER)						
ECE	36%	33%	36%	37%	36%	39%
Primary Prep to Year 6	92%	90%	90%	89%	91%	92%
Junior secondary, Year 7 to Year 9	39%	39%	40%	40%	39%	40%
Senior Secondary, Year 10 to Year 13	25%	25%	27%	29%	29%	29%
GPI:NER – 3, 4 & 5 Year olds	1.00	1.00	1.00	1.00	1.01	1.04
GPI:NER – Primary Education	0.97	0.98	0.99	0.97	0.98	0.99
GPI:NER – Junior Secondary Education	1.05	1.04	1.05	1.09	1.09	1.09
Age Specific Enrolment Rate for age 3	30%	28%	29%	31%	30%	30%
Male	30%	27%	29%	31%	29%	29%
Female	30%	28%	30%	31%	31%	30%
Age Specific enrolment rate for age 5	63%	61%	63%	65%	66%	67%
Male	62%	60%	62%	64%	66%	66%
Female	64%	61%	64%	66%	66%	67%
Age Specific enrolment rate for age 6	81%	83%	81%	82%	84%	84%
Male	80%	81%	80%	81%	83%	82%
Female	82%	84%	83%	83%	84%	84%
Gross Intake Rate (GIR)	135%	132%	129%	129%	134%	135%
Male	133%	131%	128%	129%	136%	136%
Female	134%	133%	130%	129%	132%	135%
Net Intake Rate (NIR)	42%	42%	39%	39%	38%	38%
Male	43%	42%	38%	39%	38%	38%
Female	42%	43%	40%	40%	39%	39%

Table 2: Internal Efficiency indicators, 2011-2016

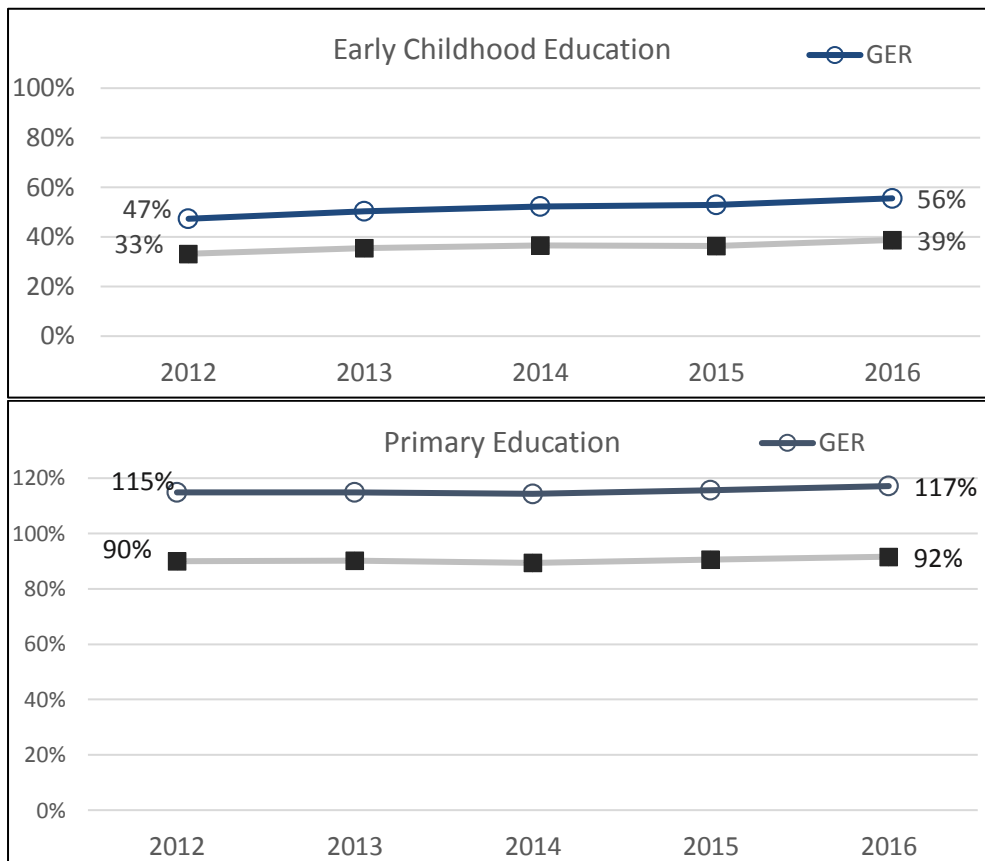
Internal Efficiency

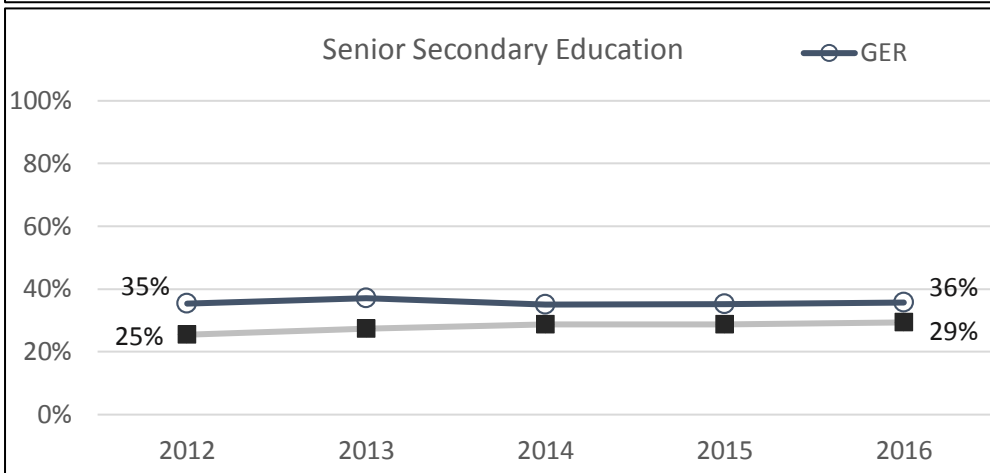
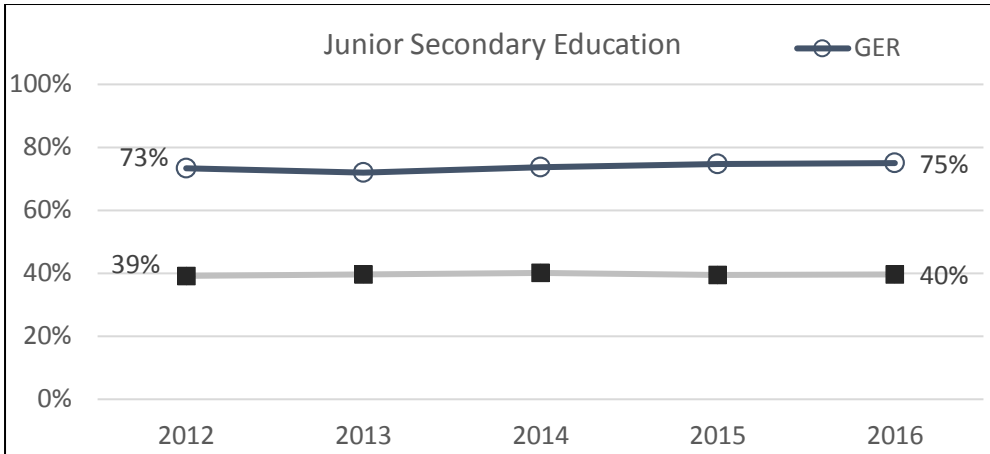
Total average Repetition Rate (RR) in Prep to Year 6	8%	8%	7%	7%	9%	9%
Total average Dropout Rate (DR) in Prep to Year 6	9%	6%	7%	6%	5%	5%
Transition Rate (TR) from ECE to Year 1 (Primary)	93%	95%	93%	94%	93%	93%
Transition Rate (TR) from Year 6 (Primary) to Year 7 (JS)	92%	90%	94%	94%	93%	93%
Transition Rate (TR) from Year 9 (JS) to Year 10 (SS)	89%	87%	93%	90%	91%	91%
Survival Rate (SR) to Year 6	52%	66%	64%	68%	70%	70%
Survival Rate (SR) to Year 13	5%	7%	6%	6%	6%	7%

Source: SEIMIS 2016

The enrolment rates in the above table were calculated based on the projections of the Provincial population data. Refer to Annex.

Figure 3: GER and NER by Education Levels 2011-2016





Source: SEIMIS 2016

2.1. STUDENT ENROLMENT

Table 3: Student Enrolment Numbers by Sector, 2011-2016

Year	2011			2012			2013			2014			2015			2016		
Education Level	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Early Childhood	11,849	12,579	24,428	11,208	11,858	23,066	12,017	12,659	24,676	12,524	13,278	25,802	12,838	13,419	26,257	13,489	14,092	27,581
Primary	58,174	63,801	121,975	58,646	63,479	122,125	60,130	64,531	124,661	60,393	65,771	126,164	62,085	66,901	128,986	63,737	68,665	132,402
Junior Secondary	12,949	14,293	27,242	13,480	14,685	28,165	13,835	14,975	28,810	14,862	15,808	30,670	15,781	16,536	32,317	16,326	17,148	33,474
Senior Secondary	6,060	9,523	15,583	6,564	9,526	16,090	7,263	10,148	17,411	7,763	9,200	16,963	8,158	9,477	17,635	8,683	9,8746	18,557
Grand Total	89,032	100,196	189,228	89,898	99,548	189,446	93,245	102,313	195,558	95,542	104,057	199,599	98,862	106,333	205,195	102,235	19,779	212,014

Source: SEIMIS 2016

Table 4: Total Enrolment by Education Level, School Type and Gender, 2015-2016

Education Level	SchoolType	2015			2016		
		Male	Female	Total	Male	Female	Total
Early Childhood	Kindergarten	13,419	12,838	26,257	14,092	13,489	27,581
Primary	Primary School	38,672	35,915	74,587	37,431	34,971	72,402
	Community High School	28,229	26,170	54,399	31,234	28,766	60,000
	Primary Total	66,901	62,085	128,986	68,665	63,737	132,402
	Junior Secondary	Community High School	13,969	13,370	27,339	14,536	13,925
	Provincial Secondary School	1,409	1,241	2,650	1,446	1,243	2,689
	National Secondary School	1,158	1,170	2,328	1,166	1,158	2,324
	Junior Secondary Total	16,536	15,781	32,317	17,148	16,326	33,474
Senior Secondary	Community High School	5,605	4,780	10,385	6,086	5,494	11,580
	Provincial Secondary School	2,291	1,947	4,238	2,353	1,809	4,162
	National Secondary School	1,581	1,431	3,012	1,435	1,380	2,815
	Senior Secondary Total	9,477	8,158	17,635	9,874	8,683	18,557
	Grand Total		106,333	98,862	205,195	109,779	102,235

Source: SEIMIS 2016

Table 5: Number of Schools by School Type and Class Levels, 2015-2016

School Type	Class Levels	2015				2016			
		Number of Schools	Enrolment	% total enrolments	% total primary enrolments	Number of Schools	Enrolment	% total enrolments	% total primary enrolments
Kindergarten		489	26,257	13%		486	27,439	13%	
Primary	(PRI) Prep to Year 6	526	74,587	36%	58%	509	72,410	34%	55%
Community High School	(PRI) Prep to Year 6	224	54,399	27%	42%	239	59,453	28%	45%
	(JS) Year 7 to Year 9		27,339	13%			28,421	13%	
	(SS) Year 10 to Year 13		10,385	5%			11,581	5%	
Provincial Secondary School	(JS) Year 7 to Year 9	16	2,650	1%		16	2,689	1%	
	(SS) Year 10 to Year 13		4,238	2%			4,162	2%	
National Secondary School	(JS) Year 7 to Year 9	10	2,328	1%		10	2,337	1%	
	(SS) Year 10 to Year 13		3,012	1%			2,851	1%	
Total		1,265	205,195	100%		1,260	211,343	100%	
TVET	Rural Training Centres	33	3,465			54	3,407		
Higher Education	Solomon Island National University	1	Not available			1	Not available		

Source: SIEMIS 2016

Over time, more Primary Schools are being converted to Community High Schools. Community High Schools operate classes from Prep to Year 12. In 2016, Primary class level enrolments were shared by Primary Schools 55% (n = 72,410) and Community High Schools 45% (n = 59,453).

Table 6: Total Enrolment by Province and Education Level, 2015-2016

Province	Sector	2015			2016		
		Female	Male	Total	Female	Male	Total
Central	Early Childhood	532	546	1,078	558	573	1,131
	Primary	3,002	3,260	6,262	3,138	3,384	6,522
	Secondary	842	965	1,807	825	928	1,753
Central Total		4,376	4,771	9,147	4,521	4,885	9,406
Choiseul	Early Childhood	546	595	1,141	613	597	1,210
	Primary	3,016	3,279	6,295	3,073	3,288	6,361
	Secondary	994	938	1,932	1,018	1,005	2,023
Choiseul Total		4,556	4,812	9,368	4,704	4,890	9,594
Guadalcanal	Early Childhood	1,733	1,840	3,573	2,104	2,199	4,303
	Primary	10,718	11,465	22,183	10,889	11,758	22,647
	Secondary	3,992	4,099	8,091	3,923	3,944	7,867
Guadalcanal Total		16,443	17,404	33,847	16,916	17,901	34,817
Honiara	Early Childhood	2,131	2,217	4,348	2,086	2,105	4,191
	Primary	7,318	7,412	14,730	7,496	7,774	15,270
	Secondary	5,468	6,036	11,504	5,746	6,316	12,062
Honiara Total		14,917	15,665	30,582	15,328	16,195	31,523
Isabel	Early Childhood	899	963	1,862	889	906	1,795
	Primary	2,962	3,155	6,117	2,995	3,153	6,148
	Secondary	1,259	1,358	2,617	1,331	1,447	2,778
Isabel Total		5,120	5,476	10,596	5,215	5,506	10,721
Makira and Ulawa	Early Childhood	1,295	1,418	2,713	1,435	1,606	3,041
	Primary	5,314	5,765	11,079	5,214	5,828	11,042
	Secondary	1,999	2,198	4,197	2,178	2,339	4,517
Makira and Ulawa Total		8,608	9,381	17,989	8,827	9,773	18,600
Malaita	Early Childhood	3,601	3,758	7,359	3,645	3,830	7,475
	Primary	18,778	20,468	39,246	19,572	21,284	40,856
	Secondary	4,741	5,454	10,195	5,276	5,946	11,222
Malaita Total		27,120	29,680	56,800	28,493	31,060	59,553
Rennell and Bellona	Early Childhood	67	73	140	81	85	166
	Primary	329	337	666	326	327	653
	Secondary	162	190	352	120	138	258
Rennell and Bellona Total		558	600	1,158	527	550	1,077
Temotu	Early Childhood	603	564	1,167	660	665	1,325
	Primary	2,411	2,823	5,234	2,561	2,900	5,461
	Secondary	854	1,113	1,967	895	1,118	2,013
Temotu Total		3,868	4,500	8,368	4,116	4,683	8,799
Western	Early Childhood	1,431	1,445	2,876	1,418	1,526	2,944
	Primary	8,237	8,937	17,174	8,473	8,969	17,442
	Secondary	3,628	3,662	7,290	3,697	3,841	7,538
Western Total		13,296	14,044	27,340	13,588	14,336	27,924
GRAND TOTAL		98,862	106,333	205,195	102,235	109,779	212,014

Source: SEIMIS 2016

The Malaita Province has the largest enrolment being 59,553 students, 28% of all enrolments. The other three large provinces are Guadalcanal 16%, Honiara 14% and Western 13%. These four provinces combined have around 72% of the entire Solomon Islands student population.

Table7: Enrolment by Authority Group, School Type and Gender, 2015-2016

Year	AuthorityGroup	SchoolType	Male	Female	Grand Total
2015	Government	Kindergarten	10,511	9,933	20,444
		Primary School	27,629	25,574	53,203
		Community High School	36,664	33,931	70,595
		Provincial Secondary School	3,357	2,867	6,224
		National Secondary School	655	565	1,220
		Government Total	78,816	72,870	151,686
	Non-government	Kindergarten	2,908	2,905	5,813
		Primary School	11,043	10,341	21,384
		Community High School	11,139	10,389	21,528
		Provincial Secondary School	343	321	664
		National Secondary School	2,084	2,036	4,120
		Non-government Total	27,517	25,992	53,509
2015 Total			106,333	98,862	205,195
2016	Government	Kindergarten	11,151	10,655	21,806
		Primary School	26,899	25,081	51,980
		Community High School	39,475	36,546	76,021
		Provincial Secondary School	3,447	2,725	6,172
		National Secondary School	521	498	1,019
		Government Total	81,493	75,505	156,998
	Non-government	Kindergarten	2,941	2,834	5,775
		Primary School	10,532	9,890	20,422
		Community High School	12,381	11,639	24,020
		Provincial Secondary School	352	327	679
		National Secondary School	2,080	2,040	4,120
		Non-government Total	28,286	26,730	55,016
2016 Total			109,779	102,235	212,014

Source: SEIMIS 2016

Government schools enrol around 74% of all students in Solomon Islands

Table 83: Enrolment by Education Authority and School Type, 2015 -2016

Authority	2015					Total	2016					Total
	ECE	PS	CHS	PSS	NSS		ECE	PS	CHS	PSS	NSS	
Archdiocese of Honiara	203		1,150		495	1,848	185		1,104		551	1,840
Central Islands Province	986	4,053	3,664	352		9,055	1,031	3,964	4,092	219		9,306
Chinese Association		300				300			289			289
Choiseul Province	1,081	2,969	3,627	414		8,091	1,157	3,014	3,724	388		8,283
Christian Fellowship Church	360	1,405	1,324			3,089	360	1,448	1,324			3,132
Christian Outreach Centre	320	1,925				2,245	318	1,719				2,037
Church of Melanesia	922	582	2,031		1,311	4,846	909	594	3,038		1,292	5,833
Church of the Living Word	160	431	890			1,481	191	471	850			1,512
Church of the Nazarene	42	113	277			432	38	113	239			390
Diocese of Auki	308		1,217			1,525	328		1,247			1,575
Diocese of Gizo	254	131	252			637	207	107	266			580
Guadalcanal Province	3,082	11,305	10,266	977		25,630	3,820	10,684	11,265	939		26,708
Honiara Town Council	2,305	1,912	12,451	1,337		18,005	2,181	2,157	12,567	1,384		18,289
Isabel Province	1,848	4,430	3,465	748		10,491	1,772	4,481	3,478	879		10,610
Kelyn Education Authority	60	355				415	60	333				393
Makira & Ulawa Province	2,571	7,543	5,675	393		16,182	2,916	7,496	5,874	401		16,687
Malaita Province	6,477	15,842	23,764	1,119		47,202	6,554	14,751	27,290	1,125		49,720
MEHRD					1,220	1,220					1,019	1,019
Perch	68		408			476	105		361			466
Red Cross	39					39	39					39
Rennell & Bellona	94	337	254	193		878	131	350	182	124		787
Seventh Day Adventist Church	823	9,553	4,046	373	980	15,775	740	10,107	3,684	411	971	15,913
South Seas Evangelical Church	770	1,312	4,488		441	7,011	839	1,456	4,608		441	7,344
Talea				291		291				268		268
Tamlan	253	697				950	129		836			965
Temotu Province	1,167	2,850	3,999	352		8,368	1,325	2,947	4,123	404		8,799
United Church	1,170	4,580	5,026		893	11,669	1,266	4,074	5,755		865	11,960
Western Province	833	1,962	3,430	339		6,564	919	2,136	3,426	309		6,790
Woodford	61		419			480	61		419			480
Grand Total	26,257	74,587	92,123	6,888	5,340	205,195	27,581	72,402	100,041	6,851	5,139	212,014

Source: SEIMIS 2016

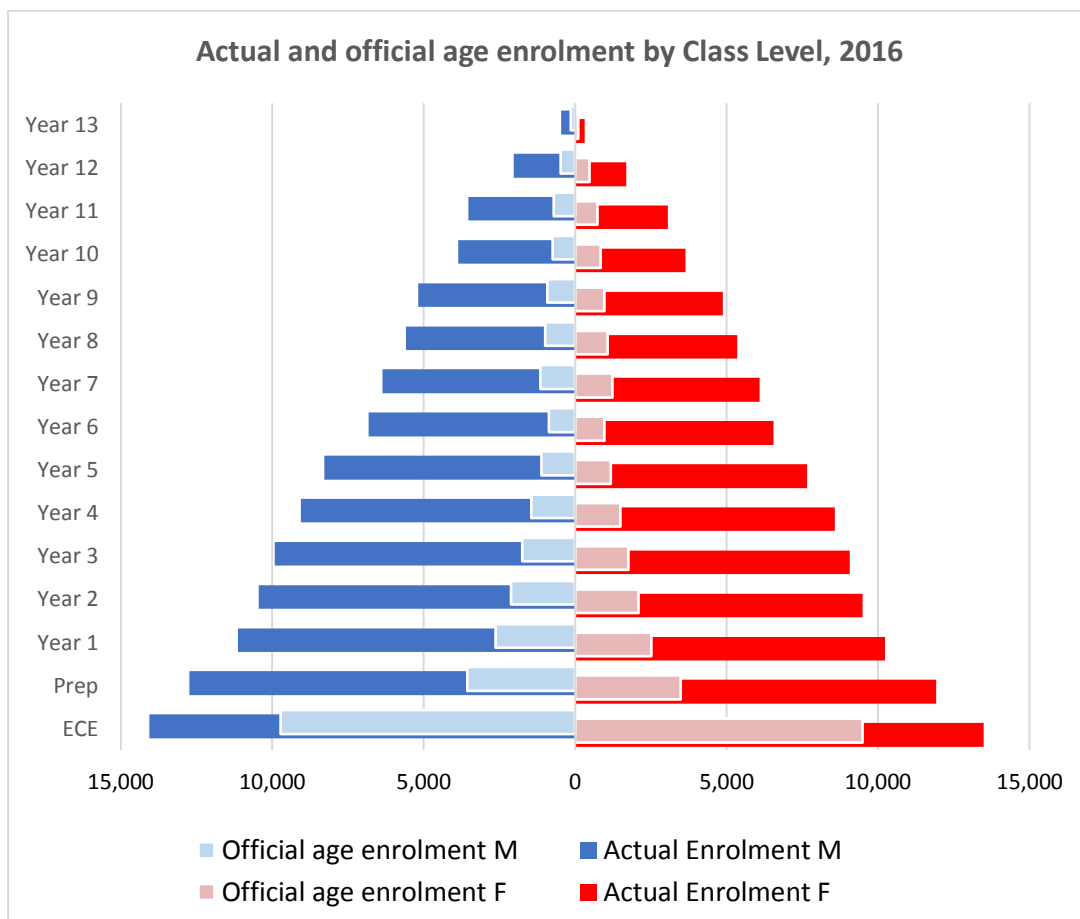
2.2. UNDER and OVER AGE STUDENTS

The figure below shows a breakdown of ages in each year level, with disaggregation between official ages of students and those outside that age for each year level. The official age of students is shown in the figure below. Prep students should enrol at the age of 6 and progress one year per annum.

The figure below shows that in every school year level there are a significant portion of the student population outside the official age for that year. There are likely to be many reasons for this, however it is well known that late starters and repeating students are a very common occurrences. This data has implications for the system’s capacity to cater for every student having access to a complete basic education. For each student who repeats, this add an additional cost to the system, while contributing to class overcrowding. When large number of students repeat multiple years this has a significant impact.

The figure does not differentiate between children under age and those over the ‘official’ age.

Figure 4: Official and Actual Age of Enrolment by gender, 2016



Source: SEIMIS 2016

ENROLMENT BY AGE AND YEAR LEVEL

Table 9: Total enrolment by age and class level, 2016

Enrol Age	Year Level															Total
	ECE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
3	5,376	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,376
4	6,589	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,589
5	7,237	4,142	23	-	-	-	-	-	-	-	-	-	-	-	-	11,401
6	5,157	7,042	1,646	6	-	-	-	-	-	-	-	-	-	-	-	13,851
7	2,155	7,167	5,173	1,425	22	-	-	-	-	-	-	-	-	-	-	15,942
8	778	4,303	6,888	4,248	1,230	23	3	-	-	-	-	-	-	-	-	17,473
9	208	1,733	4,754	5,837	3,547	931	30	-	-	-	-	-	-	-	-	17,040
10	81	200	2,522	5,032	5,338	3,016	758	12	-	-	-	-	-	-	-	16,959
11	-	51	340	2,940	4,964	4,810	2,313	478	-	-	-	-	-	-	-	15,896
12	-	3	96	418	3,263	4,906	4,237	1,868	996	21	-	-	-	-	-	15,844
13	-	1	5	103	533	3,263	4,886	3,864	2,384	697	13	-	-	-	-	15,786
14	-	-	2	19	128	613	3,117	4,179	3,544	2,072	585	15	-	-	-	14,274
15	-	-	-	3	18	116	492	2,702	3,172	3,395	1,884	545	5	-	-	12,332
16	-	-	-	-	4	29	108	316	2,702	3,031	3,340	1,575	354	8	-	10,815
17	-	-	-	-	3	1	26	42	313	1,497	2,716	2,420	1,429	302	5	8,702
18	-	-	-	-	3	2	-	17	60	198	1,295	1,941	2,152	964	81	6,713
19	-	-	-	-	-	-	-	-	6	29	161	848	1,693	1,265	246	4,248
20	-	-	-	-	-	-	-	-	-	5	59	160	944	1,151	446	2,765
21	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	7
23	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
TOTAL	27,581	24,642	21,448	20,031	19,053	17,747	16,006	13,475	12,476	10,945	10,053	7,505	6,577	3,692	783	212,014
UNDER official age	-	4,142	1,668	1,431	1,251	954	791	490	996	718	598	560	359	310	86	14,335
OVER official age	8,379	13,458	14,607	14,352	14,252	13,777	12,902	11,117	9,096	8,155	7,571	5,370	4,789	2,418	451	140,696
Official age	19,202	7,342	5,173	4,248	3,547	3,016	2,313	1,8268	2,384	2,072	1,884	1,575	1,429	964	246	57,263
UNDER official age	-	17%	8%	7%	7%	5%	5%	2%	8%	7%	6%	7%	5%	8%	11%	7%
OVER official age	30%	54%	68%	72%	75%	78%	81%	37%	73%	75%	75%	72%	73%	65%	58%	66%
Official age	70%	29%	24%	21%	19%	17%	14%	61%	19%	19%	19%	21%	22%	26%	31%	27%

Source: 2016 SIEMIS

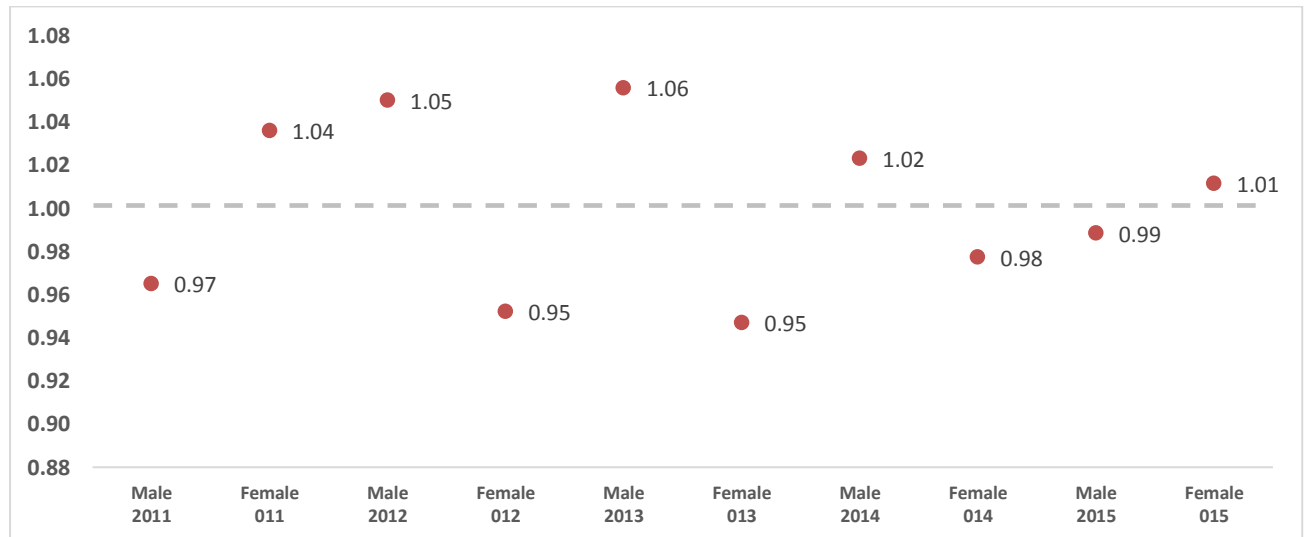
NB: SDG 4.1.6 definition of over age (Primary and Lower Secondary) is "Percentage of pupils in each level of education (primary and lower secondary education) who are at least 2 years above the intended age for their grade."

Table 10: New entrance to first year of Primary with ECE experience, 2011-2016

Survey Year	Gender	Enrol	Repeaters	Intake	PSA	Preschool Attenders
2011	M	12,463	1,439	11,024	5,740	52.07%
	F	11,432	1,222	10,210	5,508	53.95%
2011 Total		23,895	2,661	21,234	11,248	52.97%
2012	M	12,357	1,442	10,915	5,797	53.11%
	F	11,671	1,273	10,398	5,259	50.58%
2012 Total		24,028	2,715	21,313	11,056	51.87%
2013	M	12,062	1,331	10,731	5,436	50.66%
	F	11,426	1,183	10,243	4,914	47.97%
2013 Total		23,488	2,514	20,974	10,350	49.35%
2014	M	12,112	1,331	10,781	5,468	50.72%
	F	11,382	1,227	10,155	5,034	49.57%
2014 Total		23,494	2,558	20,936	10,502	50.16%
2015	M	12,446	1,193	11,253	6,061	53.86%
	F	11,468	1,084	10,384	5,658	54.49%
2015 Total		23,914	2,277	21,637	11,719	54.16%
2016	M	12,737	1,242	11,495	5,728	49.83%
	F	11,910	1,133	10,777	5,283	49.02%
2016 Total		24,647	2,375	22,272	11,011	49.44%

Source: SEIMIS 2016

Figure 6: GPI: PSA in Primary Education, 2011-2015



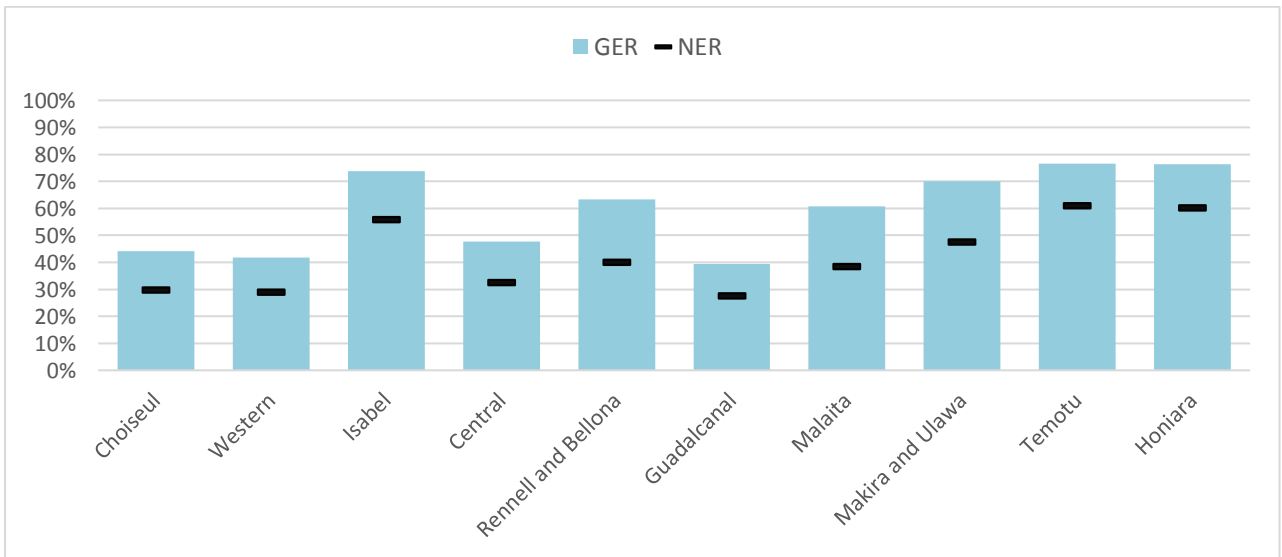
Source: SEIMIS 2016

Table11: GER and NER in Early Childhood Education by Province, 2015-2016

Province	2015					2016				
	Enrol	Official Age Enrol (3-5)	Population (3-5)	GER	NER	Enrol	Official Age Enrol (3-5)	Population (3-5)	GER	NER
Choiseul	1,141	790	2,677	43%	30%	1,188	796	2,686	44%	30%
Western	2,876	2,046	7,102	40%	29%	2,944	2,046	7,054	42%	29%
Isabel	1,862	1,384	2,442	76%	57%	1,795	1,358	2,433	74%	56%
Central	1,078	714	2,397	45%	30%	1,122	764	2,348	48%	33%
Rennell and Bellona	140	99	256	55%	39%	166	105	261	64%	40%
Guadalcanal	3,573	2,366	10,596	34%	22%	4,303	3,014	10,912	39%	28%
Malaita	7,359	4,699	12,552	59%	37%	7,468	4,721	12,291	61%	38%
Makira and Ulawa	2,713	1,785	4,388	62%	41%	2,949	2,023	4,347	68%	47%
Temotu	1,167	850	1,748	67%	49%	1,313	1,046	1,715	77%	61%
Honiara	4,348	3,333	5,421	80%	61%	4,191	3,298	5,482	76%	60%

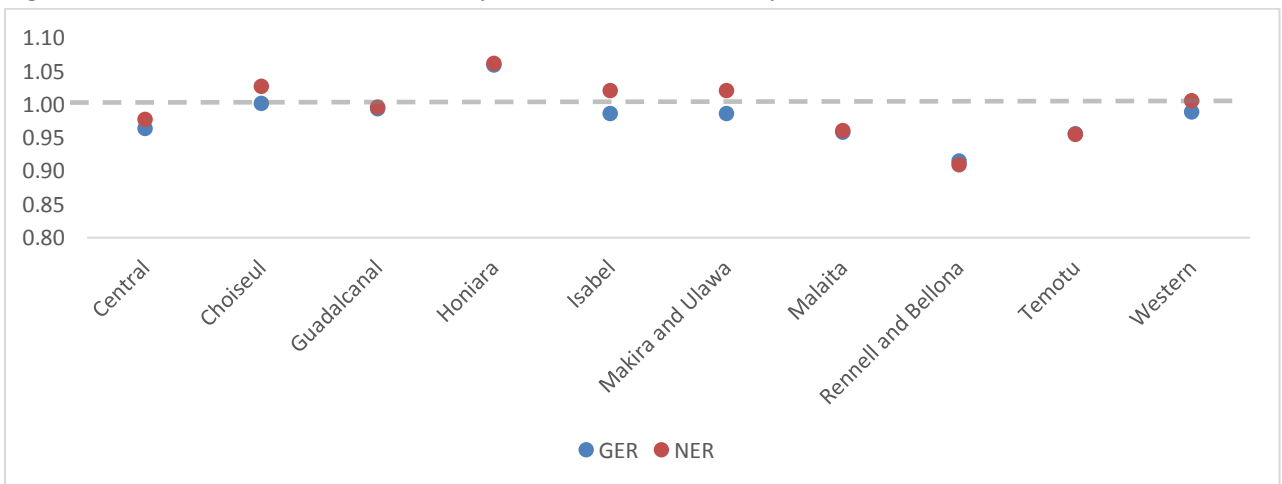
Source: SEIMIS 2016

Figure 7: GER and NER Early Childhood Education by Province, 2016



Source: SEIMIS 2016

Figure 84: GPI: GER and GPI: NER in Early Childhood Education by Province, 2016



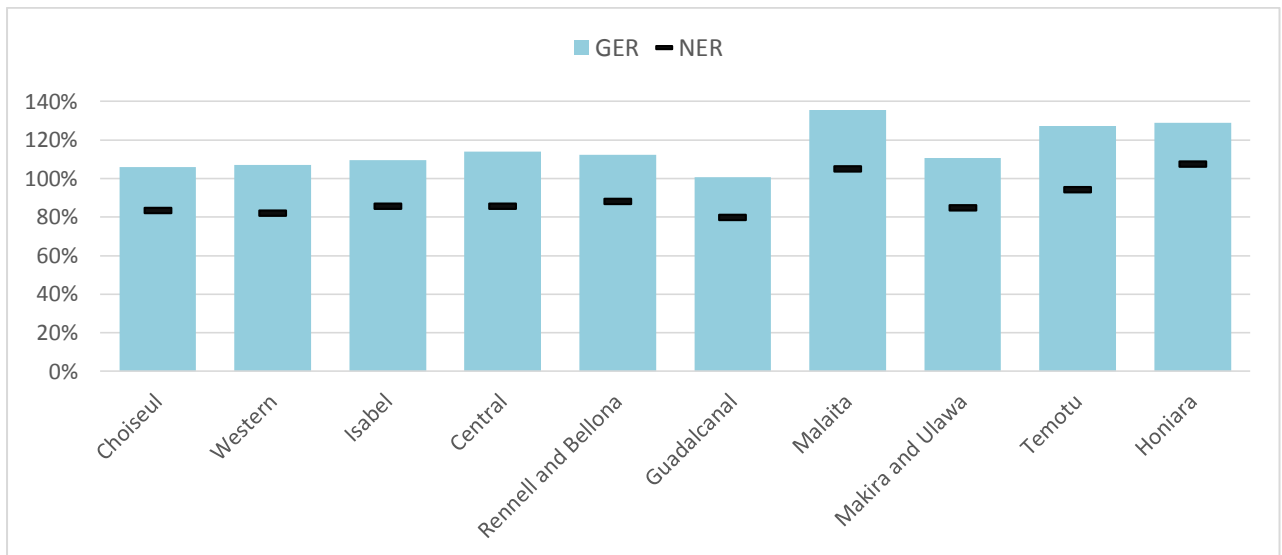
Source: SEIMIS 2016

Table 13: GER and NER in Primary Education by Province, 2015-2016

Province	2015					2016				
	Enrol	Official Age Enrol (6-12)	Pop	GER	NER	Enrol	Official Age Enrol (6-12)	Pop	GER	NER
Choiseul	6,295	4,936	5,947	106%	83%	6361	5015	6003	106%	84%
Western	17,174	13,365	16,141	106%	83%	17402	13376	16269	107%	82%
Isabel	6,117	4,788	5,579	110%	86%	6148	4808	5609	110%	86%
Central	6,262	4,711	5,714	110%	82%	6522	4908	5724	114%	86%
Rennell and Bellona	666	538	579	115%	93%	653	514	582	112%	88%
Guadalcanal	22,183	17,729	21,918	101%	81%	22647	17964	22507	101%	80%
Malaita	39,246	29,879	30,314	129%	99%	40889	31722	30167	136%	105%
Makira and Ulawa	11,079	8,564	9,792	113%	87%	11043	8485	9984	111%	85%
Temotu	5,234	3,925	4,374	120%	90%	5461	4046	4294	127%	94%
Honiara	14,730	12,485	11,099	133%	112%	14737	12290	11423	129%	108%

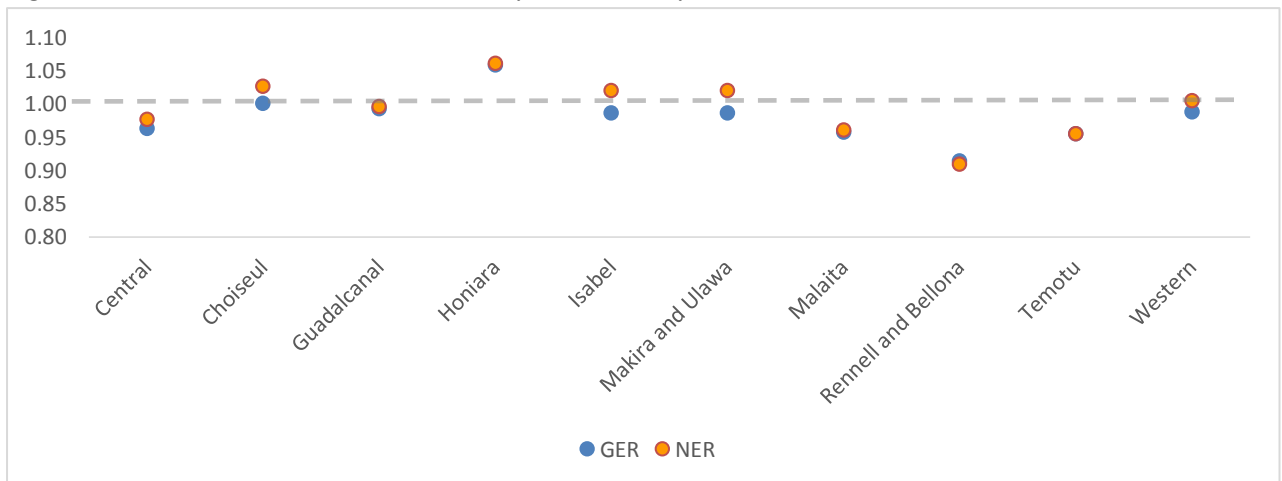
Source: SEIMIS 2016

Figure 9: GER and NER in Primary Education by Province, 2016



Source: SEIMIS 2016

Figure 10: GPI: GER and GPI: NER in Primary Education by Province, 2016



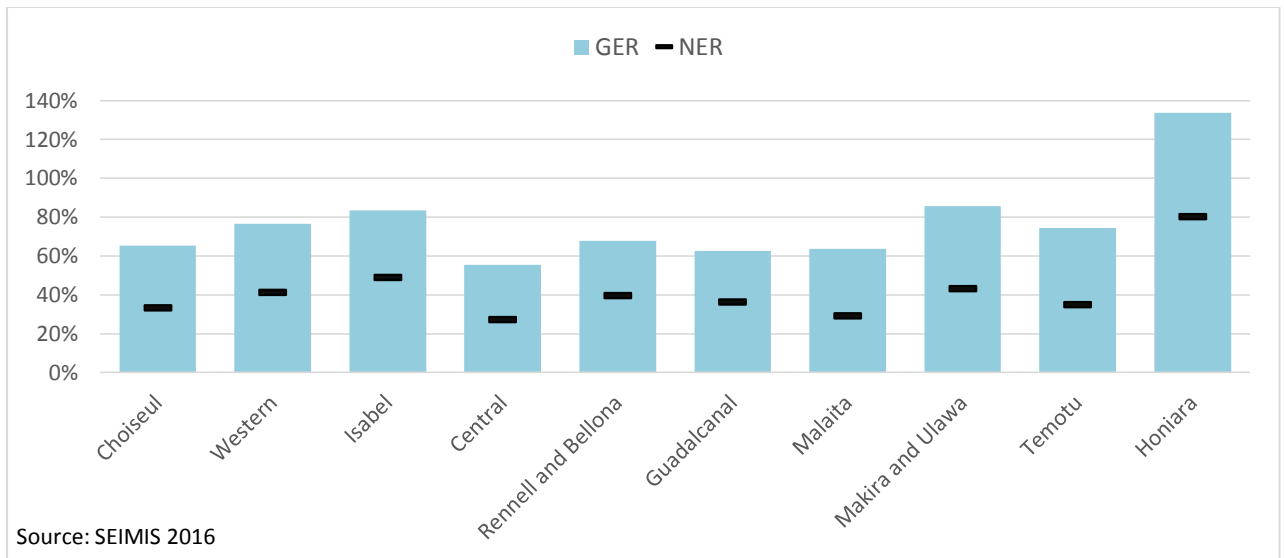
Source: SEIMIS 2016

Table 14: GER and NER in Junior Secondary Education by Province, 2015-2016

Province	2015					2016				
	Enrol (Year 7 Year 9)	Official Age Enrol (13-15)	Pop	GER	NER	Enrol (Year 7 to Year9)	Official Age Enrol (13-15)	Pop	GER	NER
Choiseul	1,568	566	2,338	67%	24%	1,578	800	2,417	65%	33%
Western	4,851	2,569	6,333	78%	43%	4,988	2,680	6,516	77%	41%
Isabel	1,770	1,002	2,211	80%	45%	1,910	1,118	2,289	83%	49%
Central	1,237	553	2,239	55%	25%	1,281	631	2,313	55%	27%
Rennell and Bellona	248	177	253	98%	70%	168	98	248	68%	40%
Guadalcanal	5,485	3,149	8,077	68%	39%	5,265	3,060	8,415	63%	36%
Malaita	7,243	3,121	12,241	59%	25%	7,972	3,629	12,529	64%	29%
Makira and Ulawa	2,894	1,510	3,480	83%	43%	3,113	1,564	3,639	86%	43%
Temotu	1,385	667	1,882	74%	35%	1,443	676	1,938	74%	35%
Honiara	5,636	3,734	4,155	136%	90%	5,729	3,442	4,288	134%	80%

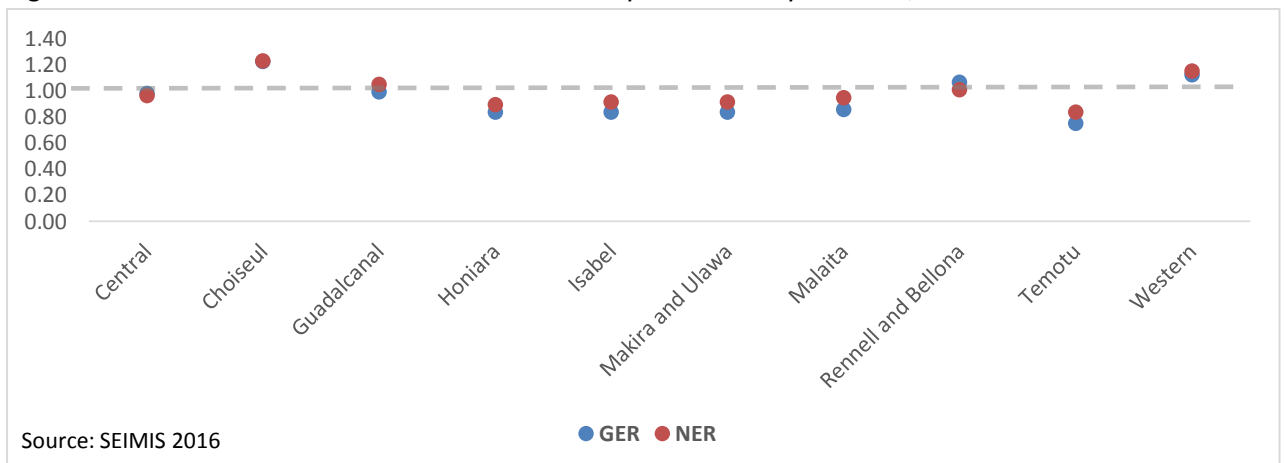
Source: SEIMIS 2016

Figure 10: GER and NER in Junior Secondary Education by Province, 2016



Source: SEIMIS 2016

Figure 10: GPI: GER and GPI: NER in Junior Secondary Education by Province, 2016



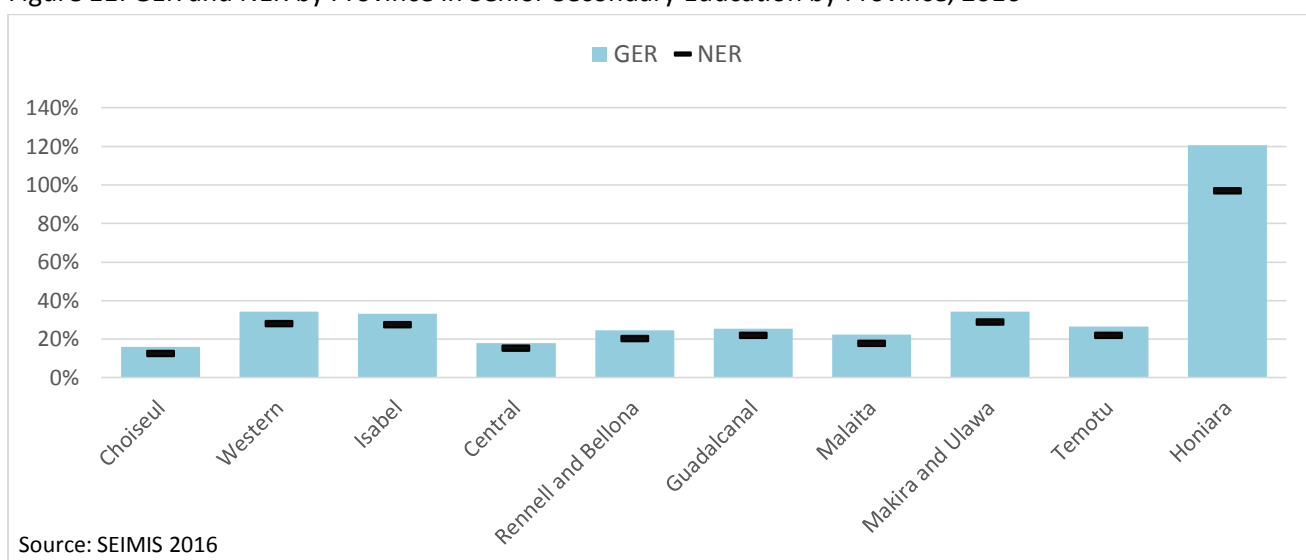
Source: SEIMIS 2016

Table 13: GER and NER in Senior Secondary Education by Province, 2015-2016

Province	2015					2016				
	Enrol (Year 10 to Year 13)	Official Age Enrol (16-19)	Pop (16-19)	GER	NER	Enrol (Year 10 to Year 13)	Official Age Enrol (16-19)	Pop (16-19)	GER	NER
Choiseul	364	290	2,664	14%	11%	445	356	2,794	16%	13%
Western	2,439	2,018	7,319	35%	30%	2,602	2,152	7,592	34%	28%
Isabel	847	722	2,498	34%	29%	868	727	2,624	33%	28%
Central	570	459	2,511	23%	18%	472	411	2,638	18%	16%
Rennell and Bellona	104	88	366	28%	24%	90	75	365	25%	21%
Guadalcanal	2,606	2,210	9,624	27%	23%	2,564	2,226	10,051	26%	22%
Malaita	2,952	2,274	14,006	21%	16%	3,246	2,606	14,547	22%	18%
Makira and Ulawa	1,303	1,122	3,884	34%	29%	1,404	1,183	4,092	34%	29%
Temotu	582	494	2,036	29%	24%	570	474	2,152	26%	22%
Honiara	5,868	4,716	5,174	113%	91%	6,333	5,102	5,249	121%	97%

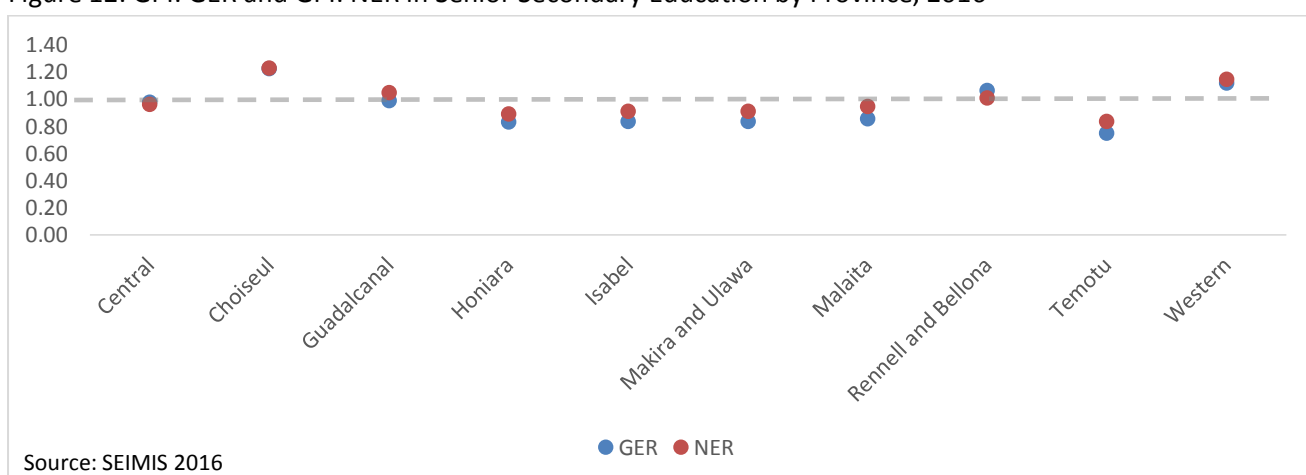
Source: SEIMIS 2016

Figure 11: GER and NER by Province in Senior Secondary Education by Province, 2016



Source: SEIMIS 2016

Figure 12: GPI: GER and GPI: NER in Senior Secondary Education by Province, 2016



Source: SEIMIS 2016

2.3. STUDENTS WITH DISABILITY

Table 165: Number of Students with a reported Disability by School Type, 2016

Disability	Primary School	Community High School	Provincial Secondary School	National Secondary School	Total	% of total
Sight Impairment	142	177	5	34	358	10.2%
Hearing Impairment	434	382	44	22	882	25.2%
Speech Impairment	161	67	2	13	243	6.9%
Moving impairment	60	52	5	3	120	3.4%
Gripping impairment	50	34	-	2	86	2.4%
Mental Disability	61	53	-	-	114	3.2%
Learning Disability	537	477	35	-	1,049	30.0%
Other Disability	47	510	-	-	557	15.9%
Multiple Disabilities	40	44	-	-	84	2.4%
Total	1,532	1,796	91	74	3,493	100%

Source: SEIMIS 2016

The data presented above is based simply on teacher's anecdotal observation or assessment of student disabilities observed in the classroom. It was reported on the annual school census forms.

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

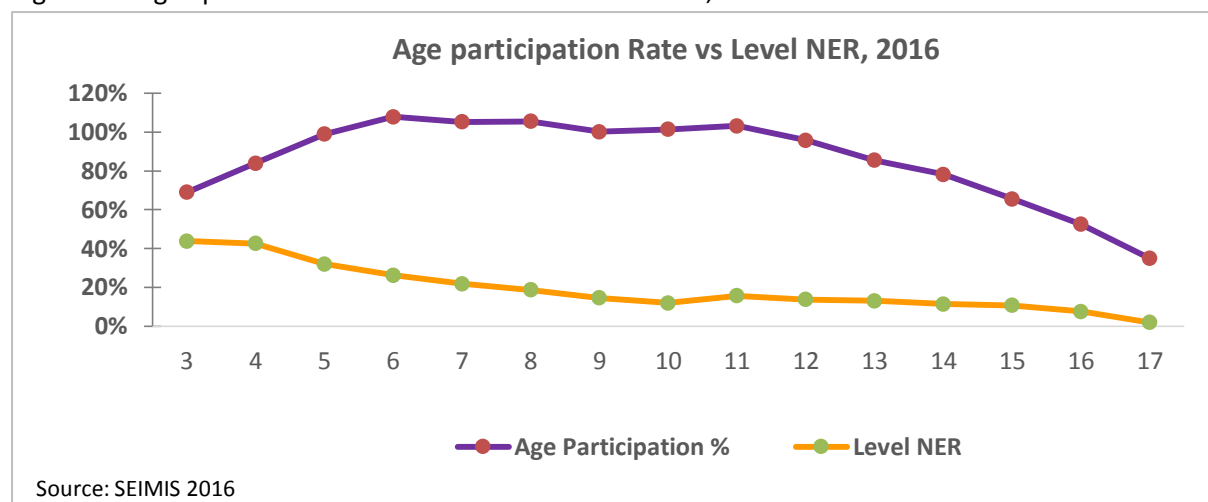
Progress is being made to improve disability data quality in SIEMIS as part of the new *Solomon Islands National Disability Inclusive Education Policy 2016-2020* (MEHRD 2016).

In 2016, it was reported that 3,119 (1.7%) students in primary and secondary levels were identified as having a disability. The largest category as recorded was "Learning Disability" where 1,049 students (30% of total) were being classified by their teachers in this category. There was no standard nor diagnosis tool used.

Teachers classified 882 students as having a "hearing impairment" (25.2% of all disabilities recorded)

2.4. ACCESS AND PARTICIPATION

Figure13: Age Specific Enrolment Rates vs Class Level NER, 2016.



The graph above shows the age specific enrolment rates for ages 5 to 19 years old. A rate over 100% indicates that there is high participation.

2.5. OUT-OF-SCHOOL CHILDREN

The following tables attempt to quantify the numbers of students not in school. It is calculated based on student enrolment and using the 2009 population census data. It is an *estimate only* and should only serve the purpose of indicative numbers.

Table15: Estimated* numbers of children Out-of-School per province, 2015-2016

Preparatory/Pre Primary (5 year olds)						
PROVINCE	2015			2016		
	Female	Male	Total	Female	Male	Total
Central	174	212	386	176	153	329
Choiseul	265	257	522	216	259	475
Guadalcanal	857	950	1,807	764	843	1,607
Honiara	-14	11	-3	-98	11	-87
Isabel	142	151	293	133	152	285
Makira and Ulawa	286	319	605	290	274	564
Malaita	390	296	686	359	433	792
Rennell and Bellona	57	62	119	54	63	117
Temotu	64	58	122	34	40	74
Western	520	610	1,130	488	559	1,047
NATIONAL	2,741	2,926	5,667	2,416	2,787	5,203

*These figures are statistical estimates only

Primary (6 -11 year olds)						
	2015			2016		
PROVINCE	Female	Male	Total	Female	Male	Total
Central	323	273	596	245	205	450
Choiseul	263	371	634	218	328	546
Guadalcanal	1,410	1,447	2,857	1,542	1,563	3,105
Honiara	-1,518	-1,203	-2,721	-1,302	-1,228	-2,530
Isabel	88	153	241	142	180	322
Makira and Ulawa	114	163	277	325	137	462
Malaita	-843	-1,520	-2,363	-1,788	-2,712	-4,500
Rennell and Bellona	4	-18	-14	-1	7	6
Temotu	96	1	97	-110	-51	-161
Western	912	945	1,857	799	1,058	1,857
NATIONAL	849	612	1,461	70	-513	-443
Junior Secondary (12- 15 year olds)						
	2015			2016		
PROVINCE	Female	Male	Total	Female	Male	Total
Central	148	162	310	150	155	305
Choiseul	267	242	509	198	197	395
Guadalcanal	536	674	1,210	616	745	1,361
Honiara	-394	-750	-1,144	-742	-1,130	-1,872
Isabel	-59	-11	-70	-83	-28	-111
Makira and Ulawa	-188	-204	-392	-115	-201	-316
Malaita	816	962	1,778	657	797	1,454
Rennell and Bellona	-1	-37	-38	34	-8	26
Temotu	75	-6	69	56	-23	33
Western	215	282	497	119	224	343
NATIONAL	1,415	1,314	2,729	890	728	1,618
Senior Secondary (16 -18 year olds)						
	2015			2016		
PROVINCE	Female	Male	Total	Female	Male	Total
Central	677	684	1,361	730	811	1,541
Choiseul	637	753	1,390	785	883	1,668
Guadalcanal	2,523	2,610	5,133	2,792	2,937	5,729
Honiara	-394	-750	-1,144	-742	-1,130	-1,872
Isabel	559	507	1,066	591	543	1,134
Makira and Ulawa	681	665	1,346	610	761	1,371
Malaita	3,656	3,843	7,499	3,737	3,913	7,650
Rennell and Bellona	105	115	220	104	116	220
Temotu	474	378	852	562	440	1,002
Western	1,250	1,365	2,615	1,405	1,397	2,802
NATIONAL	10,168	10,170	20,338	10,574	10,671	21,245

In all sectors, the statistical estimates show that there are many more students enrolled in schools in Honiara than the population projections suggest (therefore create negative numbers). If this is the actual situation on the ground a likely explanation for this is that many students move to Honiara to attend school. In the primary sector, the Malaita province out of school numbers are negative and high, suggesting that there are more students enrolled than the estimated population.

It appears in the above estimates, that the primary sector has few students out of school, with these numbers rising over secondary school. Of concern is the estimated number of students who are not in senior secondary school. These estimates, coupled with the overage data and actual enrolment numbers, appear to correspond with other indicators.

2.6. TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

The number of recorded Rural Training Centres (RTC) increased from 28 to 54 in the period 2013 to 2016. Number of trainees increased by 27% in total with an increase of 37% more female trainees by 2016. In 2016 76% of students were in the 20-29 age group. In 2015 and 2016 there were no students older than 44 years old enrolled.

Table 16: Number of Trainees in Rural Training Centres, 2013-2016

Age	2013			2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Younger than 15	108	73	181	22	19	41	-	2	2	-	-	-
15-19	448	224	672	386	135	521	417	216	633	372	191	563
20-24	952	272	1,224	889	317	1,206	1,459	448	1,907	1,211	611	1,822
25-29	211	49	260	298	73	371	537	121	658	671	110	781
30-34	58	15	73	54	13	67	163	36	199	147	31	178
35-39	8	5	13	25	20	45	44	8	52	40	8	50
40-44	5	-	5	17	3	20	8	6	14	7	6	13
45-49	2	-	2	5	-	5	-	-	-	-	-	-
50 or more	2	-	2	-	-	-	-	-	-	-	-	-
Unknown	184	61	245	94	65	159	-	-	-	-	-	-
Total	1,978	699	2,677	1,790	645	2,435	2,435	837	3,465	2,448	957	3,407
Number of RTCs	28			33			33			54		

Source: 2016 SIARTC data

3. QUALITY OF EDUCATION

The following data are considered indicators of quality in education. Together they contribute to factors of quality

Table 17: Qualifications, Pupil:Teacher Ratios 2011 - 2016

	2011	2012	2013	2014	2015	2016
PRIMARY EDUCATION (certified teachers)						
Pupil: teacher certified ratio (PR)	43.30	43.91	40.34	43.30	43.44	38.53
Pupil: teacher certified ratio (CHS)	41.36	39.85	40.32	42.20	41.75	42.28
SECONDARY EDUCATION (certified teachers)						
Pupil: teacher certified ratio (CHS)	30.90	34.19	28.68	29.94	35.09	35.09
Pupil: teacher certified ratio (PSS)	33.10	35.18	33.51	30.67	35.69	35.87
Pupil: teacher certified ratio (NSS)	36.60	43.89	39.54	37.15	35.84	30.96
PRIMARY EDUCATION (qualified teachers)						
Pupil: teacher qualified ratio (PR)	40.02	40.35	37.14	40.90	40.06	36.13
Pupil: teacher qualified ratio (CHS)	38.93	37.98	38.45	39.20	39.59	40.13
SECONDARY EDUCATION (qualified teachers)						
Pupil: teacher qualified ratio (CHS)	25.64	28.65	26.03	27.26	31.54	31.33
Pupil: teacher qualified ratio (PSS)	31.33	32.80	32.29	28.79	33.44	33.26
Pupil: teacher qualified ratio (NSS)	33.96	41.33	38.39	36.39	34.68	29.37

Source: SEIMIS 2016

The above data is based on two categories of teachers. These are Certified Teachers and Qualified Teachers.

Teachers are considered 'certified' if they have a teaching qualification from the institution from which they graduated.

Teachers who have subject specialisation but have not gained a teaching qualified are considered 'qualified' to teach that subject eg mathematics teacher would have a mathematic degree but no teaching qualification.

Table 18: Pupil: Teacher, Textbook, Classroom Ratios 2011 - 2016

	2011	2012	2013	2014	2015	2016
Pupil: Teacher Ratio	23.0	23.2	24.0	23.3	24.4	24.7
Early Childhood Education	19.3	19.5	18.9	18.2	18.1	18.6
Primary School	22.6	22.7	23.5	23.4	24.7	24.1
Primary (CHS)	26.7	26.2	29.2	27.6	28.3	29.7
Secondary (CHS)	22.1	24.3	23.9	24.3	27.6	27.9
Secondary (PSS)	27.7	28.3	29.1	26.7	29.5	30.7
Secondary (NSS)	31.4	36.2	34.6	34.2	31.4	28.7

Pupil: Textbook ratio						
Primary School	5.6	5.6	6.6	7.0	7.7	7.2
Community High School	3.0	3.0	3.1	2.9	3.2	2.3
Provincial Secondary School	3.1	2.4	2.1	1.9	2.3	1.4
National Secondary School	0.7	1.1	1.3	1.1	1.1	0.9
Pupil: Classroom ratio						
Primary School	24.5	24.0	24.2	24.0	24.2	15.5
Community High School	36.7	36.8	37.6	38.6	36.5	24.6
Provincial Secondary School	47.8	47.0	46.5	49.2	48.9	42.8
National Secondary School	61.3	55.1	54.1	52.1	52.9	40.5

Source: SEIMIS 2016

The above ratios do not measure quality of the item itself ie the ratio of textbooks does not consider the quality, relevance or usability of the books.

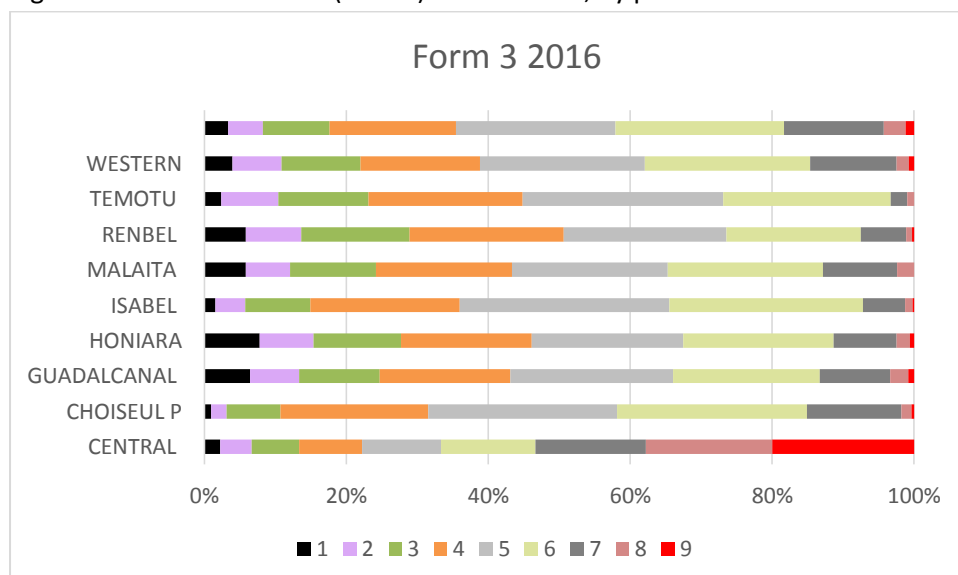
3.1. NATIONAL ASSESSMENT RESULTS

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

Exams results are scaled and have 9 grades as follows:

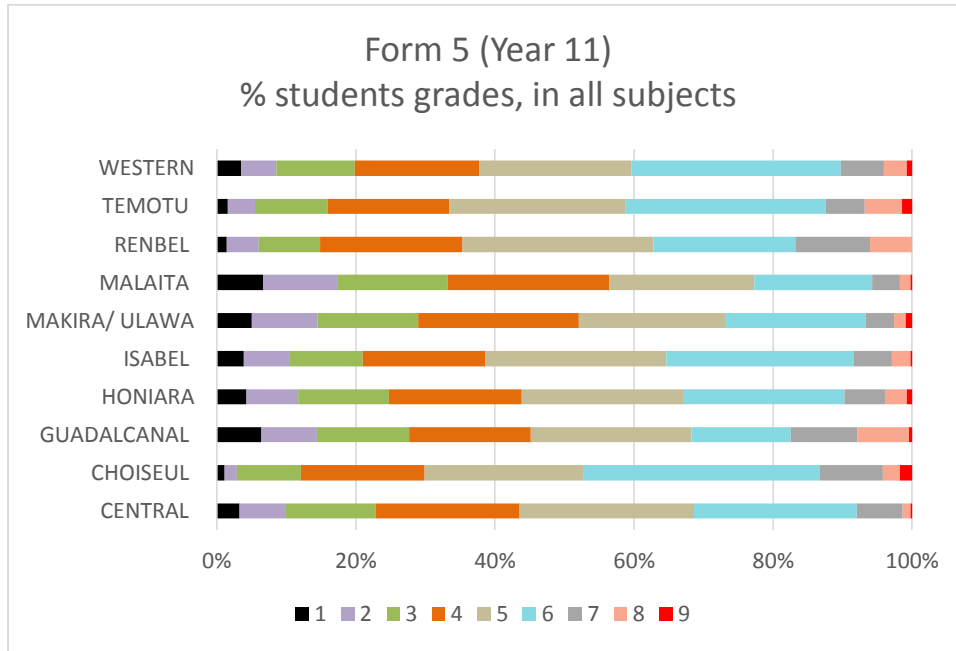
1 (80-100) excellent **2** (71-79) very high **3** (62-70) high **4** (54-61) good **5** (43-53) satisfactory
6 (31-42) adequate **7** (19-30) some achievement **8** (14-18) below satisfactory **9** (0-13) little achievement

Figure 14: National Form 3 (Year 9) exam results, by province



Renbel shows almost 40% of its results achieving good or above achievement. Central has almost 20% of results gaining a grade 9 (little achievement).

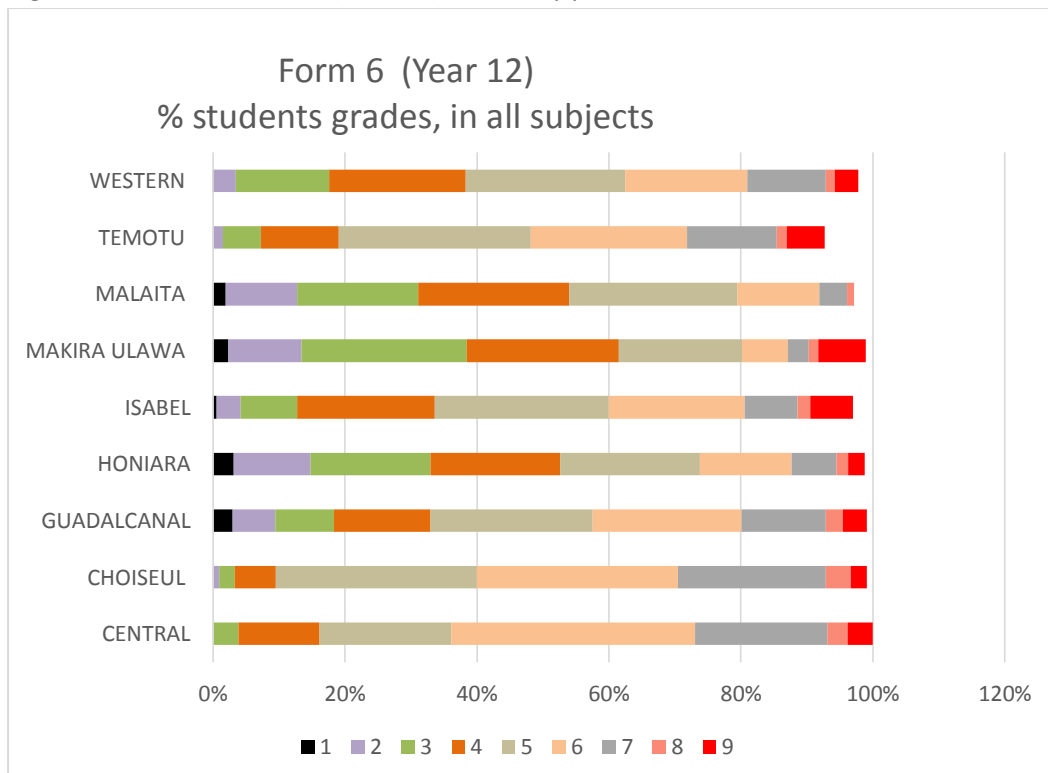
Figure 15: National Form 5 (Year 11) exams, by province



In Form 5 exams, Malaita had almost 80% of results were at least a good (4) and above. With no students receiving a grade 9

All provinces had more than 50% of results above a grade 4 (good achievement).

Figure 16: National Form 6 (Year 12) exams, by province



Form 6 (Year 12) results show that four provinces (Malaita, Isabel, Honiara, Guadalcanal) had students scoring a grade 1 (excellent). Two provinces (Choiseul and Central) did not have any student scoring a grade 1 or 2 at all. Results in each subject for all provinces are in Annex B

Table 196: Student placement rates, based on National exams results

Exam and Year Level	Year 2015				Year 2016			
	Total Enrolment	Placed	Unplaced	Placement Rate	Total Enrolment	Placed	Unplaced	Placement Rate
SISE (Year 6 to 7)	11,410	11,410	0	100.0%	11,356	10,318	1,038	90.9%
SIF3 (Year 9 to 10)	8,598	5,927	2,671	68.9%	8,821	5,450	3,371	61.8%
SISC (Year 11 to 12)	5,598	1,868	3,730	33.4%	5,932	1,998	3,934	33.7%
SINF6 (Year 12 to 13)	3,262	663	2,599	20.3%	3,278	591	2,686	18.0%

Source: National Education Assessment Division – Atlas database system

The results shown above indicate placement rates in the following year of school. These are based on the year's examination results. In 2016, 10,318 students (90.9% of those sitting the Year 6 SISE) were successfully placed in Year 7. This is 1,092 less students than were placed than in 2015.

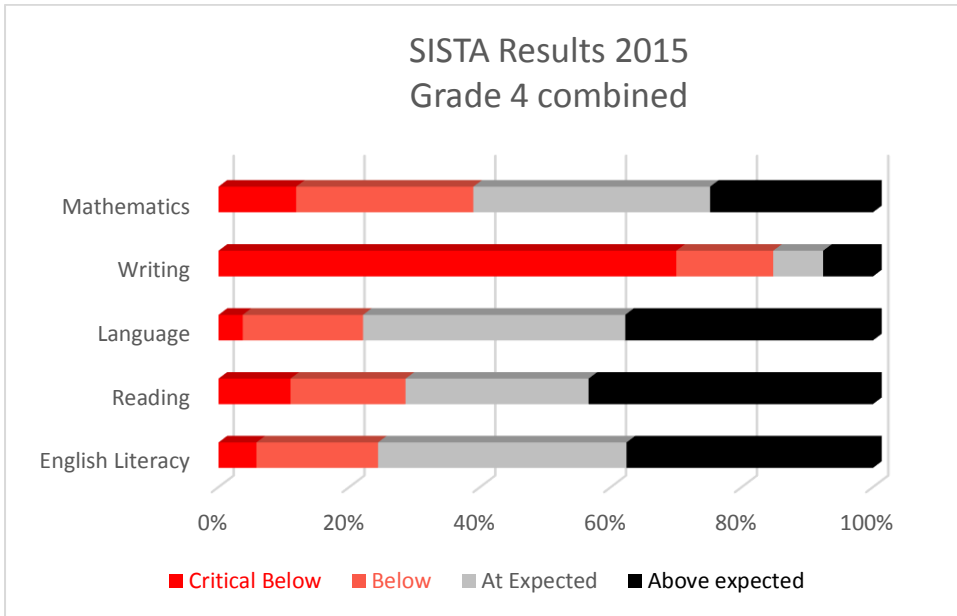
In 2015 all students (100% of those sitting SISE exam) were placed. The actual numbers of students placed from year 9 to year 10 decreased by 477. The only increase from 2015 to 2016 of number of students being placed was Year 11 to 12, an increased of 130. Year 12 to 13 decreased by 72 students. Overall 1,511 less students progressed following the exams in 2016 than in 2015.

3.2. SOLOMON ISLANDS STANDARDISED TEST for ACHIEVEMENT (SISTA)

SISTA assesses five areas across literacy and numeracy. The assessment is conducted across a sample of students in year 4 and 6 every second year. SISTA has 8 levels of proficiency levels, with an expected standard established for each area in each year level assessed. These levels are grouped into four categories; 'critically below', 'below', 'at', or above the expected level. It is hoped to have students at or above the level expected.

SISTA Combined Results

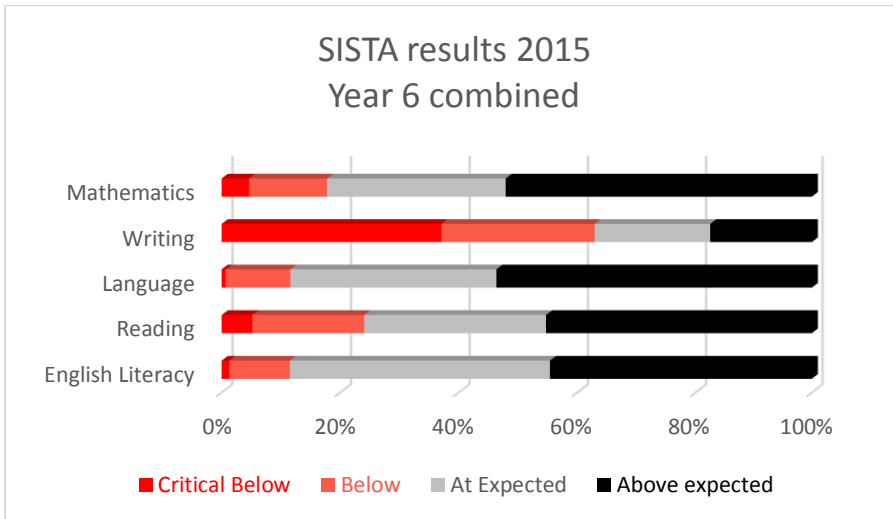
Figure17: 2015 SISTA results for all year 4 students assessed across the Solomon Islands



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

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

Figure 18: 2015 SISTA results for all year 6 students assessed across the Solomon Islands

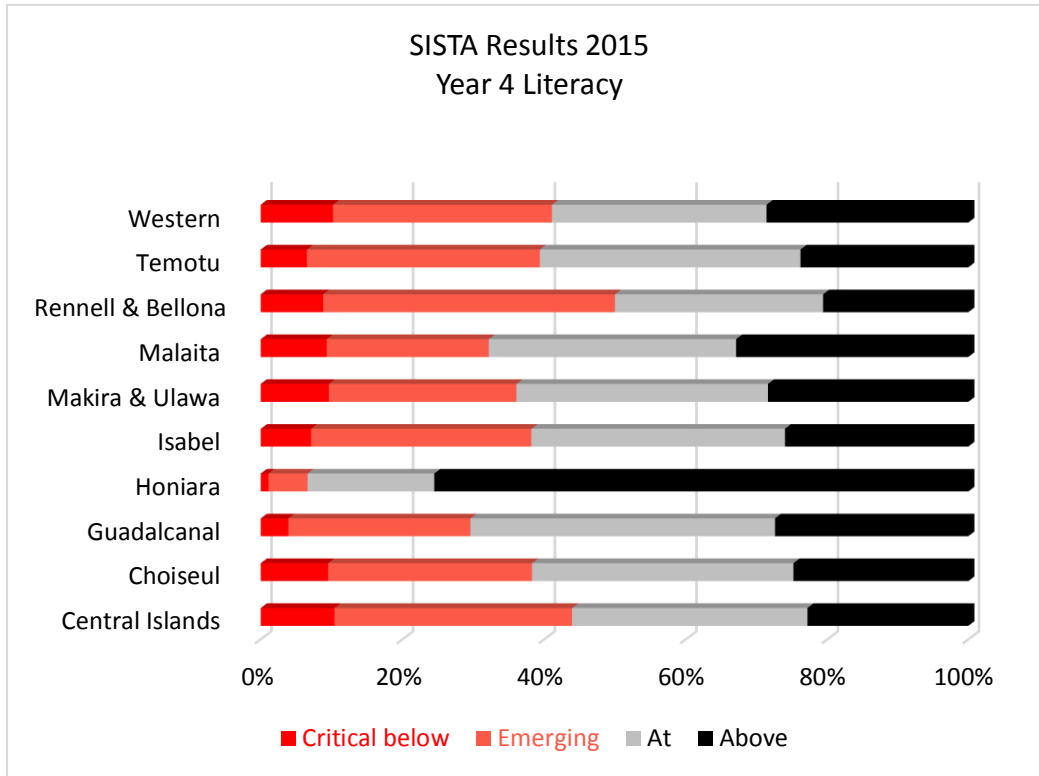


Results for Year 6 students across all SISTA areas 2015 showed;

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

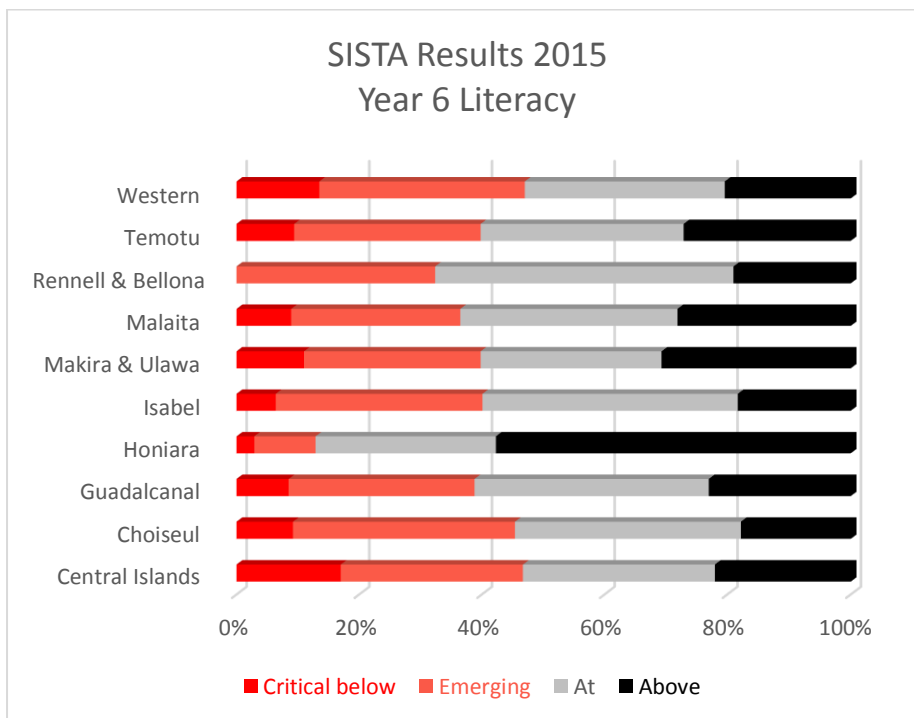
SISTA Literacy

Figure 19: 2015 SISTA Literacy results for Year 4 by Province



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

Figure 20: 2015 SISTA Literacy results for Year 6 by Province

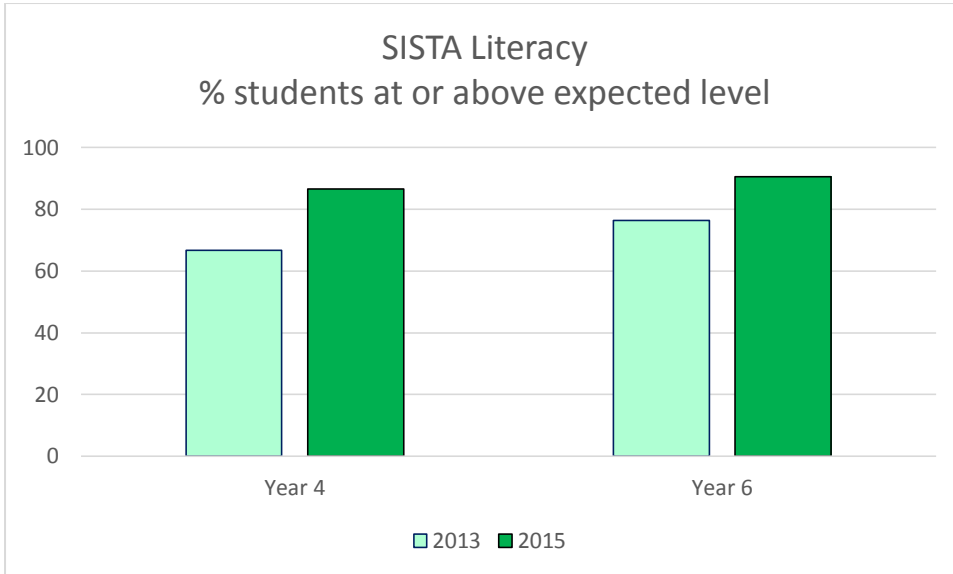


- Honiara 90% of students achieving the expected level, nearly 60% being well above tat expected

- Rennell & Bellona having around 70% reaching an expected level

SISTA Literacy Results 2013 to 2015

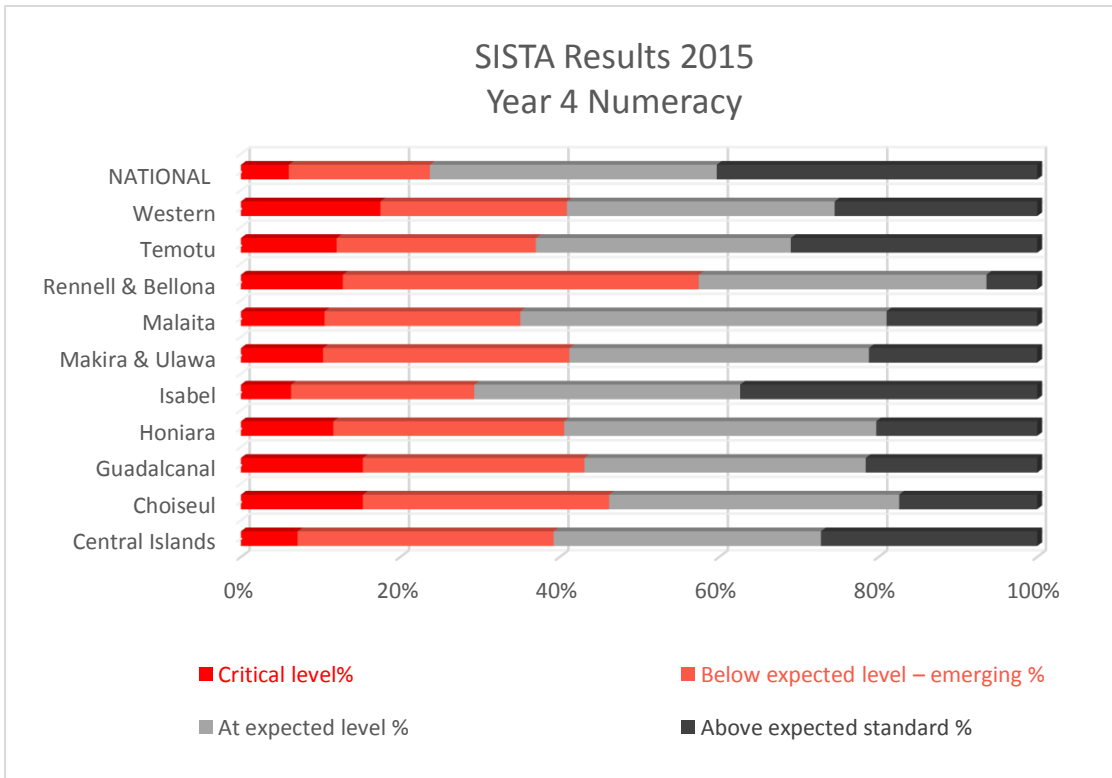
Figure 21: SISTA Students at or above expected level 2013:2015



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

SISTA Numeracy

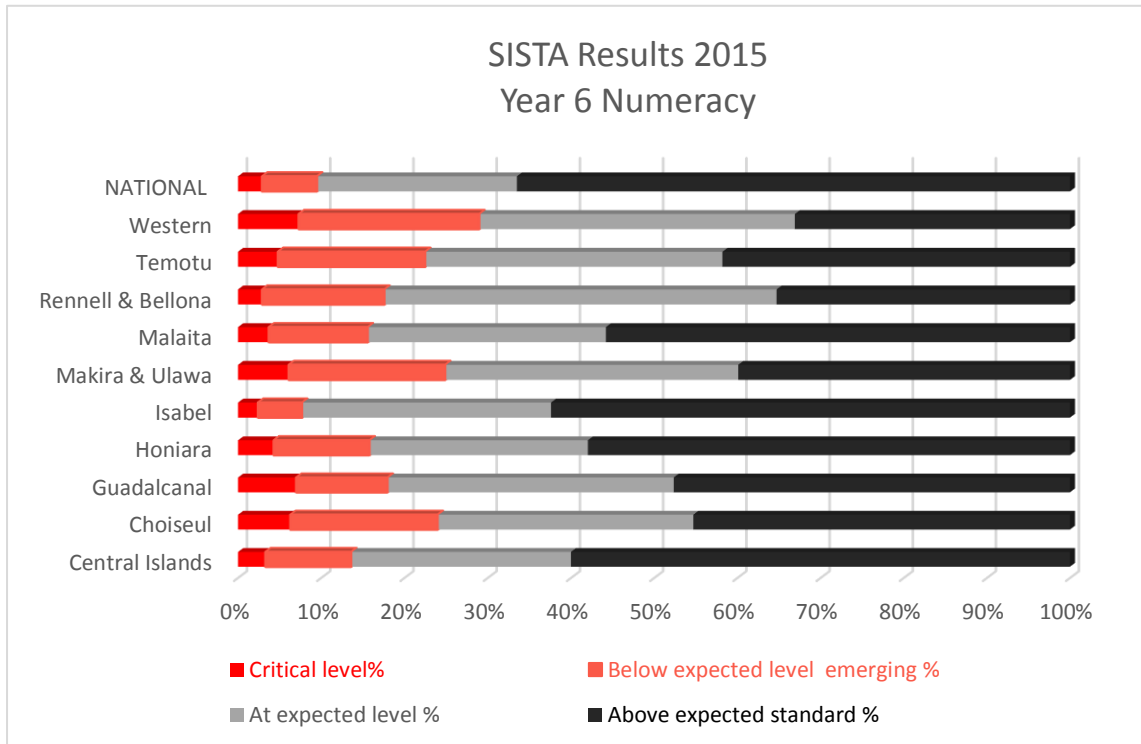
Figure 22: 2015 SISTA Numeracy results for Year 4 by Province and Nation



Year 4 students SISTA Numeracy results in 2015 showed that

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

Figure 23: 2015 SISTA Numeracy results for Year 6 by Province and Nation



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

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

3.3. PACIFIC ISLANDS LITERACY and NUMERACY ASSESSMENT (PILNA)

PILNA 2015, Numeracy

Figure 24: Distribution of Year 4 student numeracy proficiency level relative to the region, 2015

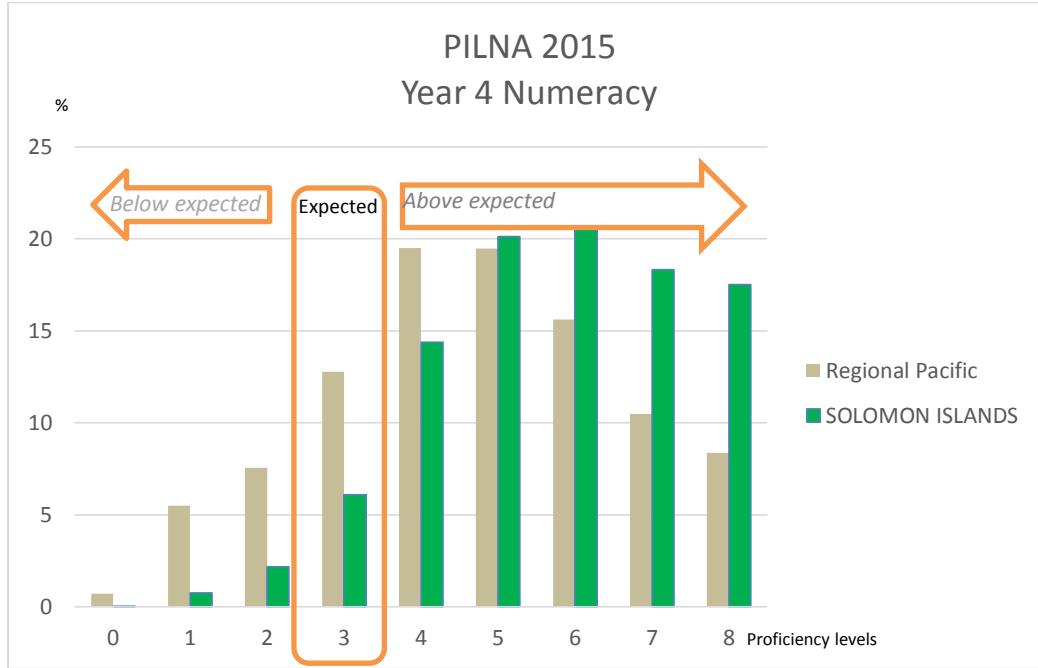
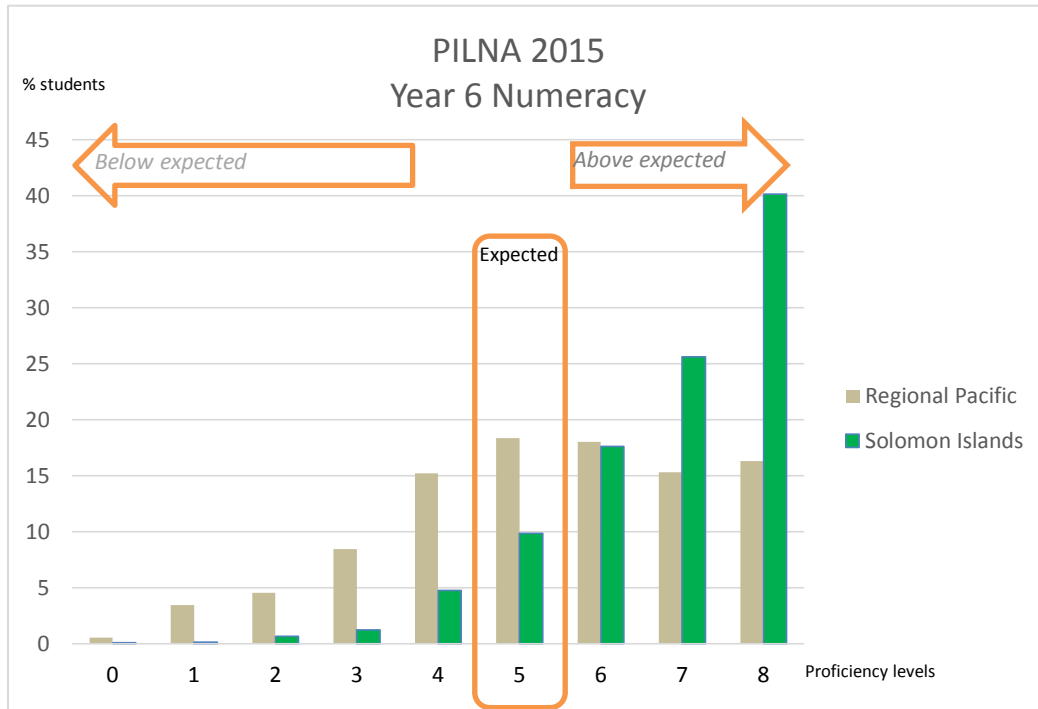


Figure 25: Distribution of Year 6 student numeracy proficiency level relative to the region, 2015



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

Figure 26: Year 4 student numeracy proficiency level 2012 compared with 2015

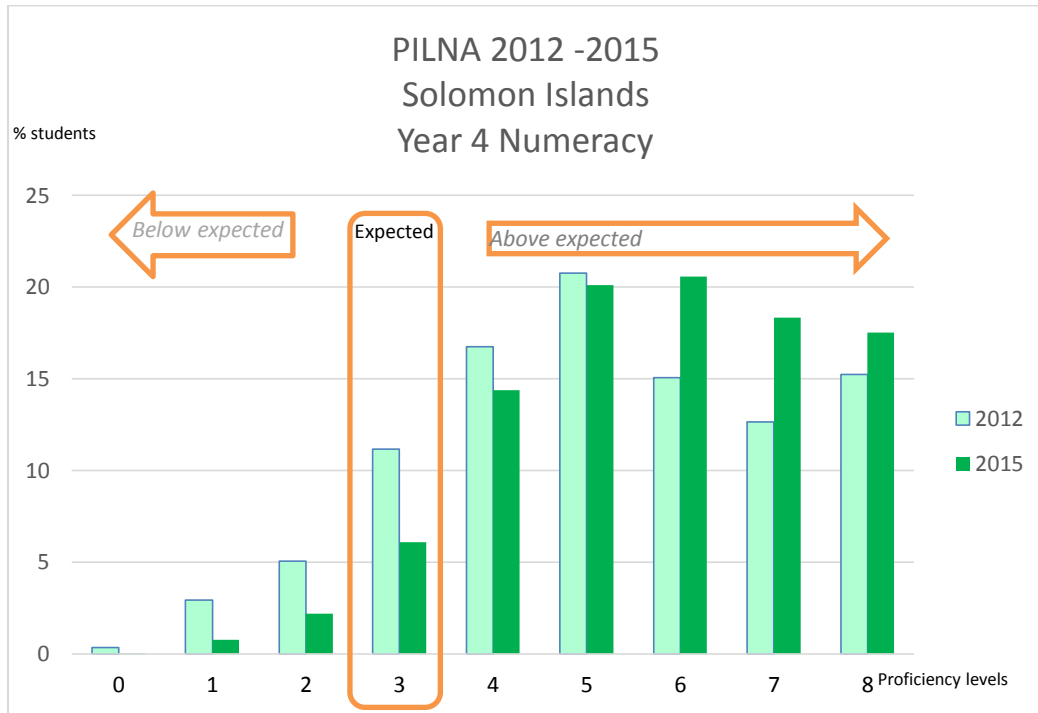
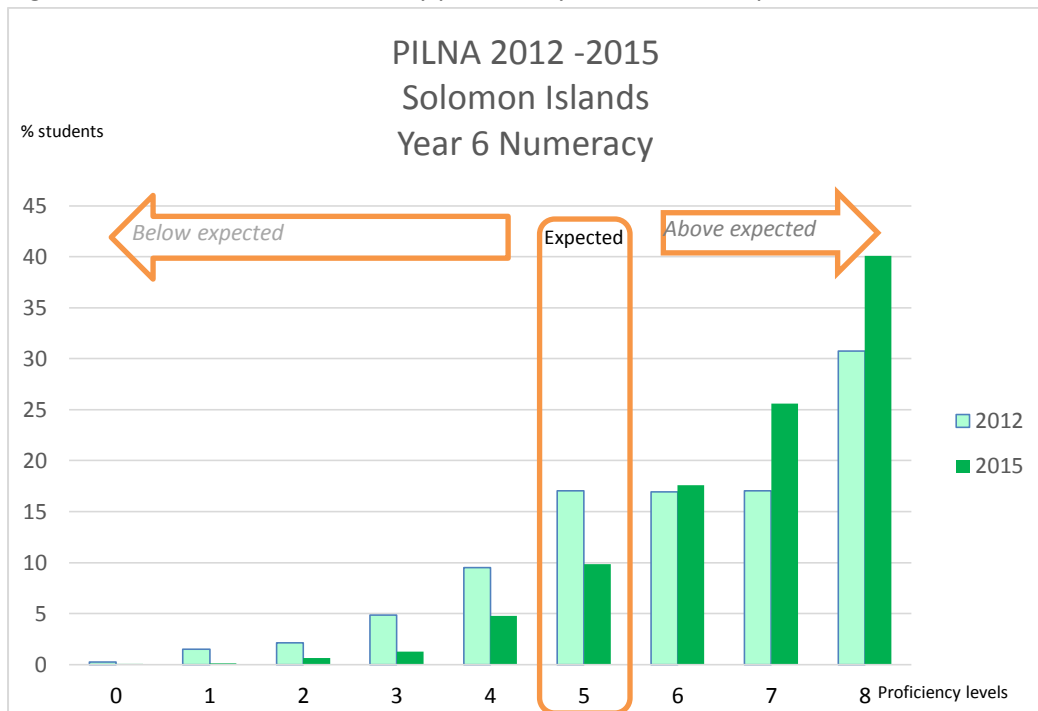


Figure 27: Year 6 student numeracy proficiency level 2012 compared with 2015



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

PILNA 2015, Literacy

Figure 28: PILNA Literacy Year 4 student proficiency level Solomon Island compared the region

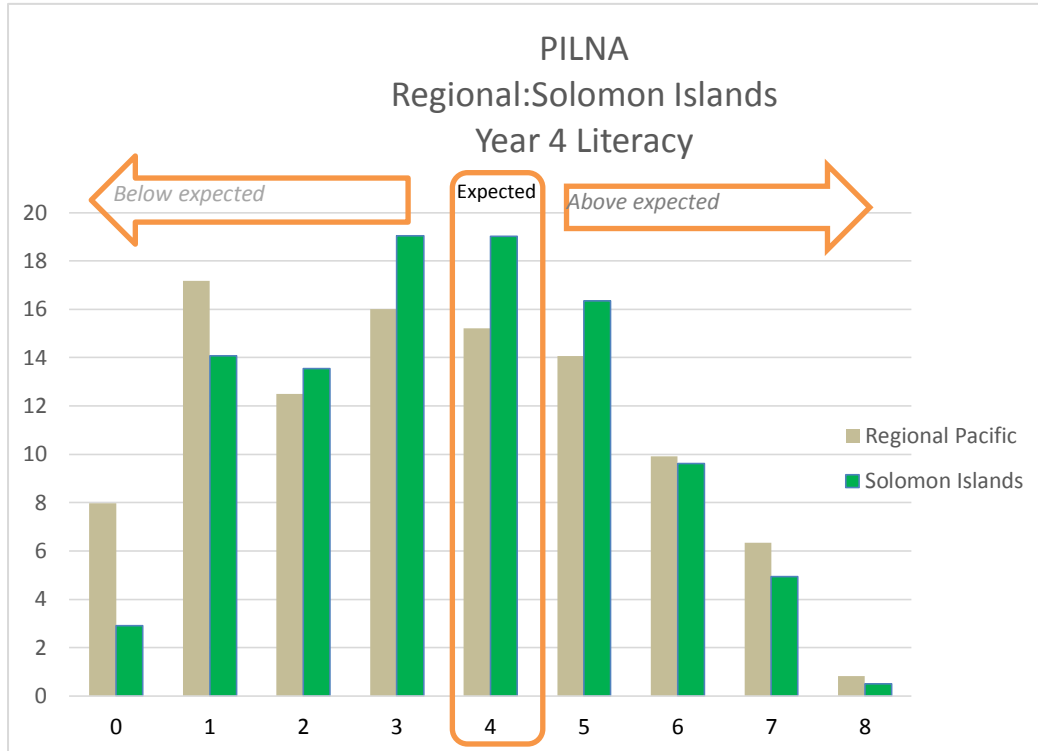
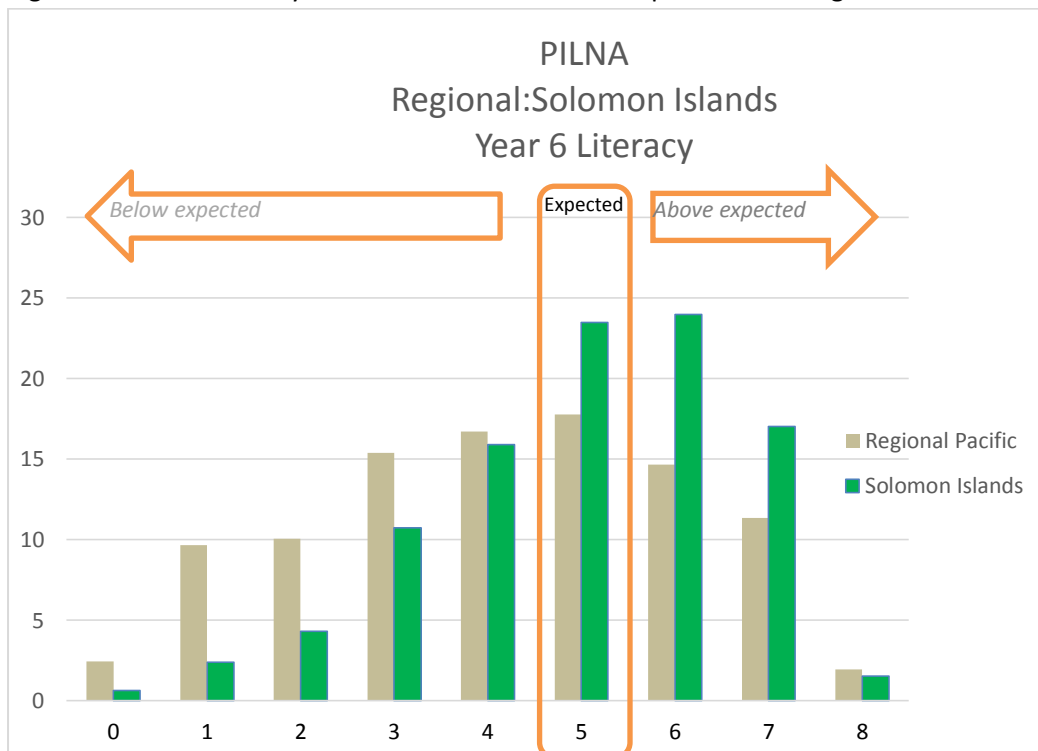


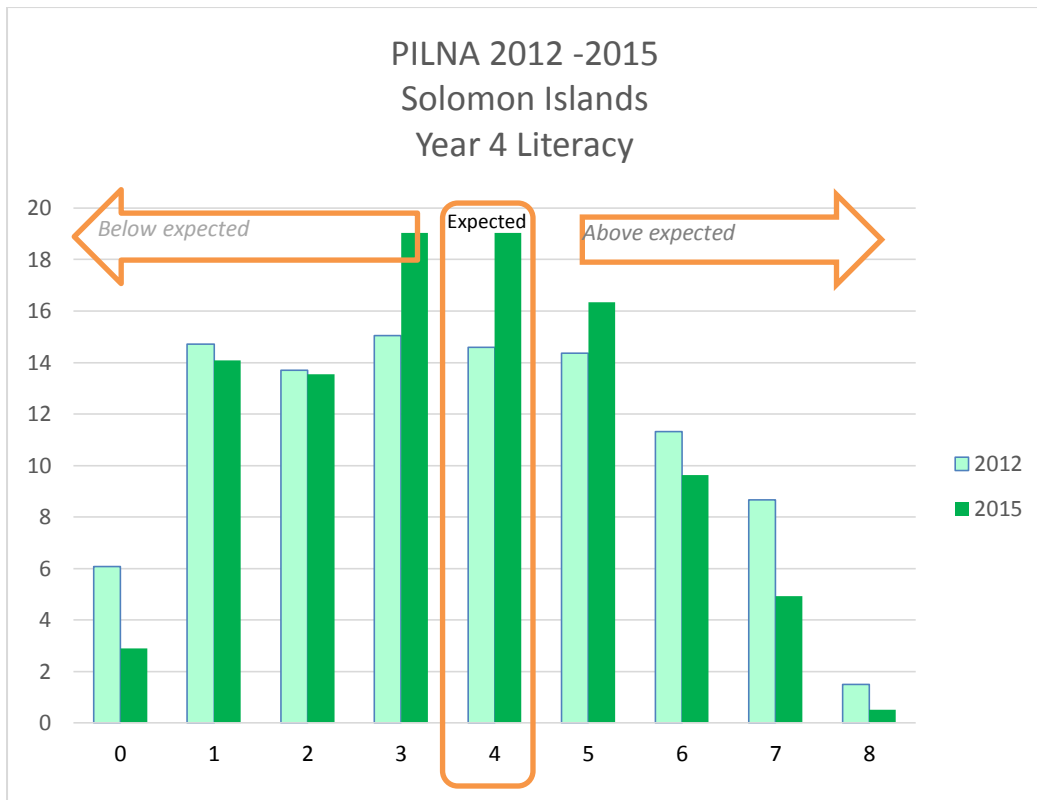
Figure 29: PILNA Literacy. Year 6 Solomon Islands compared to the region



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

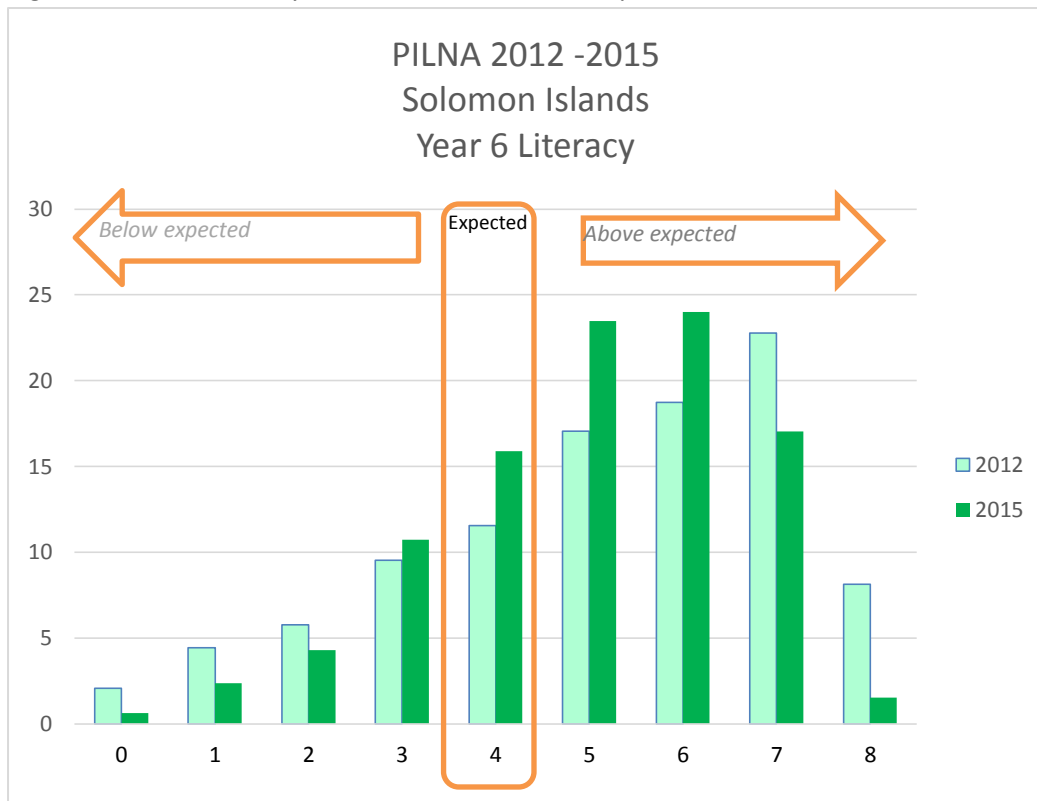
Distribution of student proficiency in Literacy in 2012 and 2015

Figure 30: PILNA Literacy Year 4 students 2012 compared to 2015



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

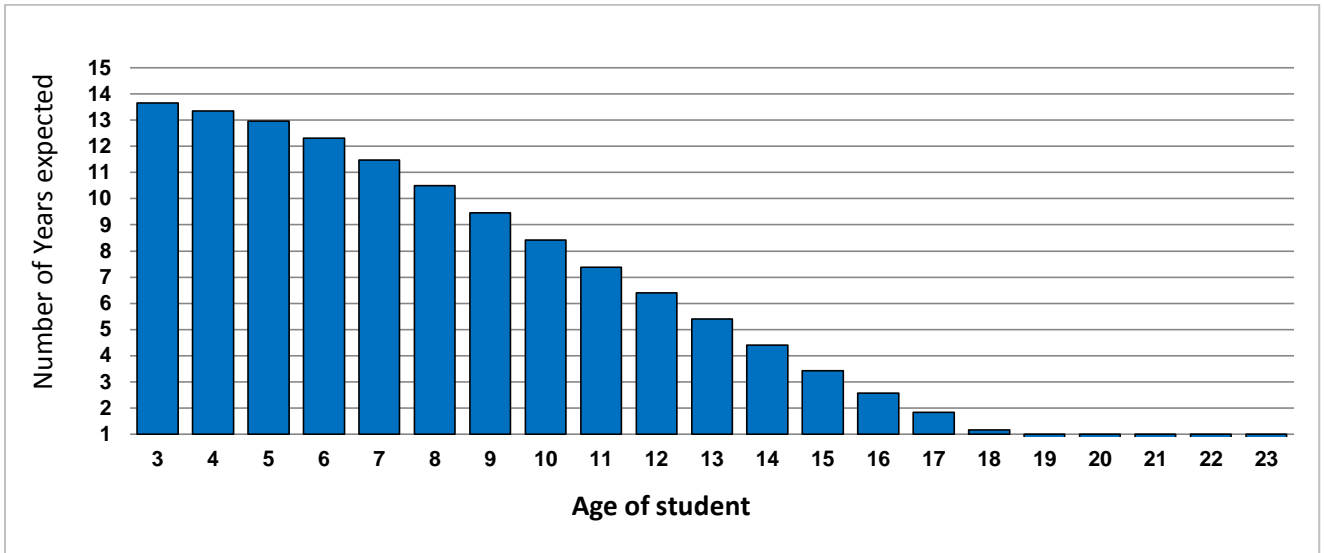
Figure 31: PILNA Literacy Year 6 students 2012 compared to 2015



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

3.4. SCHOOL LIFE EXPECTANCY

Figure 32: Student school life expectancy in the education system from 3 to 18 years old, 2016



Source: 2016 SIEMIS

3.5. INTERNAL EFFICIENCY

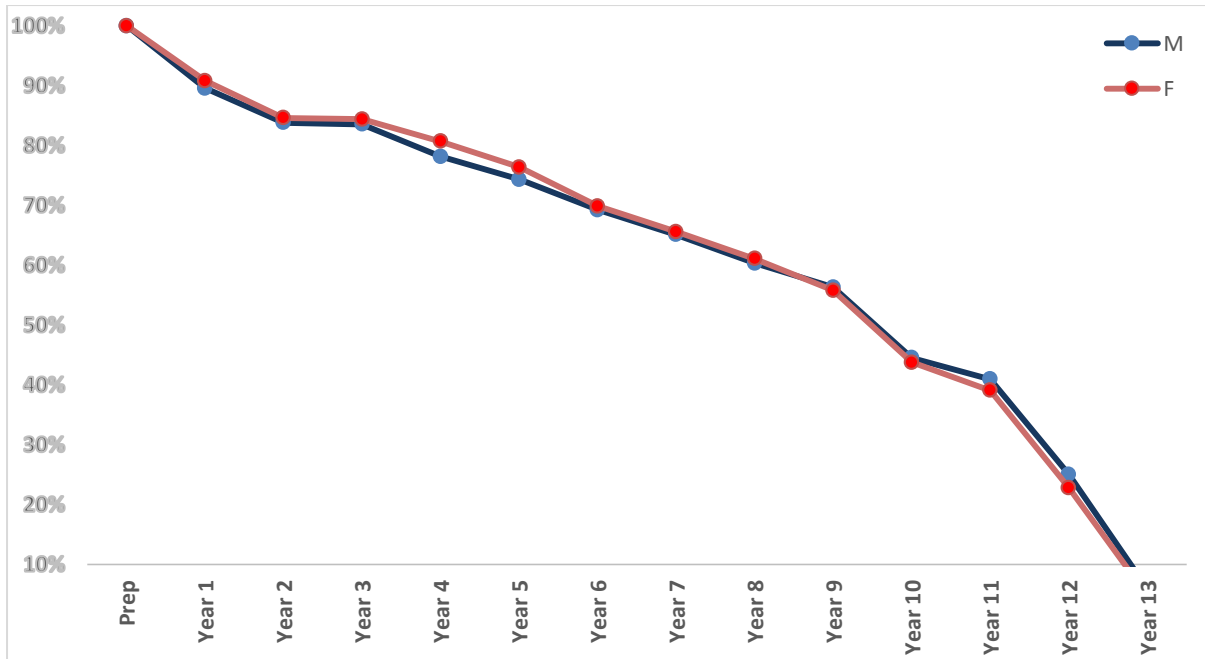
Table 20: Internal efficiency indicators by class level, 2016

Internal Efficiency Indicators	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Repetition Rate	12%	11%	11%	10%	9%	8%	3%	2%	2%	3%	1%	2%	1%
Dropout Rate	9%	6%	0	5%	5%	7%	6%	7%	7%	21%	9%	39%	76%
Promotion Rate	79%	83%	89%	85%	86%	85%	92%	91%	90%	77%	90%	59%	23%
Survival Rate		90%	84%	84%	79%	75%	70%	65%	61%	56%	44%	40%	24%

Source: 2016 SIEMIS

- The highest repetition rates are in the lower years; prep, year 1 to 5 where around 10% of students repeat
- Year 9 and grade 11 have the highest drop out rates being 21% and 39% respectively
- The highest promotion rates are in years 2,6,7,8,10. All being around 90%
- The lowest promotion rates are in prep, year 9, year 11 and 12. Year 12 is significantly lowest at 23%

Figure 33: Survival Rate by gender and by class level, 2015



Source: SEIMIS 2016

3.6. TEACHER INFORMATION

Table 21: Total number of teachers by sector and province, 2016

Province	ECE				Primary School					Community High School					Provincial Secondary School				National Secondary School				Rural Training Centre				Total
	M	F	T	%F	M	F	NS	T	%F	M	F	NS	Total	%F	M	F	T	%F	M	F	T	%F	M	F	T	%F	
Choiseul	4	71	75	95%	75	104		179	58%	73	97		170	57%	5	2	7	29%	0	0	0	0%	0	0	0	0%	431
Western	19	146	165	88%	247	281		528	53%	219	208		427	49%	9	11	20	55%	22	20	42	48%	14	9	23	39%	1,205
Isabel	11	138	149	93%	104	67		171	39%	93	54		147	37%	19	4	23	17%	0	0	0	0%	12	6	18	33%	508
Central	10	51	61	84%	119	76		195	39%	152	91		243	37%	18	10	28	36%	0	0	0	0%	10	5	15	33%	542
Rennell and Bellona	0	8	8	100%	28	13		41	32%	15	4		19	21%	2	1	3	33%	0	0	0	0%	5	1	6	17%	77
Guadalcanal	28	198	226	88%	301	265	1	567	47%	227	236	1	464	51%	38	15	53	28%	51	27	78	35%	38	21	59	36%	1,447
Malaita	45	294	339	87%	448	270		718	38%	675	445		1,120	40%	23	8	31	26%	0	1	1	100%	40	14	54	26%	2,263
Makira and Ulawa	30	125	155	81%	205	115	1	321	36%	175	100		275	36%	13	6	19	32%	34	17	51	33%	21	8	29	28%	850
Temotu	6	63	69	91%	101	54		155	35%	126	78		204	38%	17	7	24	29%	0	0	0	0%	6	4	10	40%	462
Honiara	21	210	231	91%	46	81		127	64%	124	260		384	68%	10	5	15	33%	4	6	10	60%	3	4	7	57%	774
Grand Total	174	1,304	1,478	88%	1,674	1,326	2	3,002	44%	1,879	1,573	1	3,453	46%	154	69	223	31%	111	71	182	39%	149	72	221	33%	8,559

Source: 2016 SIEMIS – Primary Sector encompasses of Community High School teachers, Kindergarten school teachers, Primary school teachers and secondary provincial school teachers

Table 22: Total number of teachers by sector and gender, 2011-2016

SchoolType	2011				2012				2013			2014			2015			2016			
	M	F	NS	T	M	F	NS	T	M	F	T	M	F	T	M	F	T	M	F	NS	T
Kindergarten	156	1,103		1,259	146	1,032	1	1,179	171	1,129	1,300	179	1,245	1,424	172	1,275	1,447	174	1,304		1,478
Primary School	1,967	1,462	2	3,431	1,899	1,445	3	3,347	1,811	1,373	3,184	1,744	1,316	3,060	1,713	1,307	3,020	1,674	1,326	2	3,002
Community High School	1,656	1,307	3	2,966	1,637	1,373		3,010	1,697	1,347	3,044	1,861	1,552	3,413	1,800	1,484	3,284	1,879	1,573	1	3,453
Provincial Secondary School	171	62		233	162	60		222	149	65	214	176	71	247	170	63	233	154	69		223
National Secondary School	108	42		150	97	40		137	109	44	153	108	47	155	111	59	170	111	71		182
Rural Training Centre	123	43		166	175	76		251	171	68	239	160	71	231	159	71	230	149	72		221
Grand Total	4,181	4,019	5	8,205	4,116	4,026	4	8,146	4,108	4,026	8,134	4,228	4,302	8,530	4,125	4,259	8,384	4,141	4,415	3	8,559

Source: 2016 SIEMIS - Primary Sector encompasses of Community High School teachers, Kindergarten school teachers, Primary school teachers and secondary provincial school teachers

Table 23: Number of teachers by age group and school type, 2016

Teacher Age Bracket	ECE	PS	CHS	PSS	NSS	RTC	Total
0-20	7	9	6	1	0	1	24
21-25	79	83	84	18	5	1	270
26-30	301	469	645	50	23	17	1,505
31-35	329	703	862	47	31	47	2,019
36-40	286	506	647	45	34	50	1,568
41-45	152	380	408	28	36	33	1,037
46-50	76	338	317	12	15	26	784
51-55	26	143	143	4	7	12	335
56-60	16	68	81	5	9	8	187
61+	9	60	43	1	5	7	125
Not Stated	197	243	217	12	17	19	705
Grand Total	1,478	3,002	3,453	223	182	221	8,559

Source: 2016 SIEMIS

Table 24: Number of teachers by Education Authority and school type, 2016

Authority	ECE	PS	CHS	PSS	NSS	RTC	Total
Central Islands Province	58	195	243	28		5	529
Chinese Association			15				15
Choiseul Province	72	136	149	7			364
Christian Fellowship Church	18	69	36				123
Church of Melanesia	42	19	71		56	59	247
Church of the Living Word	6	15	9				30
Church of the Nazarene	2	8	12				22
Guadalcanal Province	205	414	367	53			1,039
Honiara Town Council	134	54	202	15		6	411
Isabel Province	147	171	143	23			484
Kelyn Education Authority	3	10					13
Makira & Ulawa Province	147	309	261	19			736
Malaita Province	296	585	965	10		23	1,879
MEHRD					36		36
Perch	5		11				16
Rennell & Bellona	6	28	13	3			50
Seventh Day Adventist Church	39	448	129	5	35	2	658
South Seas Evangelical Church	35	41	141		1	54	272
Tamlan	9		22				31
Temotu Province	69	155	204	24			452
United Church	79	163	217		32	13	504
Western Province	48	112	149	15			324
Woodford	5		22				27
Diocese of Auki	16		42				58
Archdiocese of Honiara	8		17		22	32	79
Diocese of Gizo	15	6	13			10	44
Salesians of Don Bosco						16	16
Christian Outreach Centre	11	64					75
Red Cross	3					1	4
Talea				21			21
Grand Total	1,478	3,002	3,453	223	182	221	8,559

Source: SEIMIS 2016

In 2016 the Education Authority employing the largest numbers of teachers is Malaita Province with almost 1,900 teachers. The next largest is Guadalcanal Province with 1,039 teachers. The largest of the faith based authorities is Seventh Day Adventist with 658 teachers employed. The smallest is Red Cross with less than 40 students, all enrolled in ECE (Table 11) employing 4 teachers.

Table 25: Number of teacher by teaching roles and school type, 2016

Role	ECE	PS	CHS	PSS	NSS	RTC	Total
Assistant Deputy Head Teacher		3					3
Assistant Teacher	4	3	14		1	1	23
Assistant Teacher ECE	93						93
Assistant Teacher Primary		2					2
Assistant Teacher Secondary			32	7	8		47
Assistant Teacher TVET						25	25
Attached Teacher	1	3	7				11
Careers Master			32	8	8		48
Chaplain			24	3	4		31
Class Teacher	62	2,017	1,453	3		2	3,537
Class Teacher ECE	742	7	1				750
Deputy Head Teacher		164	150				314
Deputy Head Teacher ECE	20		1				21
Deputy Principal			141	10	8	1	160
Deputy Principal (Primary)		1	6				7
Deputy Principal TVET						20	20
ECE Class Teacher	175	2				1	178
First Assistant	1						1
Form 6 Tutor			2	5			7
Form 6/7 Teacher			22	26	14		62
Head of Department			14	8	6		28
Head of Dept			8	5	16		29
Head of Subject			12	4	9		25
Head of subject			5			1	6
Head Teacher	2	467	196				665
Head Teacher ECE	75	1					76
Instructor						25	25
Principal			160	10	9	1	180
Principal RTC						27	27
Probationer	1	16	46	2			65
Relief Teacher			1				1
Secondary Teacher		2	718	86	46	3	855
Senior Instructor						13	13
Senior Secondary Teacher			10	2			12
Senior Teacher	1	20	26				47
Senior Teacher ECE	54	1					55
Senior Teacher Primary	1	279	157				437
Senior Teacher Secondary			192	42	53	1	288
Senior Tutor TVET						32	32
Supervisor	236	3	2				241
Teacher in Training	1						1
Tutor			1	1			2
Tutor TVET			1			54	55
(blank)	9	11	19	1		14	54
Grand Total	1,478	3,002	3,453	223	182	221	8,559

Source: SEIMIS 2016

Teacher Certification and Qualification

Table26: Number of teachers by academic qualification, education level, school type. 2016

Highest Qualification	ECE			PS				CHS				PSS			NSS			RTC			Total
	M	F	T	M	F	NS	T	M	F	NS	T	M	F	T	M	F	T	M	F	T	
Bachelor Degree				2	2		4	37	7		44	13	3	16	15	5	20	2		2	86
Bachelor Year 1				1			1	6	2		8	2		2							11
Bachelor Year 2					1		1	10	2		12	1		1	3		3				17
Form 3	11	100	111	85	62		147	59	39		98			1		1					357
Graduate Certificate	1	7	8		3		3	13	10		23	2		2	1	1	2	8	3	11	49
Graduate Diploma		1	1	1	1		2	6			6	1		1		1	1	3	1	4	15
Other Certificate Teaching				1			1		1		1							1	1	2	4
Other Diploma Teaching					1		1														1
PHD								1			1										1
PSSC	20	95	115	166	123		289	381	216		597	28	14	42	10	10	20	1		1	1,064
SICHE Certificate Teaching								1			1								1	1	2
SISC	41	330	371	1,057	748		1,805	708	689		1,397	20	11	31	5	6	11	6	5	11	3,626
Undergraduate Certificate	1	31	32	15	17		32	63	35		98	13	8	21	8	5	13	3	2	5	201
Undergraduate Diploma	1	9	10	10	2		12	54	10		64	8	1	9	10	3	13	4		4	112
(blank)	99	731	830	336	366	2	704	540	562	1	1,103	66	32	98	58	40	98	121	59	180	3,013
Grand Total	174	1,304	1,478	1,674	1,326	2	3,002	1,879	1,573	1	3,453	154	69	223	111	71	182	149	72	221	8,559

Source: SEIMIS 2016

Table 27: Pupil: Teacher Ratio by sector and province, 2016

Sector Code	Province	Pupils	Teachers	Pupil: Teacher Ratio	Pupil: Government Teacher Ratio
ECE	Choiseul	1,188	75	16.13	27.50
	Western	2,944	165	17.84	50.76
	Isabel	1,795	149	12.05	30.95
	Central	1,122	61	18.39	32.06
	Rennell and Bellona	166	8	20.75	41.50
	Guadalcanal	4,303	226	19.04	24.59
	Malaita	7,468	339	22.03	42.43
	Makira and Ulawa	2,949	155	19.62	26.22
	Temotu	1,313	69	19.20	27.60
	Honiara	4,191	231	18.14	29.94
ECE Total		27,439	1,478	18.65	32.28
PRI	Choiseul	6,361	281	22.64	27.90
	Western	17,402	764	22.84	27.35
	Isabel	6,148	230	26.73	27.08
	Central	6,522	310	21.04	21.81
	Rennell and Bellona	653	52	12.56	18.14
	Guadalcanal	22,647	872	25.97	29.00
	Malaita	40,889	1,440	28.37	33.79
	Makira and Ulawa	11,043	433	25.50	27.47
	Temotu	5,461	255	21.42	22.85
	Honiara	14,737	382	39.97	53.58
PRI Total		131,863	5,019	26.38	30.48
SEC	Choiseul	2,023	75	26.97	28.90
	Western	7,590	252	30.11	34.33
	Isabel	2,778	111	25.03	25.72
	Central	1,753	156	11.24	11.61
	Rennell and Bellona	258	11	23.45	23.45
	Guadalcanal	7,829	290	27.13	27.90
	Malaita	11,218	430	26.10	28.85
	Makira and Ulawa	4,517	233	19.39	19.72
	Temotu	2,013	128	15.73	16.50
	Honiara	12,062	154	78.32	90.01
SEC Total		52,041	1,840	28.30	30.33

Source: SEIMIS 2016

3.7. TEXTBOOKS

Table 28: Textbooks to Student Ratio and reader to student ratio by year level, 2016

Level	Enrol	Number Textbooks	Textbook: Pupil Ratio	Number Readers	Reader: Pupil Ratio
Prep	24,663	16,318	0.7	14,673	0.6
Year 1	21,353	131,933	6.2	107,695	5.0
Year 2	19,936	124,425	6.2	101,217	5.1
Year 3	18,994	122,429	6.4	98,571	5.2
Year 4	17,616	81,741	4.6	33,834	1.9
Year 5	15,939	99,297	6.2	36,951	2.3
Year 6	13,363	103,051	7.7	37,599	2.8
Year 7	12,438	26,813	2.2	3,481	0.3
Year 8	10,949	23,954	2.2	2,796	0.3
Year 9	10,060	18,550	1.8	2,854	0.3
Year 10	7,511	7,560	1.0	1,719	0.2
Year 11	6,595	6,274	1.0	1,836	0.3
Year 12	3,705	1,622	0.4	704	0.2
Year 13	783	531	0.7	201	0.3
Total	183,905	764,498	4.2	444,131	2.4

Source: SEIMIS 2016

This data shows that only the schools that completed the census questions on text books in the 2016 school census form. The data shows that the number of textbooks and readers available for the students declines in higher year levels. This information indicates that more textbooks and readers have been provided or have been retained for the primary years. Please note that no information is available on the condition of the materials nor the appropriateness.

Table 29: Textbook to Student Ratio by authority group and school type, 2016

Authority Group	School Type	Enrol	Number of Textbooks	Textbook: Pupil Ratio	Number of Readers	Reader: Pupil Ratio
Government	PS	51,988	373,688	7.19	229,254	4.41
	CHS	75,981	179,294	2.36	85,487	1.13
	PSS	6,172	7,924	1.28	3,099	0.50
	NSS	1,019	320	0.31	120	0.12
Government Total		135,160	561,226	4.15	317,960	2.35
Non-government	PS	20,422	144,222	7.06	99,826	4.89
	CHS	23,474	52,993	2.26	24,884	1.06
	PSS	679	1,953	2.88	625	0.92
	NSS	4,169	4,104	0.98	836	0.20
Non-government Total		48,744	203,272	4.17	126,171	2.59
Total		183,904	764,498	4.16	444,131	2.42

Source: SEIMIS 2016

Table 30: Library resources by school type, 2016

Resource	Primary School	Community High School	Provincial Secondary School	National Secondary School	Total
Computer Printers	19	32	6	13	70
Computers	30	60	12	33	135
Instructional Videos	91	85	-	-	176
Reading Books	62,592	24,212	2,114	5,000	93,918
Reference Books	11,388	5,785	486	300	17,959
Video Player/ Recorder	3	4	-	1	8
Grand Total	74,123	30,178	2,618	5,347	112,266

Source: SEIMIS 2016

3.8. CLASSROOMS

The infrastructure policy was launched in 2010. Classroom are expected to be built according to the infrastructure standards which state primary classrooms should accommodate 30 students, while secondary classrooms should accommodate 40 students.

Data showing the student: classroom ratio indicates there are sufficient classrooms in the primary sector, with an average of 15 students per classroom.

In the Secondary sector, government national and provincial government secondary schools show around 47 per classroom, considerably higher ratios than that of non government schools in the same sector.

Table31: Student:Classroom Ratio 2016

Authority Group	School Type	Number of Classrooms	Enrolment	Student: Classroom Ratio
Government	Primary School	3,391	51,980	15.3
	Community High School	2,980	76,021	25.5
	Provincial Secondary School	130	6,172	47.5
	National Secondary School	22	1,019	46.3
Government Total		6,523	135,160	20.7
Non-government	Primary School	1,301	20,422	15.7
	Community High School	1,079	24,020	22.3
	Provincial Secondary School	30	679	22.6
	National Secondary School	106	4,120	38.9
Non-government Total		2,516	49,241	19.6
Grand Total		9,039	184,433	20.4

Source: SEIMIS 2016

The above table does not include ECE

3.9. DORMITORIES

The School Census collects information on the number of dormitories in Community High Schools, National Secondary Schools and in Provincial Secondary Schools. In 2016, 56.1% of enrolments in Government Schools were boarding. In Non-government schools 72.7% of students boarded.

Table 32: Student:Dormitory Ratio by authority group and school type, 2016

Authority Group	School Type	Number of Dormitories	Enrol	Boarders	% Boarders
Government	Community High School	261	10,322	4,283	41.5%
	Provincial Secondary School	75	2,762	2,762	100.0%
	National Secondary School	30	1,019	869	85.3%
Government Total		366	14,103	7,914	56.1%
Non-government	Community High School	160	4,435	2,192	49.4%
	Provincial Secondary School	30	679	674	99.3%
	National Secondary School	80	3,841	3,641	94.8%
Non-government Total		270	8,955	6,507	72.7%
Grand Total		636	23,058	14,421	62.5%

Source: SEIMIS 2016

3.10. SANITATION

Improving water and sanitation is a long-term priority for MEHRD and is embedded in the Education Strategic Framework 2016-2030.

International Water and Sanitation Hygiene (WaSH) and national standards are recommended to ensure that suitable toilets and washing facilities are provided for the sole use of students in schools with girls facilities being separated from boys.

The data in the table below does not capture the condition of toilets, nor the suitability for gender. It is possible that although counted in the data some of the toilets may not be usable.

The national minimum infrastructure standard is 1:60 (Male) and 1:40 (Female) respectively.

The male and female student to toilet ratios in all sectors above kindergarten are high, with primary and community high ratios being above 70 students per toilet. This trend has remained from 2010 to 2016

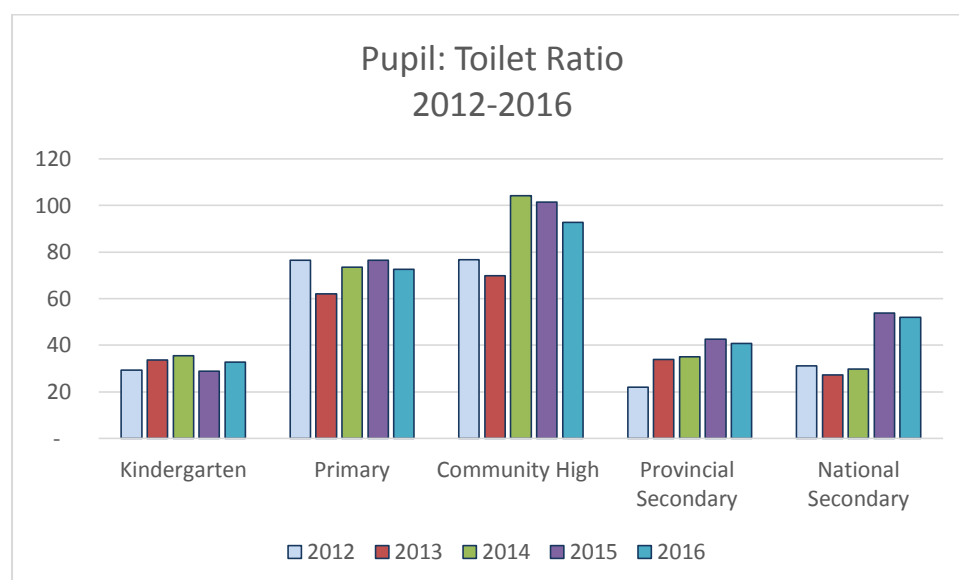
This data highlights significant issues surrounding WaSH standards, especially in primary and community high schools.

Table 33: Student: Toilet Ratio by school type, 2016

Gender	School Type	Enrolment	Toilets	Student: toilet Ratio
Male	Kindergarten	14,092	440	32
	Primary School	37,431	507	74
	Community High School	51,856	529	98
	National Secondary School	3,799	79	48
	Provincial Secondary School	2,601	58	45
	Total	109,779	1,613	68
Female	Kindergarten	13,489	400	34
	Primary School	34,971	491	71
	Community High School	48,185	548	88
	National Secondary School	3,052	89	34
	Provincial Secondary School	2,538	41	62
Total		102,235	1,569	65
GRAND TOTAL		212,014	3,182	67

Source: SEIMIS 2016

Figure34: Student: Toilet Ratio by school type, 2012-2016



Source: SEIMIS 2016

3.11. WATER SUPPLY

Table 34: Water supply type by authority group and school type, 2016

Authority Group	Water Supply Type	Kindergarten	Primary School	Community High School	Provincial Secondary School	National Secondary School	Total
Government	Roof Tank	161	208	132	12	2	515
	Well (non-drinkable)	42	42	31	2	1	118
	Well (drinkable)	122	46	15	2	1	186
	Stream/River	122	186	83	7	1	399
	Piped	204	177	100	9	2	492
Government Total		651	659	361	32	7	1,710
Non-government	Roof Tank	65	107	51	2	7	232
	Well (non-drinkable)	10	26	11	1	2	50
	Well (drinkable)	31	25	4	-	-	60
	Stream/River	28	67	29	1	6	131
	Piped	54	77	36	2	8	176
Non-government Total		188	302	131	6	23	650
Grand Total		839	962	491	40	30	2,362

Source: 2016 SIEMIS.

The above table records number and types of water supply available. It does not record numbers or percentage of schools with a clean water supply suitable for drinking.

Table 35: Schools water supply by authority group and by school type, 2015

AuthorityGroup	WaterSupplyType	ECE	PS	CHS	PSS	NSS	Grand Total
Government	Roof Tank	146	209	120	10	1	486
	Well (non-drinkable)	44	54	24	4	1	127
	Well (drinkable)	108	42	20	5	1	176
	Stream/River	116	199	69	7	1	392
	Piped	207	164	102	11	2	486
	(blank)	0	0				0
Government Total		621	668	335	37	6	1,667
Non-government	Roof Tank	67	113	46	2	8	236
	Well (non-drinkable)	15	21	10		2	48
	Well (drinkable)	27	23	5		1	56
	Stream/River	30	66	26	1	6	129
	Piped	55	64	35	2	8	164
	(blank)	0	0				0
Non-government Total		194	287	122	5	25	633
Grand Total		815	955	457	42	31	2300

Source: SEIMIS 2015

Table 36: Schools water supply by province and by school type, 2015

Province	SchoolType	No of Schools	CleanSafe	% with clean water
Western	Kindergarten	55	21	38%
	Primary School	106	43	41%
	Community High School	38	19	50%
	Provincial Secondary School	2	2	100%
	National Secondary School	3	3	100%
	Rural Training Centre	9	5	56%
Western Total		213	93	44%
Malaita	Kindergarten	123	45	37%
	Primary School	108	47	44%
	Community High School	77	41	53%
	Provincial Secondary School	3	3	100%
	National Secondary School	1	0	0%
	Rural Training Centre	10	5	50%
Malaita Total		322	141	44%
Central	Kindergarten	16	8	50%
	Primary School	29	17	59%
	Community High School	14	7	50%
	Provincial Secondary School	1	1	100%
	Rural Training Centre	2	1	50%
	Central Total		62	34
Choiseul	Kindergarten	25	10	40%
	Primary School	39	18	46%
	Community High School	15	7	47%
	Provincial Secondary School	1	1	100%
	Rural Training Centre	1	0	0%
Choiseul Total		81	36	44%

Province	SchoolType	No of Schools	CleanSafe	% with clean water
Honiara	Kindergarten	40	13	33%
	Primary School	14	2	14%
	Community High School	21	6	29%
	Provincial Secondary School	1	1	100%
	National Secondary School	1	1	100%
	Rural Training Centre	3	1	33%
Honiara Total		80	24	30%
Rennell and Bellona	Kindergarten	3	3	100%
	Primary School	7	5	71%
	Community High School	3	2	67%
	Provincial Secondary School	1	1	100%
	Rural Training Centre	1	1	100%
Rennell and Bellona Total		15	12	80%
Guadalcanal	Kindergarten	58	22	38%
	Primary School	83	30	36%
	Community High School	31	20	65%
	Provincial Secondary School	3	1	33%
	National Secondary School	3	3	100%
	Rural Training Centre	11	6	55%
Guadalcanal Total		189	82	43%
Makira and Ulawa	Kindergarten	65	27	42%
	Primary School	56	35	63%
	Community High School	18	13	72%
	Provincial Secondary School	1	1	100%
	National Secondary School	2	1	50%
	Rural Training Centre	3	2	67%
Makira and Ulawa Total		145	79	54%
Temotu	Kindergarten	23	10	43%
	Primary School	27	18	67%
	Community High School	14	11	79%
	Provincial Secondary School	1	0	0%
	Rural Training Centre	1	1	100%
Temotu Total		66	40	61%
Isabel	Kindergarten	51	26	51%
	Primary School	36	20	56%
	Community High School	7	3	43%
	Provincial Secondary School	2	1	50%
Rural Training Centre	2	2	100%	
Isabel Total		98	52	53%
Grand Total		1,271	593	47%

Source: 2015 SIEMIS data

“Clean Safe” water is defined as treated and safe drinking water in the School Census questionnaire. This is self reported.

Rennell and Bellona have the highest percentage of schools with self reported safe and clean water

3.12. POWER SUPPLY

Power supply is an important resource to support the functioning of a school to improve the quality of learning and teaching. There have been significant improvements in this area since 2015.

Table 37: Schools without power supply type by school type, 2015/16

School Type	2015			2016		
	No power	Total Schools	%	No Power	Total Schools	%
ECE	15	147	10.2%	8	147	5.4%
Primary	18	372	4.8%	19	372	5.1%
CHS	13	224	5.8%	2	224	0.9%
PSS	0	16	0.0%	0	16	0.0%
NSS	0	10	0.0%	0	10	0.0%
TVET	5	41	12.2%	0	41	0.0%

Source: SEIMIS 2016

In 2015 there were 51 schools without power, by 2016 census this number had reduced to 29 schools.

Table 38: Schools with solar supply type by school type, 2016

School Type	Number with solar	% with solar
ECE	147	42%
Primary	296	80%
CHS	147	66%
PSS	10	63%
NSS	1	10%
TVET	27	66%

Source: SEIMIS 2016

Table 39: Schools with multiple sources of power supply type by school type, 2016

School Type	Number of different power sources	2015	2016
ECE	2	11	15
Primary	2	14	19
	3	2	2
CHS	2	54	64
	3	5	8
PSS	2	4	8
	3	8	4
NSS	2	4	2
	3	0	0
TVET	2	20	25

In 2016, solar power is being used in many schools, with 80% of primary schools having solar.

152 schools had multiple sources of power in 2016.

The three main power sources are mains, generator and solar.

3.13. ICT AND COMMUNICATION LEARNING RESOURCES

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

The annual school census collects data on communication resource types and ICT equipment at the school level. The table below shows that in 2015, only 38 schools reported as having access to the internet. This data indicates that there are many remote island locations throughout the Solomon Islands where the communities and schools have limited access to communication resources to support education. No information was collected on mobile phones.

Table 40: Number of schools equipped with ICT and communication learning resources, 2015

Resource Type	Resource	Kindergarten	Primary School	Community High School	Provincial Secondary School	National Secondary School	Total
Communications	Telephone	119	136	56	9	5	325
	Radio						
	Telephone	30	36	12	4	1	83
	Fax	9	7	5		2	23
	Internet and email	17	14	24	5	7	67
	Radio	10	15	1	1		27
Communications Total		185	208	98	19	15	525
ICT equipment	Duplicator	11	7	6	1	1	26
	Cassette/CD Player	42	29	22	3	2	98
	Photocopier	25	34	107	13	10	189
	Television	13	8	14	3	5	43
	Typewriter	11	17	17	2	1	48
	Computer	47	106	157	13	10	333
	Computer Printer	34	88	158	11	10	301
	DVD Player	32	21	22	4	4	83
	Video Monitor	28	17	18	4	4	71
ICT equipment Total		243	327	521	54	47	1,192
Grand Total		428	535	619	73	62	1,717

4. MANAGEMENT

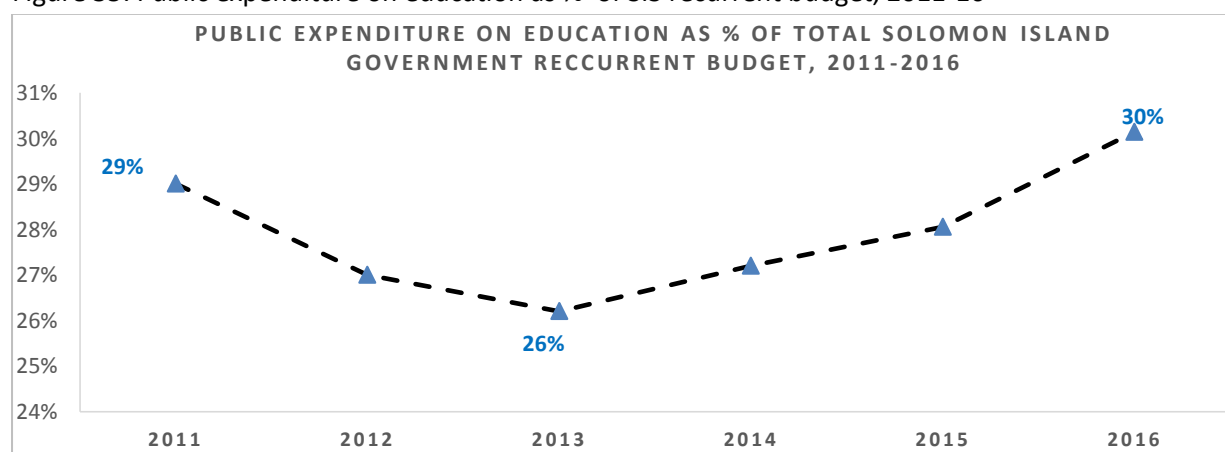
4.1. FINANCE

Table 41: Finance and management of education resources 2011-16

	2011	2012	2013	2014	2015	2016
SIG Recurrent Budget incl. Budget Support (actuals)	1,860,017,439	2,191,564,137	2,318,873,404	2,500,000,000	3,041,800,000	3,123,200,000
MEHRD Recurrent Budget incl. Budget Support as % of total SIG Recurrent budget	29%	27%	26%	27%	28%	30%
% Share of MEHRD expenditure by sector level						
Management & HR	2.6%	2.7%	2.4%	2.3%	2.4%	1.7%
ECE	3.3%	3.3%	4.0%	5.2%	6.2%	4.8%
Primary	40.7%	39.6%	34.4%	37.0%	37.1%	29.4%
Secondary	23.8%	25.8%	24.8%	25.2%	29.2%	33.6%
TVET	3.0%	3.3%	3.3%	3.0%	2.0%	2.3%
Tertiary	26.6%	25.2%	31.2%	27.3%	23.0%	28.2%

Source: SIG Info data, 2016

Figure 35: Public expenditure on education as % of SIS recurrent budget, 2011-16



Source: SIG Info data, 2016

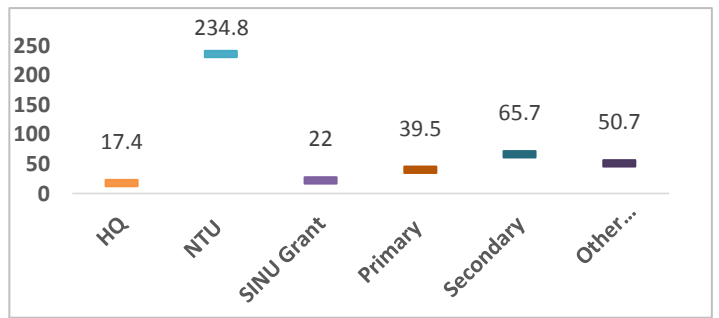
Table 42: MEHRD total expenditure to budget, 2015-16

MEHRD Budget	2015			2016		
	Actual expenditure	Total Budget	% Expenditure to Budget	Actual expenditure	Total Budget	Expenditure to Budget
Recurrent Budget	758,853,825	799,603,681	95%	883,346,632	975,774,378	91%
Budget Support	94,576,102	122,266,716	77%	58,065,009	90,000,000	65%
Development Budget	80,654,224	82,000,000	98%	73,657,232	77,000,000	96%
Total	934,084,157	1,003,084,157	93%	1,015,068,873	1,142,774,378	89%

Source: SIG Info data, 2016

Table 43: 2016 recurrent budget, expenditure split

2016 Recurrent Budget - other charges expenditure split (\$ in million)		
HQ	\$	17.4
NTU	\$	234.8
SINU Grant	\$	22.0
Primary	\$	39.5
Secondary	\$	65.7
Other divisions	\$	50.7



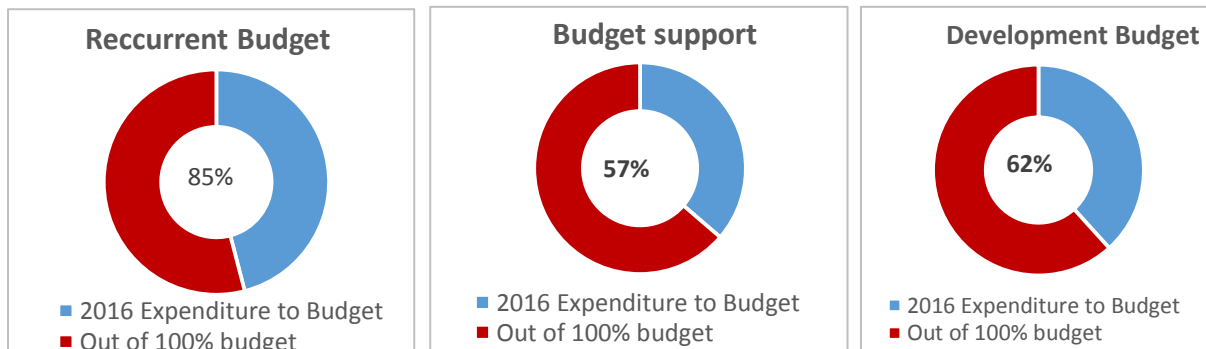
Source: SIG Info data, 2016

Table 44: MEHRD budget expenditure 2015-16

	2015 expenditure to Budget	Out of 100% Total Recurrent Budget	2016 Expenditure to Budget	Out of 100% Total Recurrent budget
Recurrent Budget	95%	100%	91%	100%
Budget Support	77%	100%	65%	100%
Development Budget	98%	100%	96%	100%

Source: MEHRD Finance Division 2017

Figure 36: MEHRD budget expenditure 2016



Source: SIG Info data, 2016

Table 45: Budget support expenditure 2016

2016 Budget support expenditure		
Actual Expenditure	58,065,009	65%
Funds Available	31,934,991	35%
Revised Budget	90,000,000	100%

Source: SIG Info data, 2016

Table 46: 2016 Development Budget vs actual expenditure

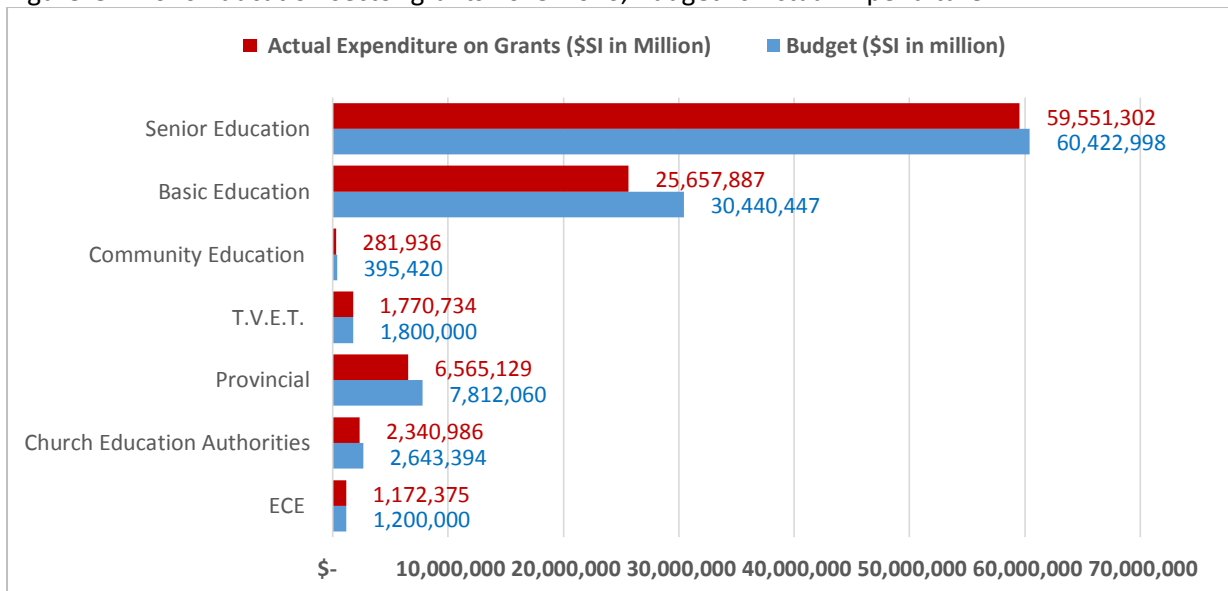
	Amount \$	%
Actual Expenditure	73,657,232	96%
Revised Budget	77,000,000	100%

Source: SIG Info data, 2016

Table 47: 2016 Education sector grants 2015-2016, Budget vs Actual Expenditure

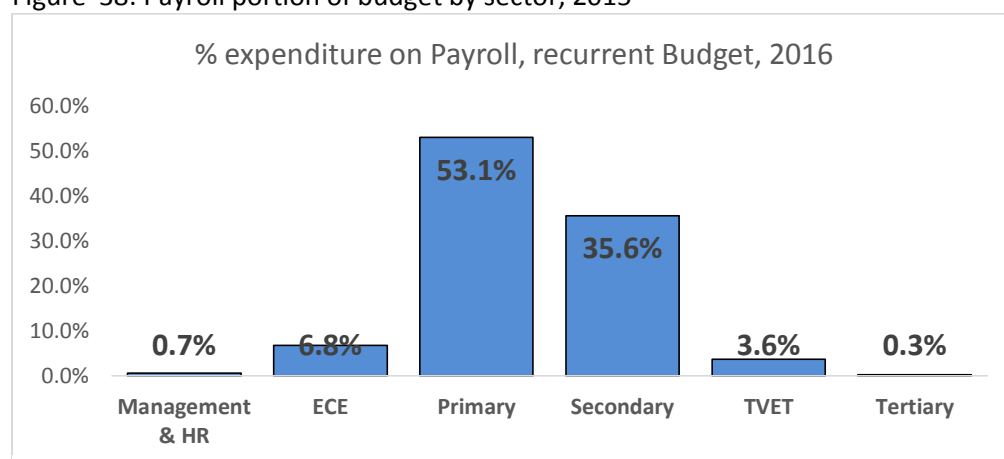
Account Description	Budget (\$SI in million)	Actual Expenditure on Grants (\$SI in Million)
ECE	\$ 1,200,000	\$ 1,172,375
Church Education Authorities	\$ 2,643,394	\$ 2,340,986
Provincial	\$ 7,812,060	\$ 6,565,129
T.V.E.T.	\$ 1,800,000	\$ 1,770,734
Community Education	\$ 395,420	\$ 281,936
Basic Education	\$ 30,440,447	\$ 25,657,887
Senior Education	\$ 60,422,998	\$ 59,551,302

Figure 37: 2016 Education sector grants 2015-2016, Budget vs Actual Expenditure



Source: SIG Info data, 2016

Figure 38: Payroll portion of budget by sector, 2015



Source: SIG Info data, 2016

Table 48: Unit cost of education per sector, 2016

Education level	Actual Expenditure		Unit Cost per Student \$SBD
	\$SBD	Enrolment	
ECE	44,792,589	27,581	1,624
Primary	276,736,937	132,402	2,090
Secondary	316,682,083	52,614	6,019
TVET	21,943,698	3,407	6,441

Source: SIG Info data, 2016

The cost per student in Secondary and TVET students is approximately three times the cost in primary

4.2. STAFFING

Table 49: MEHRD staffing by gender, 2016

Position Levels	Male	Female	Vacant	Total	% female
SS1-SS4	4	2		6	33.3%
L12-L13	13	5	5	18	27.8%
L10-L11	23	12	9	35	34.3%
L8-L9	42	25	29	67	37.3%
L6-L7	41	26	17	67	38.8%
L4-L5	3	6	6	9	66.7%
L2-L3.1	23	12	1	35	34.3%
Grand Total	149	88	67	237	37%

Source: SIG Info data, 2016

All levels of staffing are made up of approximately 30% female, with the exception of level 4 and 5 which is 67% female

ANNEX A. Progress against the National Education Action Plan (NEAP) 2013-2015 Strategic Goals

NB: These tables present a selection of NEAP indicators only.

NEAP Strategic Goal 1:

To achieve equitable access to education for all people in the Solomon Islands

Strategic Objectives	Progress against NEAP 2013-2015 Strategic Goals
A. Early Childhood Education	
<p>By the end of 2015, MEHRD has effectively supported at least 60 communities in establishing and making operational ECE centres in line with community demand and MEHRD standards</p>	<p>Net Enrolment Rate (ECE):</p> <ul style="list-style-type: none"> • 2013 (36%) Increased by 9.1% in 2013 compared to 2012 • 2014 (37%) increased by 3% compared to 2013 • 2015 (36%) decreased by 3% compared to 2014 <p>Gender Parity Index (GPI) NER in ECE:</p> <ul style="list-style-type: none"> • 2013 GPI NER: 1.00, <i>There is parity between males and females.</i> • 2014 GPI NER: 1.00, <i>There is parity between males and females</i> • 2015 GPI NER: 1.01, <i>this indicator is within the gender parity range (0.97 and 1.03).</i>
B. Primary Education	
<p>By the end of 2015, MEHRD will support enhancement of school infrastructure (including housing), equipment, and teaching and learning resources working together school communities to create an inclusive learning environments for all 6-12 year olds</p>	<p>A minimum of 2% increase of net enrolment rates by 2015 for years 1-6 annually, against 2012 baseline data:</p> <ul style="list-style-type: none"> • NER, Prep to Year 6: 90% (2012) • NER, Prep to Year 6: 91% (2015) <p><i>The NER for Primary, (Prep to Year 6) increased by 1% between 2012 and 2015</i></p> <p>By 2015 65% of new entrants enrol when 6-years old.</p> <ul style="list-style-type: none"> • New Entrants: 91% (2012) • New Entrants: 91% (2015) <p>Gender parity for Primary Education enrolment by 2015.</p> <ul style="list-style-type: none"> • GPI NER: 0.98 (2012) • GPI NER: 0.98 (2015) <p><i>Gender parity is within the range (0.97 and 1.03).</i></p>

C. Secondary Education

By the end of 2015, MEHRD had supported 9 secondary schools to extend to senior secondary status including boarding facilities for girls;

By the end of 2015, MEHRD had supported 20 community schools in construction a functional secondary education building designed for teaching Secondary Education, including practical subjects according to curriculum standards and/or in extending their building to meet increased demand for Secondary Education;

By the end of 2015, net enrolment rates for year 10 and 11 increased at least 3% against validated 2012 baseline data subject to increase in infrastructure expenditures:

- **Year level NER in Year 10:** 9.8% (2012)
- **Year Level NER in Year 10:** 10.8% (2015)
- **Year Level NER in Year 11:** 8.4% (2012)
- **Year Level NER in year 11:** 9.5% (2015)

This indicator increased only 1% for Year 10 and only 0.9% for Year 11.

NER in Junior Secondary Education:

- **NER, Year 7 to 9:** 39% (2012)
- **NER, year 7 to 9:** 39% (2015)

This indicator did not increase between 2012 and 2015

Gender parity for JSS enrolment by 2015:

- **GPI NER:** 1.04 (2012)
- **GPI NER:** 1.09 (2015)

Gender parity is greater than 1, it indicates a slight disparity in favour of girls in both 2012 and 2015.

By 2015 female students Gender Parity Index of 0.9 for new enrolments at the senior secondary level subject to increase in infrastructure expenditures:

- **GPI NER in Senior Secondary:** 0.89 (2012)
- **GPI NER in Senior Secondary:** 0.96 (2015)

The GPI for NER has met the target GPI of 0.9 in 2015.

Transition into JSS increased by 2% annually.

- **Transition Rate from Year 6 to Year 7:** 90% (2012)
- **Transition Rate from year 6 to Year 7:** 93% (2015)

This indicator increased by only 3% between 2012 and 2015

D. Technical, Vocational Education and Training (TVET)	
<p>By the end of 2015, access to the TVET sector increased through provision of increased numbers of registered providers with and expanded range of subject areas taught with specific emphasis given to improving access for female students</p>	<p>Enrolment and attendance rates for RTC/ VTC increased by 10% in 2013, 10% in 2014, 15% in 2015 against baseline data (2012) subject to on-going donor support.</p> <ul style="list-style-type: none"> • Number of Trainees: 2,677 (2013) • Number of Trainees: 2,435 (2014) • Number of Trainees: 3,465 (2015) • Number of Trainees: 3,407 (2016) <p>By 2015 female enrolment at RTC/VTC is 40% of the total TVET enrolment.</p> <ul style="list-style-type: none"> • Number of Female RTC's Trainees: 699 (2013) • Number of Female RTC's Trainees: 645 (2014) • Number of Female RTC's Trainees: 837 (2015) • Number of Female RTC's Trainees: 957 (2016) <p><i>In 2016, the number of female trainees in the Rural Training Centres was 957, or 28% of total TVET enrolment.</i></p>

Strategic Outputs	Progress against NEAP 2013-2015 Indicators
B. Primary Education	
<p>By the end of 2015, 120 primary schools are meeting minimum MEHRD/ Whole School Development infra-structure standards, (pupil: classroom ratio, toilet: pupil ratio, secure office space, storage rooms, etc.);</p> <p>By end of 2015 MEHRD has checked all school buildings in the Provinces and identified what is required to upgrade schools to meet minimum standards.</p>	<p>Pupil: Classroom Ratio:</p> <ul style="list-style-type: none"> • PCR, Primary 1-6: 24:1 (2012) • PCR, Primary 1-6: 30:1 (2015) <p>Pupil: Toilet Ratio:</p> <ul style="list-style-type: none"> • Pupil: toilet Ratio: 77:1 (2012) • Pupil: toilet Ratio: 77:1 (2015) <p>Number of Libraries:</p> <ul style="list-style-type: none"> • Number of libraries: 482 (2012) • Number of Libraries: 517 (2015)
C. Secondary Education	

By March 2013, infrastructure needs of the expanding community schools have been identified (number of additional classroom buildings, water/sanitation, specialised classrooms, storage rooms, dormitories).

By May 2013, approval for registration of schools that would like to expand into senior secondary status is sought.

By June 2013, all contracts of classroom construction have been approved by all parties involved;

By the end of 2014, four CHS have been extended to senior secondary status and five in 2015;

By the end of 2015, MEHRD has developed a strategic action plan on distance learning opportunities for students;

Student: Classroom Ratio:

- **Student: Classroom Ratio:** 38:1 (2012)
- **Student: Classroom Ratio:** 40:1 (2015)

Access to Clean and Safe Water:

- **Access to clean, safe water:** 21 schools (2012)
- **Access to clean, safe water:** 23 schools (2015)

Student: toilet ratio:

- **Student: toilet ratio:** 25:1 (2012)
- **Student: toilet ratio:** 47:1 (2015)

Storage Rooms:

- **Number of Store Rooms:** 25 store rooms (2012)
- **Number of Store Rooms:** 26 store rooms (2015)

Number of Dormitories

- **Number of dormitories:** 164 (2012)
- **Number of dormitories:** 188 (2015)

NEAP Strategic Goal 2: To improve the Quality of Education in the Solomon Islands

Strategic Objectives	Progress against NEAP 2013-2015 Strategic Goals
<p>Primary Education</p> <p>By the end of 2015, 60 % of teachers apply new professional development/ school based assessment skills (linking student learning assessment to lesson planning and pedagogy);</p> <p>By the end of 2015, teachers trained by SoE, pre and in-service training, are meeting MEHRD national professional teaching standards, including effecting teaching strategies for children with special needs, and school based assessment standards;</p> <p>By the end of 2015, MEHRD has built its capacity in understanding how to use vernacular languages in year 1-3 primary education to enhance pupils' learning.</p>	<p>At least 10% of decrease in dropout rates for year 2 in 2014, and 10% for year 3 in 2015 against baseline 2012:</p> <ul style="list-style-type: none"> • Dropout rate in Year 2: 2% (2012) • Dropout rate in Year 3: 5% (2012) • Dropout rate in Year 2: 2% (2014) • Dropout rate in year 3: 5% (2015) <p>An increase of retention rates for year 3 and 4 of at least 10% by 2015 (2% 2013, 3% 2014, 5% in 2015:</p> <ul style="list-style-type: none"> • Retention Rate to Year 3: 81.4% (2013) • Retention Rate to Year 4: 82% (2014) • Retention Rate to Year 5: 75% (2015) <p>2015 PILNA and SISTA literacy and numeracy rates for L3+ level for Year 4 and Year 6 increase with 5% and 5% respectively by 2013 and 2015:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Level 3 proficiency level for Year 4: 76% (2015) • Level 4 proficiency level for Year 6: 62% (2015) <p>Numeracy</p> <ul style="list-style-type: none"> • Level 3 proficiency level for Year 4: 76.3% (2015) • Level 4 proficiency level for Year 6: 90.5% (2015) <p>By 2015 the proportion of trained teachers in Primary Education is 70% of total</p> <ul style="list-style-type: none"> • Percent of Certified Teachers: 57.1% (2012) • Percent of Certified Teachers: 65% (2015)

Secondary Education

By the end of 2015, at least 70% of schools for junior and senior education meet MEHRD teaching standards for secondary education;

By the end of 2015, all JSS are meeting the minimum standards for facilities and learning environment.

Retention rates for students at all grades increased by at least 5% for both boys and girls:

- **Total average of retention rate from Year 7 to Year 9:** 43% (2012)
- **Total average of retention rate from Year 7 to Year 9:** 42% (2015)
- **Male** 45% (2012); 43% (2015)
- **Female** 40% (2012); 42% (2015)

NEAP Strategic Goal 3: To Manage and Monitor Resources Efficiently and Effectively

Strategic Objectives	Progress against NEAP 2013-2015 Strategic Goals
<p>School Level</p> <p>By the end of 2015, the management and administration of schools is based on sound recording and use of school level data (students, teachers, resources and facilities) for decision-making on school development and financial management of grants.</p>	<p>Number of MEHRD Qualified Staff: 309 (2015)</p>
<p>Provincial Level</p> <p>By the end of 2015, the provincial level has an enabling environment with improved systems and staff capabilities so its general, human resource and financial management, planning, information, communications, monitoring and evaluation systems to support improved service delivery to students, communities and teachers, and with a specific responsibility to implement, support and monitor new professional development programmes of head teachers and school principals and improvement of the school inspection system.</p>	<p>School grants</p> <ul style="list-style-type: none"> • School grants 1st Biannual: 51,982,974 (2015) • School Grants 2nd Biannual: 60,317,190
<p>National Level</p>	

By the end of 2015, MEHRD has an enabling environment with improved systems and staff capabilities so its general, human resource and financial management, planning, information, communications, monitoring and evaluation systems to support improved service delivery to students, communities, teachers, education authorities, provincial government and SIG.

Achievement of education quality and access indicators at school level confirms achievement of school management objectives

- **SIEMIS system in place. Data quality issues and timeliness continue to be obstacles for evidenced based planning and policy making.**

Budget (in \$SI million):

- **Recurrent Budget (272):** \$ 799,603,681 (2015)
- **Budget Support (372):** \$ 122,266,716 (2015)
- **Development Budget (472):** \$ 82,000,000 (2015)
- **Percent expenditure to Budget:** 93% (2015)

Total Expenditure on Payroll:

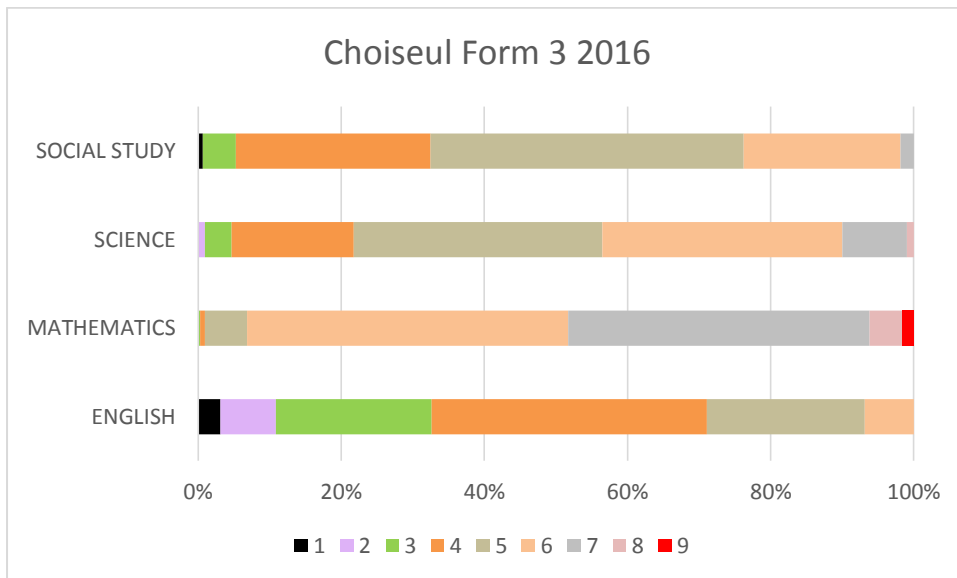
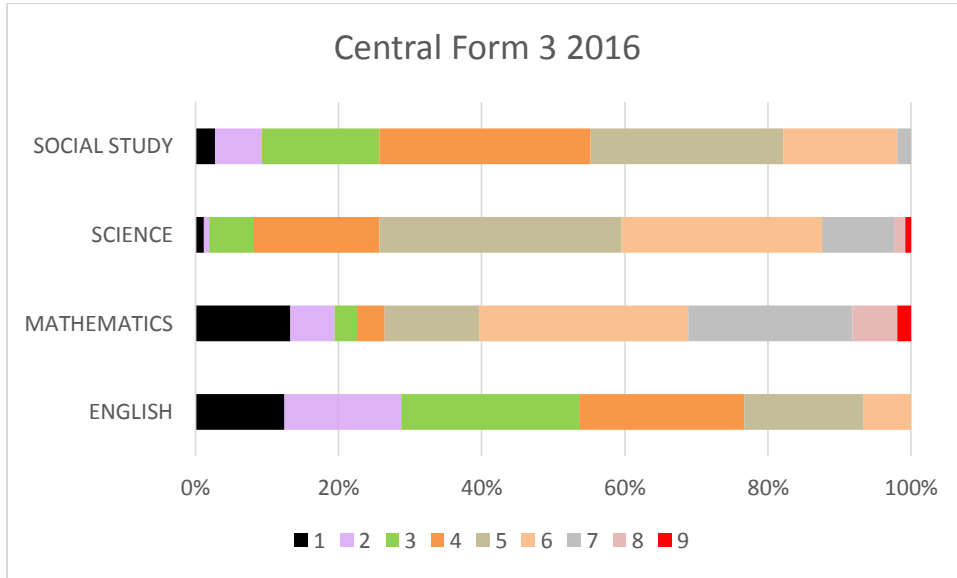
- **Management and HR:** 4.6% (2015)
- **Early Childhood Education:** 5.5% (2015)
- **Primary Education:** 37% (2015)
- **Secondary Education:** 28% (2015)
- **TVET :** 2.1% (2015)
- **Tertiary Education:** 23% (2015)

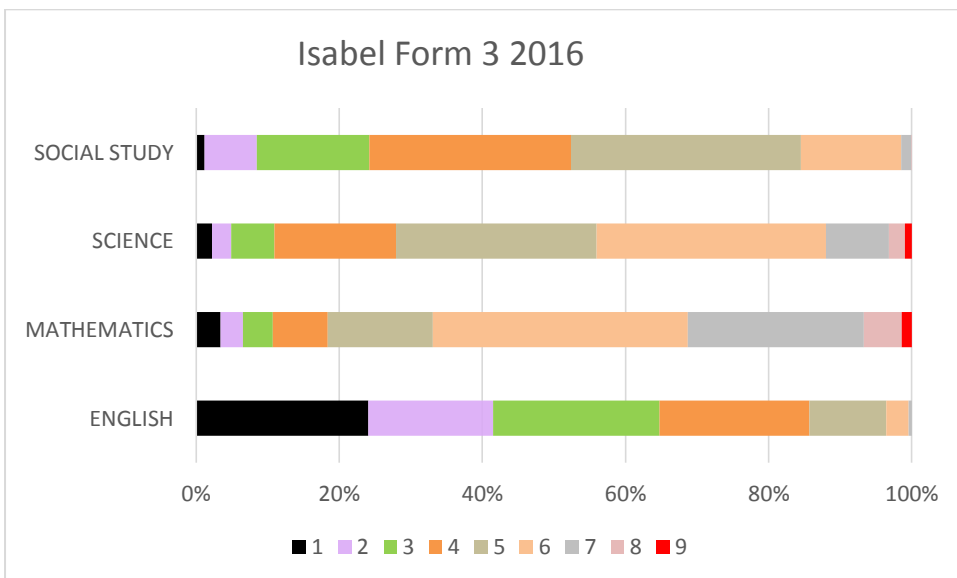
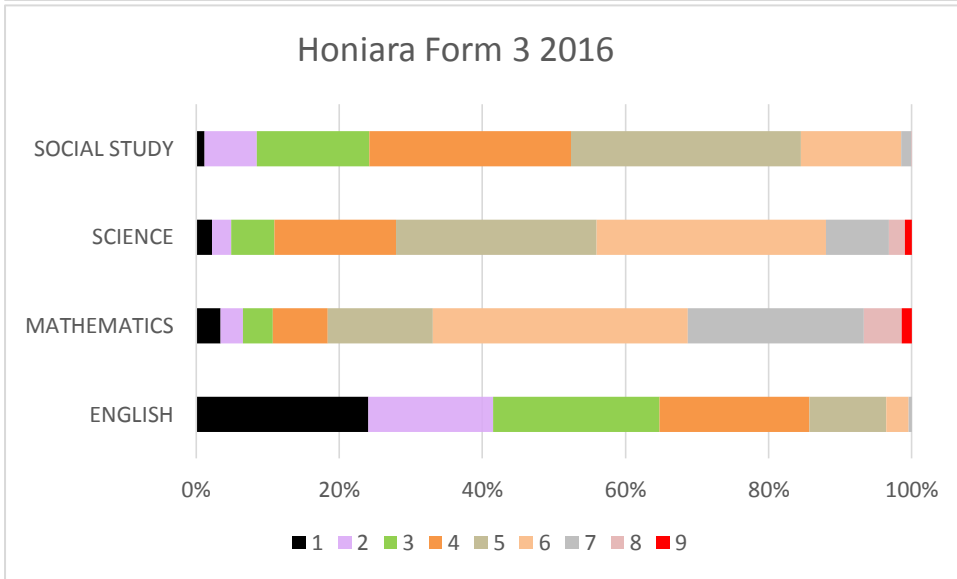
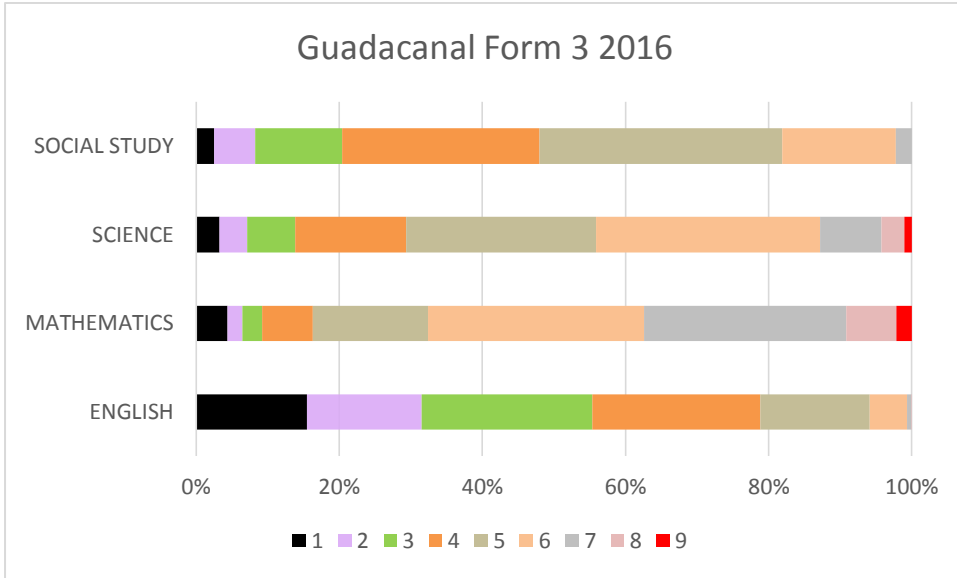
ANNEX B: Examination results by province

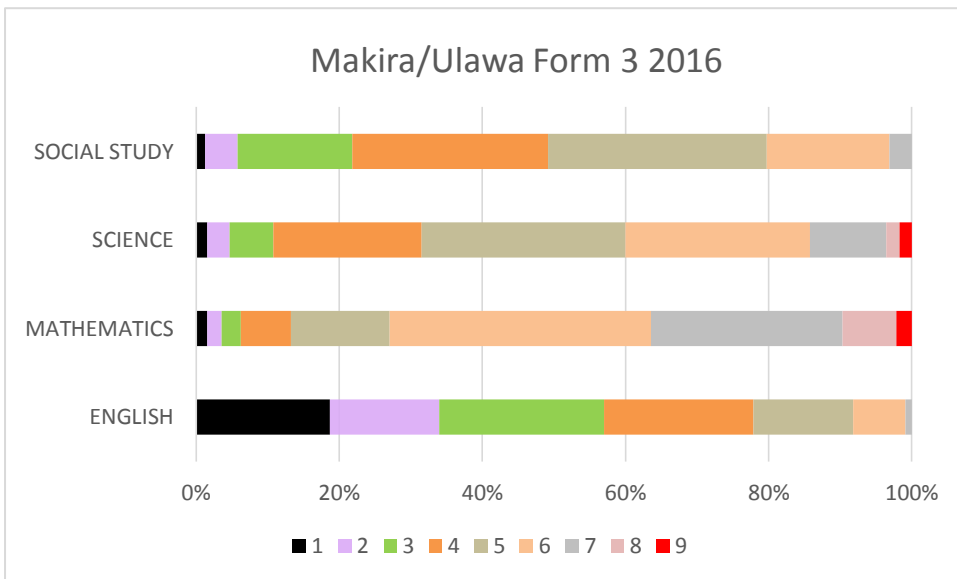
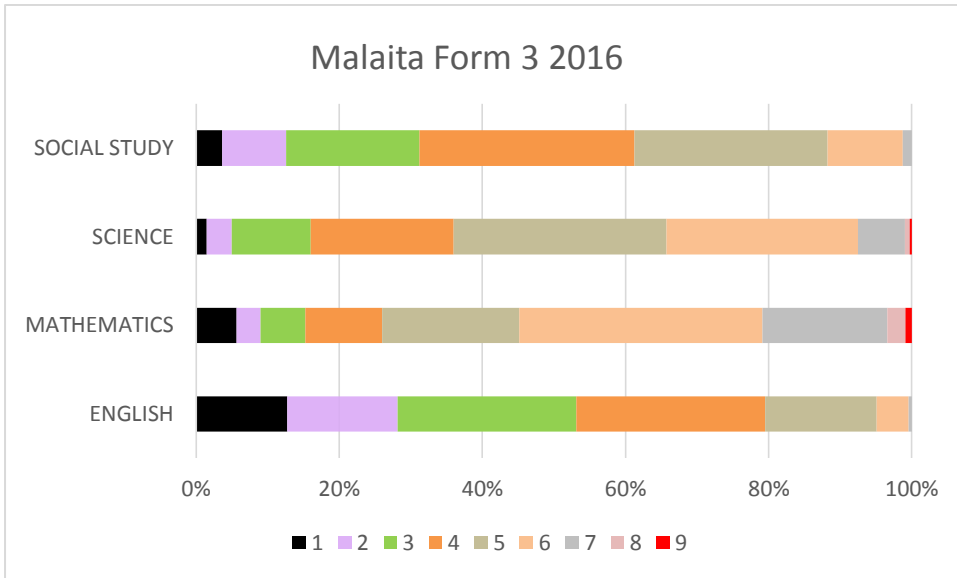
Exams results are scaled and have 9 grades as follows:

1 (80-100) excellent **2** (71-79) very high **3** (62-70) high **4** (54-61) good **5** (43-53) satisfactory
6 (31-42) adequate **7** (19-30) some achievement **8** (14-18) below satisfactory **9** (0-13) little achievement

Figures: Form 3 (year 9) exams results 2016, each province







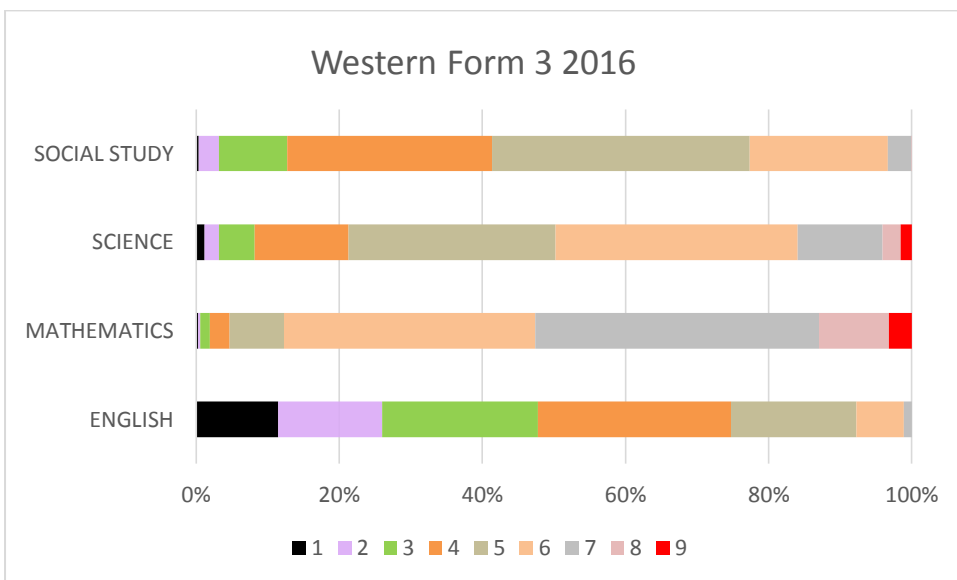
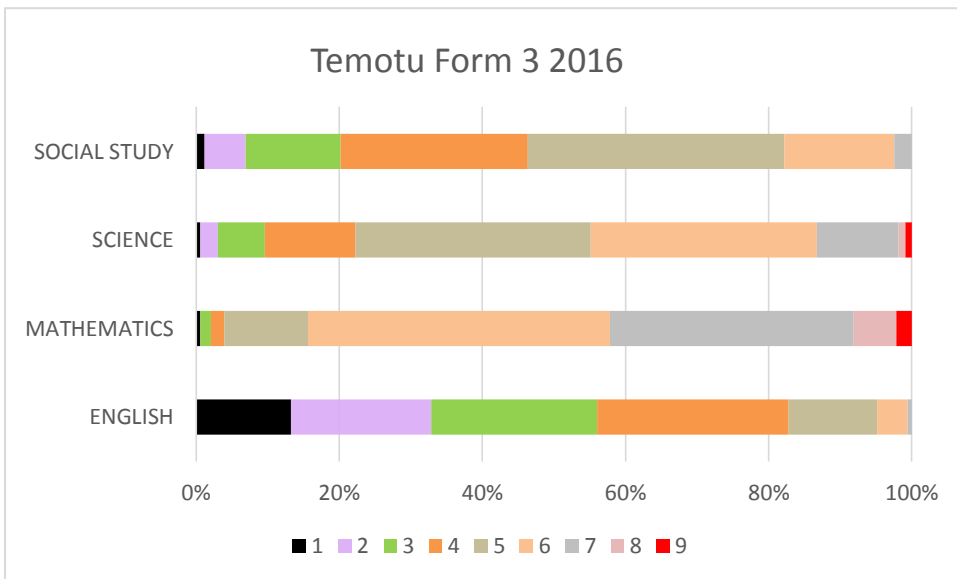
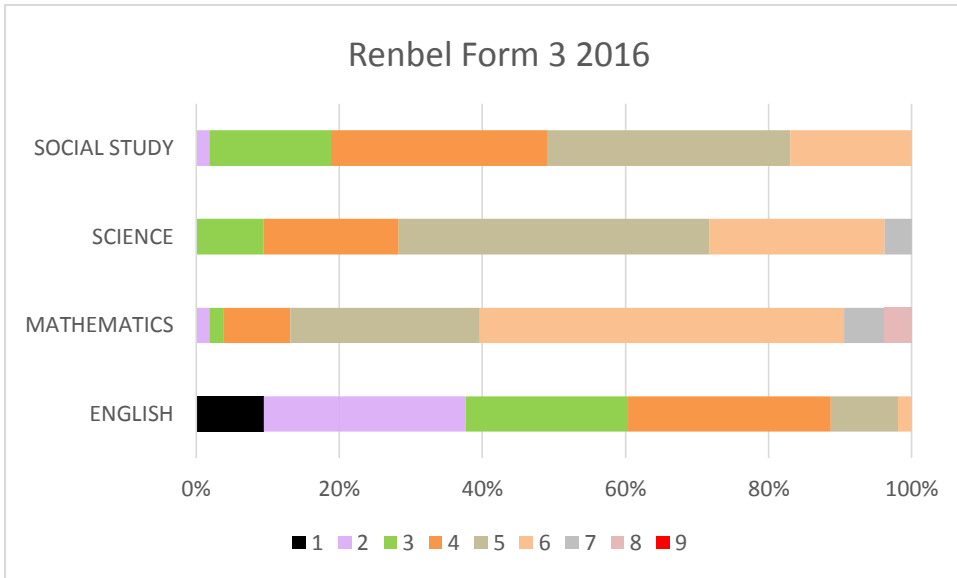


Table: Form 3 (year 9) detailed exams results 2016, each province

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
CENTRAL	ENGLISH	281	32	42	64	59	43	17	0	0	0
	MATHEMATICS		34	16	8	10	34	75	59	16	5
	SCIENCE		3	2	16	45	87	72	26	4	2
	SOCIAL STUDY		7	17	42	76	69	41	5	0	0
CHOISEUL	ENGLISH	343	10	25	70	124	71	22	0	0	0
	MATHEMATICS		0	0	1	2	19	145	136	15	5
	SCIENCE		0	3	12	55	112	108	29	3	0
	SOCIAL STUDY		2	0	15	87	140	70	6	0	0
GUADALCANAL	ENGLISH	1527	213	220	328	323	210	72	8	1	0
	MATHEMATICS		60	29	38	97	222	415	389	97	29
	SCIENCE		45	53	93	213	365	431	118	44	14
	SOCIAL STUDY		35	78	167	379	466	218	30	0	0
HONIARA	ENGLISH	1826	406	295	393	354	181	53	7	0	0
	MATHEMATICS		58	53	70	130	248	602	416	89	24
	SCIENCE		38	44	102	286	471	538	149	37	16
	SOCIAL STUDY		20	122	265	473	539	235	24	1	0
ISABEL	ENGLISH	451	15	43	90	149	99	30	2	0	0
	MATHEMATICS		5	2	10	18	89	218	74	12	1
	SCIENCE		5	8	14	56	154	162	23	5	2
	SOCIAL STUDY		2	18	44	138	164	58	2	1	1
MAKIRA/ULAWA	ENGLISH	773	131	107	161	146	98	51	6	0	0
	MATHEMATICS		11	14	19	49	97	257	188	53	15
	SCIENCE		11	22	43	146	201	182	75	13	12
	SOCIAL STUDY		9	32	113	193	216	121	22	0	0
MALAITA	ENGLISH	1969	228	276	447	473	279	80	8	0	0
	MATHEMATICS		102	60	112	193	345	610	314	45	16
	SCIENCE		26	64	198	360	535	481	118	12	5
	SOCIAL STUDY		65	161	335	540	485	188	23	0	0
RENBEL	ENGLISH	57	5	15	12	15	5	1	0	0	0
	MATHEMATICS		0	1	1	5	14	27	3	2	0
	SCIENCE		0	0	5	10	23	13	2	0	0
	SOCIAL STUDY		0	1	9	16	18	9	0	0	0
TEMOTU	ENGLISH	369	44	65	77	89	41	14	2	0	0
	MATHEMATICS		2	0	5	6	39	140	113	20	7
	SCIENCE		2	8	22	42	109	105	38	3	3
	SOCIAL STUDY		4	19	44	87	119	51	8	0	0
WESTERN	ENGLISH	1258	134	170	254	315	205	77	13	0	0
	MATHEMATICS		3	4	16	32	89	413	466	115	37
	SCIENCE		14	23	59	153	338	396	138	30	18
	SOCIAL STUDY		4	33	111	333	418	224	38	1	0

Table: Form 5 (year 11) detailed exams results 2016, each province

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
CENTRAL	AGRICULTURE	64	12	8	9	4	14	5	3	1	2
	BUSINESS STUDIES	135	3	6	10	24	25	51	0	0	0
	ENGLISH	176	2	8	25	28	35	35	17	5	0
	HOME ECONOMICS	38	0	5	5	10	6	5	3	0	0
	INDUSTRIAL ARTS	59	0	2	8	17	7	6	8	0	0
	MATHEMATICS	176	5	16	26	39	42	26	0	0	0
	NEW TESTAMENT STUDIES	77	4	8	5	18	15	17	0	0	0
	SCIENCE	176	2	1	10	25	50	32	29	5	0
	SOCIAL STUDIES	176	3	9	23	31	42	44	2	0	0
CHOISEUL	AGRICULTURE	62	4	5	16	18	13	1	1	0	0
	BUSINESS STUDIES	22	0	1	1	6	5	6	0	0	0
	ENGLISH	146	1	0	13	19	29	24	21	17	11
	HOME ECONOMICS	30	0	0	2	6	14	2	3	2	0
	INDUSTRIAL ARTS	32	1	2	3	6	6	2	3	1	1
	MATHEMATICS	146	0	0	5	13	32	86	0	0	0
	NEW TESTAMENT STUDIES	146	0	1	10	26	28	68	4	0	0
	SCIENCE	146	1	1	11	29	25	29	38	2	0
	SOCIAL STUDIES	146	0	2	7	11	31	77	8	0	0
	AGRICULTURE	11	1	1	3	1	1	1	0	0	3
	ENGLISH	11	0	0	3	5	3	0	0	0	0
	MATHEMATICS	11	2	2	4	2	1	0	0	0	0
	NEW TESTAMENT STUDIES	11	0	0	0	5	4	2	0	0	0
	SCIENCE	11	0	0	1	7	2	0	1	0	0
	SOCIAL STUDIES	11	0	0	2	2	6	1	0	0	0
	GUADALCANAL	AGRICULTURE	310	53	29	56	51	31	14	13	14
BUSINESS STUDIES		325	57	46	40	51	40	55	0	0	0
ENGLISH		987	129	10	114	104	177	135	84	43	2
HOME ECONOMICS		203	42	8	19	25	32	31	18	14	0
INDUSTRIAL ARTS		236	11	20	49	25	23	14	13	22	8
MATHEMATICS		987	83	53	97	105	164	391	0	0	0
NEW TESTAMENT STUDIES		900	64	71	75	153	165	274	9	0	0
SCIENCE	987	73	54	93	117	201	167	147	38	1	
SOCIAL STUDIES	987	91	67	109	166	172	268	18	0	0	
HONIARA	AGRICULTURE	588	61	96	136	94	63	20	19	24	31
	BUSINESS STUDIES	1,389	21	80	152	297	335	341	1	0	0
	ENGLISH	1,758	108	12	216	270	355	209	171	140	8
	HOME ECONOMICS	303	32	18	33	66	70	28	14	8	2
	INDUSTRIAL ARTS	405	19	33	60	46	75	22	14	30	31
	MATHEMATICS	1,758	49	12	190	251	367	615	0	0	0

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
	NEW TESTAMENT STUDIES	828	51	69	107	181	167	191	1	0	0
	SCIENCE	1,758	7	30	130	286	438	303	310	95	0
	SOCIAL STUDIES	1,758	59	14	215	330	354	474	25	0	0
ISABEL	AGRICULTURE	91	26	17	16	18	6	0	1	1	0
	BUSINESS STUDIES	239	2	10	23	44	61	86	0	0	0
	ENGLISH	290	3	7	26	53	104	45	16	18	1
	HOME ECONOMICS	83	0	2	5	18	15	10	13	11	0
	INDUSTRIAL ARTS	78	1	16	18	14	7	0	3	5	3
	MATHEMATICS	290	26	25	35	47	61	79	0	0	0
	NEW TESTAMENT STUDIES	89	1	3	6	7	15	49	0	0	0
	SCIENCE	290	0	3	14	45	92	67	44	8	0
	SOCIAL STUDIES	290	4	23	29	40	62	101	13	0	0
MAKIRA/ULAWA	AGRICULTURE	233	34	32	23	32	41	11	4	15	14
	BUSINESS STUDIES	111	3	13	15	29	25	20	1	0	0
	ENGLISH	499	12	42	74	88	100	63	44	24	0
	HOME ECONOMICS	147	13	25	19	32	23	12	4	1	1
	INDUSTRIAL ARTS	79	0	17	19	12	5	1	0	0	9
	MATHEMATICS	499	5	25	83	107	84	143	0	0	0
	NEW TESTAMENT STUDIES	429	31	36	35	89	89	94	2	0	0
	SCIENCE	499	1	19	53	112	113	93	49	6	0
	SOCIAL STUDIES	499	36	43	64	116	81	103	4	0	0
MALAITA	AGRICULTURE	466	53	67	81	89	85	29	17	14	3
	BUSINESS STUDIES	595	80	10	69	103	99	81	0	0	0
	ENGLISH	1,101	36	85	127	228	259	154	87	47	0
	HOME ECONOMICS	233	1	11	31	39	75	36	22	5	0
	INDUSTRIAL ARTS	206	10	22	55	25	25	8	2	0	12
	MATHEMATICS	1,101	100	11	221	236	156	195	0	0	0
	NEW TESTAMENT STUDIES	759	52	75	102	172	129	169	0	0	0
	SCIENCE	1,101	23	63	119	291	245	145	112	24	0
	SOCIAL STUDIES	1,101	55	10	172	244	209	229	5	0	0
RENBEL	BUSINESS STUDIES	42	0	1	3	14	12	6	0	0	0
	ENGLISH	42	0	0	0	0	3	5	18	9	0
	MATHEMATICS	42	3	8	14	8	3	0	0	0	0
	NEW TESTAMENT STUDIES	42	0	1	0	5	10	18	2	0	0
	SCIENCE	42	0	0	0	2	20	7	3	4	0
	SOCIAL STUDIES	42	0	0	2	15	11	8	0	0	0
TEMOTU	AGRICULTURE	67	6	6	6	1	1	5	5	14	14
	BUSINESS STUDIES	100	2	3	17	16	26	20	0	0	0

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
	ENGLISH	186	3	16	21	28	45	14	11	30	0
	HOME ECONOMICS	19	1	0	1	2	1	3	6	1	0
	INDUSTRIAL ARTS	25	0	0	5	4	9	0	2	1	0
	MATHEMATICS	186	1	4	15	44	43	61	0	0	0
	NEW TESTAMENT STUDIES	162	0	2	11	28	41	66	2	0	0
	SCIENCE	186	2	3	12	20	49	50	24	8	0
	SOCIAL STUDIES	186	1	5	16	32	39	69	6	0	0
WESTERN	AGRICULTURE	234	19	32	43	42	28	8	7	23	23
	BUSINESS STUDIES	227	6	11	18	26	44	91	5	0	0
	ENGLISH	736	52	50	98	127	145	88	54	71	0
	HOME ECONOMICS	148	5	5	11	33	38	15	24	7	0
	INDUSTRIAL ARTS	187	6	26	32	29	19	18	12	6	8
	MATHEMATICS	736	12	7	56	85	134	392	0	0	0
	NEW TESTAMENT STUDIES	676	15	28	63	153	155	212	6	0	0
	SCIENCE	736	11	26	74	129	169	125	123	26	0
	SOCIAL STUDIES	736	16	23	66	108	166	280	25	0	0

Table: Form 6 (year 12) detailed exams results 2016, each province

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
CENTRAL	ECONOMICS	26	0	0	0	5	4	11	6	0	0
	ENGLISH	26	0	0	3	5	8	5	5	0	0
	GEOGRAPHY	26	0	0	1	2	3	11	4	2	3
	HISTORY	26	0	0	0	0	4	11	7	2	2
	MATHEMATICS	26	0	0	1	4	7	10	4	0	0
CHOISEUL	AGRICULTURE	14	0	0	0	1	3	4	4	2	0
	DESIGN TECHNOLOGY	9	0	1	1	2	4	0	0	0	0
	ECONOMICS	19	0	0	0	1	5	11	2	0	0
	ENGLISH	42	0	0	2	1	17	16	5	1	0
	GEOGRAPHY	42	0	0	1	3	19	10	8	0	0
	HISTORY	42	0	0	1	0	5	7	19	5	5
	MATHEMATICS	42	0	1	0	5	11	16	9	0	0
GUADALCANAL	ACCOUNTING	104	8	7	8	10	21	30	13	2	4
	AGRICULTURE	83	0	6	5	4	10	18	23	7	10
	BIOLOGY	398	7	33	32	43	118	96	51	7	5
	CHEMISTRY	415	16	34	34	55	115	102	40	7	5
	COMPUTER STUDIES	16	7	7	2	0	0	0	0	0	0
	DESIGN TECHNOLOGY	16	6	7	2	0	1	0	0	0	0
	DEVELOPMENT STUDIES	374	3	10	14	31	84	116	73	20	21
	ECONOMICS	352	9	19	23	39	80	86	57	13	19
	ENGLISH	1,011	20	62	94	164	266	205	137	25	38
	GEOGRAPHY	470	18	30	39	47	91	127	70	20	19
	HISTORY	401	9	10	12	36	75	106	99	17	27

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
	MATHEMATICS	1,011	41	71	153	267	270	125	48	7	28
	PHYSICS	398	8	29	29	43	112	128	32	8	6
HONIARA	ACCOUNTING	122	5	17	26	13	19	9	16	9	1
	AGRICULTURE	172	2	8	12	17	23	28	35	20	15
	BIOLOGY	171	6	39	63	43	17	2	1	0	0
	CHEMISTRY	224	7	41	59	53	43	17	3	1	0
	COMPUTER STUDIES	58	23	15	7	4	5	1	2	0	0
	DESIGN TECHNOLOGY	46	4	11	8	3	6	9	3	1	0
	DEVELOPMENT STUDIES	375	3	42	64	92	104	48	14	5	2
	ECONOMICS	710	8	38	125	135	166	133	56	12	28
	ENGLISH	1,149	20	114	213	230	243	159	97	21	38
	GEOGRAPHY	907	30	95	135	172	233	122	59	22	27
	HISTORY	465	5	44	64	112	133	62	30	5	5
	MATHEMATICS	1,149	62	176	206	192	192	208	72	6	26
	PHYSICS	205	7	30	60	67	32	6	2	0	1
ISABEL	ACCOUNTING	28	0	3	5	9	4	4	0	0	2
	AGRICULTURE	27	0	0	3	13	5	4	1	0	0
	ECONOMICS	57	0	0	0	5	16	23	5	2	3
	ENGLISH	72	0	4	4	14	19	15	6	4	4
	GEOGRAPHY	72	1	1	4	15	27	12	4	1	4
	HISTORY	32	0	0	0	2	7	8	9	0	5
	MATHEMATICS	72	1	5	15	17	17	8	4	0	5
MAKIRA ULAWA	ACCOUNTING	11	0	6	1	1	1	1	1	0	0
	AGRICULTURE	13	2	4	6	1	0	0	0	0	0
	BIOLOGY	69	0	3	17	15	25	7	1	1	0
	CHEMISTRY	69	0	4	12	22	20	8	2	0	1
	DEVELOPMENT STUDIES	153	5	30	51	27	11	3	3	2	21
	ECONOMICS	54	2	5	16	12	6	3	2	2	5
	ENGLISH	237	2	22	62	54	46	18	3	2	23
	GEOGRAPHY	168	8	29	40	33	25	3	4	2	20
	HISTORY	118	1	9	35	27	25	2	1	3	12
	MATHEMATICS	237	8	16	45	59	47	33	21	5	3
	PHYSICS	56	0	3	12	22	15	4	0	0	0
MALAITA	ACCOUNTING	10	2	5	0	2	1	0	0	0	0
	AGRICULTURE	24	0	0	1	5	8	7	1	1	1
	BIOLOGY	58	0	7	11	13	21	5	0	0	0
	CHEMISTRY	58	0	8	16	6	20	6	1	0	0
	DEVELOPMENT STUDIES	93	0	9	16	22	23	14	6	1	1
	ECONOMICS	265	5	46	63	59	53	21	6	3	7
	ENGLISH	381	0	18	63	86	134	54	16	1	6
	GEOGRAPHY	310	6	27	56	83	77	34	14	1	8
	HISTORY	267	0	10	48	80	73	38	8	4	5
	MATHEMATICS	381	22	71	67	66	62	49	26	6	7
	PHYSICS	58	2	5	9	13	13	10	2	3	1

Province	Subject	No of Students	1	2	3	4	5	6	7	8	9
TEMOTU	DEVELOPMENT STUDIES	66	0	0	3	1	20	19	13	0	3
	ECONOMICS	41	0	1	1	7	12	7	5	0	2
	ENGLISH	66	0	1	5	15	20	13	5	2	3
	GEOGRAPHY	66	0	3	7	11	20	6	9	0	6
	HISTORY	25	0	0	1	3	10	3	6	1	1
	MATHEMATICS	66	0	0	2	2	14	30	7	2	4
WESTERN	ACCOUNTING	26	0	2	4	4	11	3	1	0	0
	AGRICULTURE	13	0	0	3	1	5	1	3	0	0
	BIOLOGY	113	0	2	11	21	17	21	25	4	9
	CHEMISTRY	108	1	2	14	28	24	8	23	1	2
	DESIGN TECHNOLOGY	28	0	6	10	5	6	1	0	0	0
	DEVELOPMENT STUDIES	221	0	3	42	54	53	34	20	2	7
	ECONOMICS	89	0	2	6	14	23	27	8	1	7
	ENGLISH	356	1	21	71	97	82	44	24	2	9
	GEOGRAPHY	216	0	5	34	41	64	39	18	2	6
	HISTORY	143	0	1	14	23	33	35	24	3	7
	MATHEMATICS	356	0	13	20	48	94	108	46	8	12
	PHYSICS	111	0	3	22	33	18	8	20	2	3

ANNEX C: Repeating Student Data

Total Number of Repeaters by Age and Class Level, 2015

Age	ECCE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
3	0															0
4	0															0
5	0	361	17		9											387
6	0	648	164	9	2	0										823
7	0	598	376	106	5	3										1088
8	0	438	505	273	92	2	0									1310
9	0	173	461	364	250	78	0	0								1326
10	0	51	264	410	332	144	55	2								1258
11		7	43	259	352	192	109	9								971
12		1	26	46	262	343	206	31	9	0						924
13			2	18	71	231	263	43	10	13	0	2				653
14		0	1	2	13	62	246	74	14	26	7	0				445
15				0	2	10	59	64	24	19	6	3	0			187
16				0		1	9	12	23	28	23	7	4	0		107
17				0	0	0	3	3	10	22	26	22	6	0	0	92
18			0	0				1	4	13	31	16	30	2	0	97
19									0	5	19	15	30	15	0	84
20									0	0	2	22	37	16	1	78
21													0	0	0	0
23															0	0
Grand Total	0	2277	1859	1487	1390	1066	950	239	94	126	114	87	107	33	1	9830

Source: 2015 SIEMIS data. Where cells are blank, it means data is not applicable □ Indicates official correct age

Number of Male Repeaters by Age and Year Level, 2015

Age	ECCE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
3	0															0
4	0															0
5	0	181	12		6											199
6	0	323	91	2	1	0										417
7	0	333	191	54	3	2										583
8	0	234	262	144	46	2	0									688
9	0	93	278	187	135	47	0	0								740
10	0	25	163	238	183	83	33	2								727
11		3	22	149	208	98	58	6								544
12		1	15	31	161	197	110	18	4	0						537
13			1	13	36	140	131	17	4	9	0	2				353
14		0	0	1	8	36	147	38	4	11	3	0				248
15				0	1	6	34	35	8	12	3	3	0			102
16				0		1	8	10	15	9	9	1	1	0		54
17				0	0	0	3	2	6	12	14	10	3	0	0	50
18			0	0				0	2	7	17	8	17	2	0	53
19									0	3	13	10	16	11	0	53
20									0	0	2	15	25	11	1	54
21													0	0	0	0
23															0	0
Grand Total	0	1193	1035	819	788	612	524	128	43	63	61	49	62	24	1	5402

Source: 2015 SIEMIS data. Where cells are blank, it means data is not applicable. □ Indicates official correct age

Number of Female Repeaters by Age and Year Level, 2015

Age	ECCE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
3	0															0
4	0															0
5	0	180	5		3											188
6	0	325	73	7	1	0										406
7	0	265	185	52	2	1										505
8	0	204	243	129	46	0	0									622
9	0	80	183	177	115	31	0	0								586
10	0	26	101	172	149	61	22	0								531
11		4	21	110	144	94	51	3								427
12		0	11	15	101	146	96	13	5	0						387
13			1	5	35	91	132	26	6	4	0	0				300
14		0	1	1	5	26	99	36	10	15	4	0				197
15				0	1	4	25	29	16	7	3	0	0			85
16				0		0	1	2	8	19	14	6	3	0		53
17				0	0	0	0	1	4	10	12	12	3	0	0	42
18			0	0				1	2	6	14	8	13	0	0	44
19									0	2	6	5	14	4	0	31
20									0	0	0	7	12	5	0	24
21													0	0	0	0
23															0	0
Grand Total	0	1084	824	668	602	454	426	111	51	63	53	38	45	9	0	4428

Source: 2015 SIEMIS data. Where cells are blank, it means data is not applicable. □ Indicates official correct age

Annex D 2015 Annual School Survey and SIEMIS data quality

Survey methodology, coverage and response rate

The annual school census remains a paper based survey instrument self-reported by school principals and head teachers and this has a major impact on data quality and timeliness of data entry, verification and reporting. MEHRD continues to consider new strategies and options to make the collection and storage of school information more timely, efficient and reliable.

In 2016, MEHRD received 84.8% of the Annual School Survey questionnaires were received. The response rate breakdown by School Type is shown below. While this is largely an issue with ECE centre, the response rate for all Provincial Secondary School and National Secondary Schools was 100%. Strategy is required by MEHRD and EAs to improve the entire response rate.

2016 Annual School Survey response rate

School Type	Received	Not Received
Early Childhood Education	73.6%	26.4%
Primary Schools	89.9%	10.1%
Community High School	96.7%	3.3%
Provincial Secondary School	100.0%	0.0%
National Secondary School	100.0%	0.0%
Total	84.8%	15.2%

Source: 2016 SIEMIS data

2016 Enrolment estimates in SIEMIS

School Type	Enrolment	
	Actual	Estimate
Early Childhood Education	82%	18%
Primary Schools	97%	3%
Junior Secondary Schools	98%	2%
Senior Secondary Schools	98%	2%
Overall	95%	5%

Source: 2016 SIEMIS data

Where a schools that has not returned a school survey in a given survey year, SIEMIS uses estimates of enrolment numbers based on previous years' enrolment data for that school.

In terms of coverage for school enrolment data, in 2016, 95% of data were updated in SIEMIS with the remaining 5% of the enrolment data estimated based on previous years information.

In Early Childhood Education about 18% of the 2016 data is estimated. At Primary and secondary levels, school registration and grants have been the main incentive for improved school survey response rate in 2016.

2016 School Census Timeline

For 2016, there were a number of major issues, particularly related to MEHRD staff capacity, that led to significant delays in data entry. This, in turn has greatly affected the analysis and reporting phases. Furthermore, many schools and Education Authorities continue to cause delays in the collection and processing of school census information. All of these factors contribute to the slower timeline for reporting. It is acknowledged that there are numerous delays in collecting data and producing statistics from SIEMIS (e.g. World Bank SABER Country Report 2015).

	PLANNED	ACTUAL	Comment
SIEMIS Questionnaire updated and Printed	1 st November 2015	November 2015	✓
Questionnaires sent to the Provincial Education offices	January 2016	December 2015-January 2016	✓
Questionnaires sent to schools	15 January 2016	15 January 2016	✓
Questionnaires completed by school Principals	February-March 2016	February-March 2016	✓
Census Date	31 March 2016	31 March 2016	✓
Questionnaires returned to Provincial Education offices	15 April 2016	15 April 2016	✓
Questionnaires returned to MEHRD	30 April 2016	April-December 2016	Delayed
Data Entry in SIEMIS	May-June 2016	May 2016-August 2017	Delayed
Data Validation	July 2016	July-October 2017	Delayed
Performance Assessment Report (PAR) report developed * (for 2015 and 2016)	November 2016	November 2016-March 2017	Delayed

Annex E: Education Indicators – definitions and references

Age Specific Enrolment Rate (ASER): Enrolment of a specific single age enrolled, irrespective of the level of education, expressed as a percentage of the population of the same age.

Gender Parity Index (GPI): Ratio of total enrolment for female to total enrolment for male. It measures the relative education participation of boys and girls. A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

Gross Enrolment Ratio (GER): Number of all students enrolled per 100 population official age - 3 to 5 year olds for ECE; 6 to 12 years old for primary level (this analysis include prep as the first year in primary); 13 to 15 years old for Junior Secondary; and 16 to 19 years old for Senior Secondary. This provides an indication of the extent of under-aged and over-aged enrolment.

Gross Intake Rate (GIR): The total number of new entrants in the first year primary as a percentage of all children eligible for admission at the official or statutory age of 6 years old in the population.

Net enrolment Ratio (NER): Number of official age students enrolled per 100 population official age - 3 to 5 year olds for ECE; 6 to 12 years old for primary level (this analysis include prep as the first year in primary); 13 to 15 years old for Junior Secondary; and 16 to 19 years old for Senior Secondary

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

Percentage of New Entrants to Primary Education with ECCE Experience: Number of New Entrants to primary grade 1 who have attended some of organized early childhood care and education (ECCE) programme for the equivalent of at least 200 hours, expressed as a percentage of total number of new entrants to primary grade 1.

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

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

Repetition Rate: Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.

Out-of-School Children Primary: Children in the official primary school age who are not enrolled in either primary or lower secondary schools.

Dropout Rate by Grade: Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.

School Life Expectancy: The total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.

Survival Rate by Grade: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades.

Promotion Rate by Grade: Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year.

Pupil: classroom Ratio: The average number of pupils/students per classroom in elementary/secondary education in a given school year

Textbook: pupil Ratio: The average number of usable textbooks per pupil/student in elementary/secondary level in a given subject in a given school year

Pupil: Teacher Ratio: Average number of pupils (students) per teacher at a specific level of education in a given school year.

Pupil: Toilet Ratio: Number of students per functioning toilet during the reporting period.

Pupil: Certified Teacher Ratio: Average number of pupils (students) per trained teacher in teaching at a specific level of education in a given school year.

Pupil: Qualified Teacher Ratio: Average number of pupils (students) per teacher that is academically qualified at a specific level of education in a given school year.

Participation Rate: Number of children for specific age or age group who are currently in school, regardless of level, as a % of the same population age or age group.

Public expenditure on education as % of total government expenditure: Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

For more information please refer to:

UNESCO-UIS Technical Guidelines (2009):

<http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

Glossary:

<http://uis.unesco.org/en/glossary>

UNESCO-UIS (2016) Metadata for the thematic indicators for SDG 4 and Education 2030:

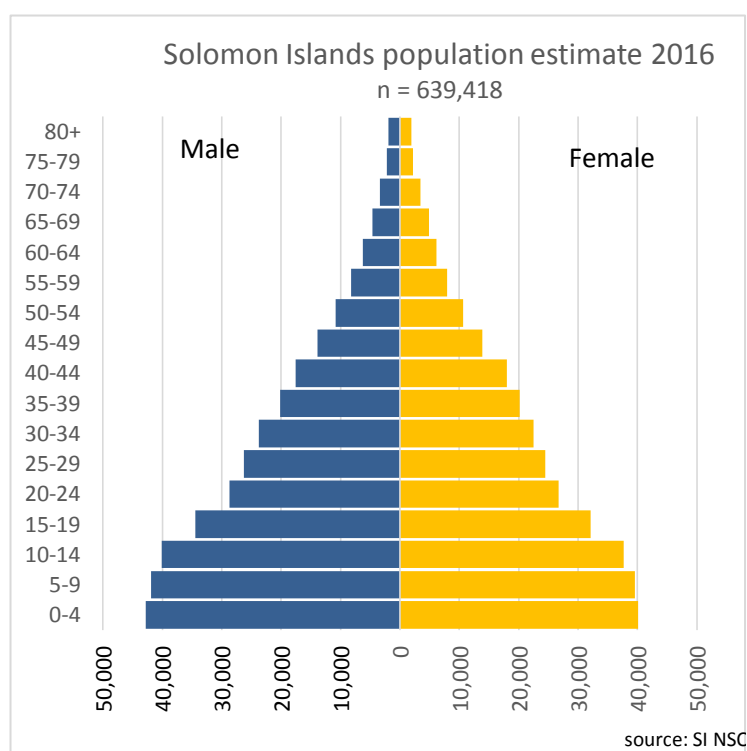
<http://www.uis.unesco.org/Education/Documents/eatlas-sdg-metadata-matrix-en.pdf>

Annex F: Population Estimates 2016

Population data are very important for education planning and the calculation of indicators. The National population estimates used in this publication are the sum of the 2016 Province projections based on the 2009 Census of Population and Housing sourced from the Solomon Islands National Statistics Office (SINSO). This is the only dataset that includes Provincial level age-sex projections.

It should be noted that these projections are subject to uncertainties and change due to the underlying assumptions used in the projection model – in particular, annual changes in fertility, mortality and migration (internal and overseas). Generating more regular population projections is essential for whole-of-government planning.

Age	Males	Females	Total
0	8,666	8,051	16,716
1	8,573	8,011	16,584
2	8,524	7,989	16,513
3	8,513	7,997	16,511
4	8,506	8,005	16,511
5	8,499	8,011	16,509
6	8,483	8,008	16,492
7	8,265	7,851	16,116
8	8,334	7,874	16,208
9	8,324	7,850	16,175
10	8,272	7,792	16,064
11	8,181	7,701	15,882
12	8,050	7,574	15,625
13	7,884	7,411	15,296
14	7,680	7,210	14,890
15	7,438	6,971	14,409
16	7,166	6,702	13,868
17	6,877	6,418	13,295
18	6,591	6,137	12,729
19	6,329	5,884	12,213
20-24	28,682	26,691	55,373
25-29	26,299	24,503	50,802
30-34	23,752	22,520	46,272
35-39	20,150	20,150	40,300
40-44	17,584	17,987	35,571
45-49	13,894	13,893	27,788
50-54	10,783	10,644	21,427
55-59	8,215	7,976	16,191
60-64	6,262	6,127	12,389
65-69	4,653	4,858	9,511
70-74	3,410	3,479	6,889
75-79	2,179	2,223	4,403
80+	1,944	1,953	3,898
Total	326,963	312,455	639,418



Source: Solomon Islands National Statistics Office
<http://www.statistics.gov.sb/statistics/social-statistics/population>

Annex G: Map of the Solomon Islands by Province

