SOLOMON ISLANDS NATIONAL EDUCATION ACTION PLAN 2022–2026

"DOING THINGS DIFFERENTLY TO ACHIEVE A QUALITY RELEVANT EDUCATION FOR ALL"

Solomon Islands Government

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"Doing things differently to achieve a
quality relevant education for all"

Message from Permanent Secretary

It is with great pleasure that I present the National Education Action Plan for 2022 to 2026. This plan is the second of three plans intended to achieve our education systems goals as outlined in the fifteen- year Education Strategic Framework (2016 – 2030). During the first NEAP (2016-2020) we've made some admirable achievements while learning some lessons. This NEAP builds on those achievements and lessons to ensure continual improvement of education across the country.
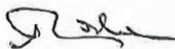
Education is fundamental to our society, present and future with our education system playing a major role in preparing Solomon Islanders to meet the myriad development challenges and changes that Solomon Islands faces. Every child has the right to and deserves to have a relevant and quality education to enable them to engage fully in everyday life, our important cultural elements as well as fulfill their broader potential in society

This NEAP provides the plan for our system at this unique moment in time when education in the Solomon Islands is undergoing significant reform. After nearly 10 years of extensive work and consultation we are about to embark on a new journey in education in our country. It is anticipated we will have a new Education Bill passed by Parliament in early 2022. This Bill and the accompanying legislation framework will lead a new paradigm across our education system with new and contemporary legislation to shape our new future in education. This is a once in a lifetime opportunity for us all.

Our education system is one that relies on quality partnerships and collaboration between all of those who contribute. With finite resources available, planning, cooperation and coordination amongst those who share responsibility for education is paramount to achieving our goals in education. The preparation of this plan has been gratefully supported by the Global Partnership for Education, UNICEF and the Education Sector Support Program, funded through the governments of Australia and New Zealand. This has been a truly collaborative effort.

I commend all those with a commitment to *doing things differently* to contribute to real and sustained improvement of education in our country to work together to fully implement this plan

Franco Rodie PhD

Permanent Secretary
Ministry of Education and Human Resources Development

CONTENTS

TABLES

FIGURES

ABBREVIATIONS and ACRONYMS

AI	Administrative Instructions (part of the Education Legislative Framework)
APTC	Australia Pacific Technical Coalition
BE	Basic Education
DFAT	Department of Foreign Affairs and Trade (Australia)
DPs	Development Partners
EAs	Education Authorities
ECE	Early Childhood Education
ELF	Education Legislative Framework
EMIS	Education Management Information System
ESF	Education Strategic Framework 2016 - 2030
EP	Education Provider (previously Education Authorities)
GER	Gross Enrolment Ratio
ICT	Information and Communication Technologies
IS	In-service training
ISC	Industry Skills Council
JS	Junior Secondary Education
L&N	Literacy and Numeracy
MEHRD	Ministry of Education and Human Resources Development
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
MOFT	Ministry of Finance and Treasury
NEAP	National Education Action Plan
NER	Net Enrolment Ratio
NQF	National Qualifications Framework
NTQF	National Teacher Qualifications Framework
ODA	Official Development Assistance
PacREF	Pacific Regional Education Framework
PD	Professional Development
PE	Primary Education
PPY	Primary Preparation Year
PS	Primary School
RTCs	Rural Training Centres
SDGs	Sustainable Development Goals
SIG	Solomon Islands Government
SIMS	Scholarships Information Management System
SINU	Solomon Islands National University
SIQF	Solomon Islands Qualification Framework
SIQSF	Solomon Islands Quality Standards Framework
SITESA	Solomon Islands Tertiary Education and Skills Authority
SISTA	Solomon Islands Standardised Tests of Achievement
SMT	Senior Management Team
SOP	Standard Operating Procedures
SS	Senior Secondary Education
SSU	Strategic Support Unit
TVET	Technical and Vocational Education and Training
USP/IOE	University of the South Pacific/ Institute of Education

1   INTRODUCTION

This NEAP 2022–2026 (NEAP) is the second stage of three five-year education sector action plans to achieve the overarching Education Strategic Framework 2016–2030 (ESF). [1]Together the ESF and NEAP set the direction and key strategies for education development and reform in the Solomon Islands, with the underlying rationale of providing universal education to every child in the country through increased access to education, improved quality of education, and improved management. Additionally, the intent is for the NEAP and ESF to also inform the development of Annual Work Plans as well as the Provincial Education Coordination Plans (developed at the decision of the Provincial Secretary), and Whole School Development Plans. The Solomon Islands Tertiary Education and Skills Authority (SITESA) carries responsibility for Tertiary Education and Skills Development planning within NEAP 2022–2026 and is aligned with the SITESA Strategic Plan.

Figure 1   Structure of NEAP Responsibilities
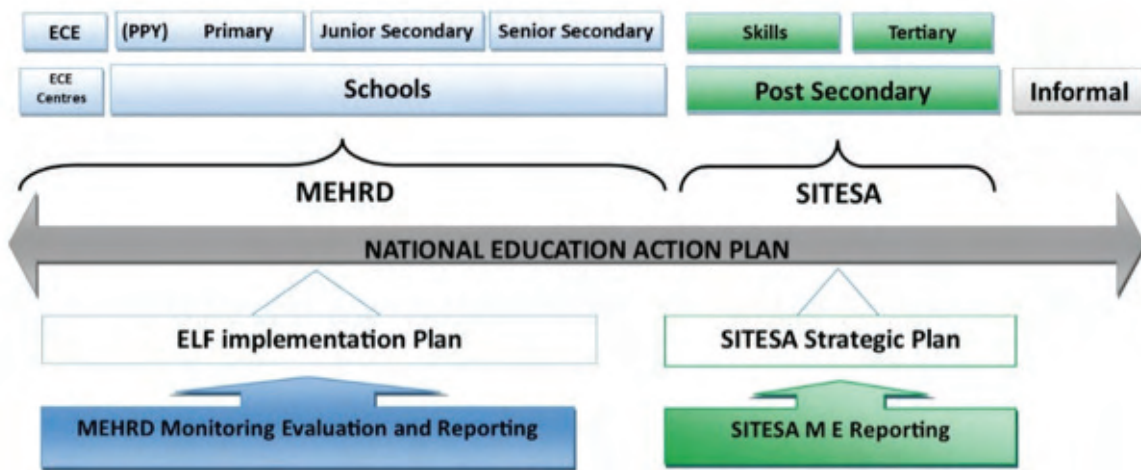
Although overall leadership and implementation of the NEAP is the responsibility of MEHRD and SITESA, many partners and stakeholders contribute and collaborate to achieve the expected education outcomes. These partners include schools, education providers, provincial government, donor partners, NGOs, other SIG ministries and the community.

The purpose of this NEAP document is to clearly outline the key priorities and strategies to achieve expected education outcomes over the next five years. A comprehensive formative and summative review was undertaken prior to the preparation of this plan and provides the basis for the priority and strategy setting. [2]The intention is for this document to be a 'user friendly' plan accessible and able to be interpreted and used for the planning needs of all levels of the education system and sub-sectors. The review identified the many achievements over the previous NEAP along with the challenges and barriers experienced. Reflection on the successes and challenges provides the basis for understanding the lessons learned and how to 'do things differently' over the next five years.

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1 SITESA Act was enacted in 2017; however, a CEO was not appointed until late 2019. Therefore, the NEAP 2016–2020 largely provided the pathway for MEHRD to implement. In this NEAP 2022–2026, SITESA is responsible for implementation of Tertiary Education and Skills Development.

2 Refer to Solomon Islands NEAP 2016–2020 Summative and Formative Review report for comprehensive details on progress towards outcomes, challenges and statistical analysis.

The first section of this plan provides background on the context of education reform in Solomon Islands including important opportunities and potential barriers or risks to achieving the positive change. The second section of the plan outlines the key priorities and strategies whilst the third section contains a more detailed implementation action plan. For each key priority there are clear strategies that will be turned into practical, achievable and affordable/costed activities in MEHRD and SITESA annual work plans (AWP) and other education partners' plans around the country. It is anticipated that all education stakeholders in Solomon Islands will base their activity planning and implementation on the NEAP and will align to the key priorities and implementation action plan.

In the previous NEAP, the plan was separated by education sub-sector i.e. ECCE, Primary, Junior Secondary, Senior Secondary, Tertiary. This proved challenging as a planning tool and led to MEHRD redesigning the NEAP implementation approach to focus on Key Outputs. Many of the Key Outputs e.g. Curriculum, Professional Development and Teacher Management were cross sub-sector themes but created a practical and more coherent approach to annual work planning and cross-divisional project collaboration. This NEAP has continued a similar approach.

In this NEAP, the schools and ECE sectors actions are based on a Theory of Change (ToC) that draws out the pathways to follow to achieve the outcomes. This is intended to assist in the planning process and support monitoring and measuring progress. This approach will ensure MEHRD is transparent and accountable in its approach and in its targets. The key pathways remain the same as the last NEAP:

- Management and Systems
- Access and Inclusion
- Quality and Relevance

The implementation action plan section of this document provides the fundamentals of the plan for the next five years. The action plan provides enough details to clearly show the key strategies and activities, allowing the annual work plan process to provide the detail on an annual basis. The action plan also outlines the activities that are essential features developing an enabling environment, based on MEHRD's major education major reform to ensure that activities focusing on quality and access can be implemented and sustained.

The NEAP includes a transparent monitoring, evaluation and learning system to ensure the strategies are carried out, to measure their success and to learn any lessons. The system is based on international best-practice and used in contextually appropriate ways for Solomon Islands. A Results Framework will be used to continually measure progress against relevant indicators. This will be supported by ongoing collection of qualitative change stories and quantitative data stored in EMIS.

The NEAP is consistent with international, regional and national education goals and associated planning frameworks. It is aligned to SIG government reforms and MEHRD and SITESA education reform agendas, focused on improved quality service delivery. Provincial education stakeholder and community input through consultations along with education stakeholder collaboration ensures the NEAP reflects the needs and aspirations of all.

2   SOLOMON ISLANDS CONTEXT

Solomon Islands has over 900 islands organised into 10 administrative areas consisting of 9 provinces and the Capital Territory of Honiara. The Solomon Islands population has tripled in size since independence in 1978: The current population is approximately 721,455 people[3], (197,000 in census year 1976). Honiara had the fastest annual population growth of 5.8% over the last decade. Malaita province has the highest population (173,347), and the least populated province is Rennell-Bellona (4,091). Urban growth has increased since the 1970s; the reverse trend is seen in the progressive decline in the rural population. English is the official language, though Solomon Islands pijin is main language spoken by most people.

UNDP HDI Statistical Update (2018)
Life expectancy at birth: 71.0
Expected Years of Schooling: 10.2
Mean Years of Schooling: 5.5
HDI Index: 0.546
Ranking: 151 (from 189)

While there has been a decade of relative stability and economic growth, the COVID-19 pandemic resulted in the country entering an unpredictable period that will likely have long-term negative social and financial impacts. The land area and exclusive economic zone includes high-value natural resources such as forests, minerals and fisheries. However, the remoteness from markets and small, dispersed population results in an absence of economies of scale in private sector activity and public administration. [4]The UN Human Development Index[5], which summarises average national achievement across health, education and standards of living, places Solomon Islands at a ranking of 151 (out of 189 countries). This is equal to Papua New Guinea. Around one quarter of Solomon Islanders live in extreme poverty. Gross National Income per capita is estimated at USD1,872.

The pandemic has and will continue to affect the capacity to continue to retain high levels of funding for education. While the public health impact of the virus outbreak has not been substantial to date, disruptions to export markets, supply chains and travel restrictions will mean a significant decline in expected GDP growth (-4.9 percent in 2020), after having already experienced a 7-11% drop in employment, i.e. up to 26,000 people out of work.[6]

Solomon Islands Government has been proactive in taking necessary precautions to lessen the impact of COVID-19. In response to the pandemic, the SIG declared a state of public emergency which may be continually extended until a more stable situation arises. A National Disaster Organising Committee operates with a sub-committee solely focused on the education response which includes preparation and implementation of an Education Preparedness and Response Plan.

The risk of natural disasters and the impacts of climate change across the Solomon Islands increases vulnerabilities for people and the economy. The country was hit by Cyclone Harold in early April 2020, causing widespread devastation to infrastructure and tragically 27 people were lost at sea. [7]In early January 2021, two earthquakes of 5.6 magnitude struck the Solomon Islands causing more infrastructure damage. Solomon Islands is ranked fourth in the world for risk of disasters[8]; with communities in

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3 Solomon Islands Census 2019: Provisional Count 2019 National Population and Housing Census. 16 November 2020.
4 Australian Government Department of Foreign Affairs and Trade. Aid Program Performance Report: Full APPR 2018–2019, Solomon Islands. September 2019.
5 UNDP, 2018, Human Development Report 2018 Statistical Update. http://hdr.undp.org/en/2018-update Retrieved November 2020.
6 World Bank High Frequency Mobile Survey, June 2020; Assumptions: population: 650,000; 36.3% employment rate (DHS 2015); max of 11% labour force drop out.
7 DFAT Crisis Hub: Tropical Cyclone Harold.
8 Bündnis Entwicklung Hilft and Ruhr University Bochum 2018 World Risk Report https://weltrisikobericht.de/wp-content/uploads/2019/03/190318_WRR_2018_EN_RZonline_1.pdf Retrieved December 2020.

Solomon Islands already experiencing the impacts of climate change in terms of rising sea levels, more frequent extreme weather events, and subsequent damage to food and water sources.
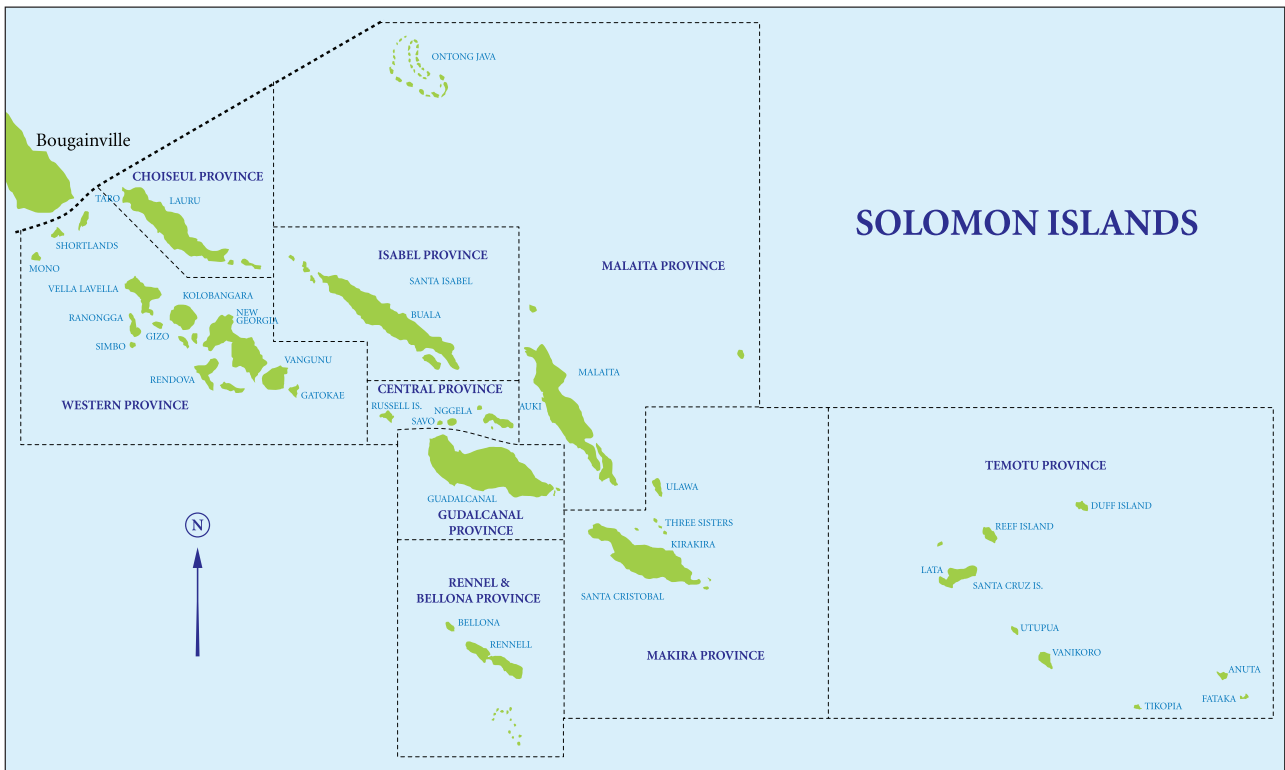
3   EDUCATION IN SOLOMON ISLANDS

The Ministry of Education and Human Resources Development (MEHRD) has been responsible for leading on the education goals of the National Development Strategy 2016–2035 (NDS) and the Education Strategic Framework 2016–2030 (ESF). The recent establishment of the Solomon Islands Tertiary Education and Skills Authority (SITESA) requires the sectors of tertiary education and skills development detailed in the ESF and NEAP to be the prime responsibility of SITESA. The ESF is planned to be implemented through three, five-year rolling plans (NEAPs).

There is evidence that MEHRD's central strategy, planning, budgeting, procurement, and monitoring and evaluation has become much stronger and better organised over the past five-year period. At the provincial level, financial and school grants management remain a problematic area. Teacher management, school leadership and support are identified as areas requiring improvement at central, provincial, and school levels.

The education sector in the Solomon Islands has a total of 1,050 schools: 510 standalone primary schools (years 1-6, of which 131 are non-government), 243 community high schools (most of which include a primary section and a few with ECE Centres), 16 provincial high schools (2 non-government) and 10 national high schools (8 non-government). 284 registered Early Childhood Education Centres offer early childhood education with around 280 unregistered centres operating.

Figure 2   Number of schools by type 2004–2019
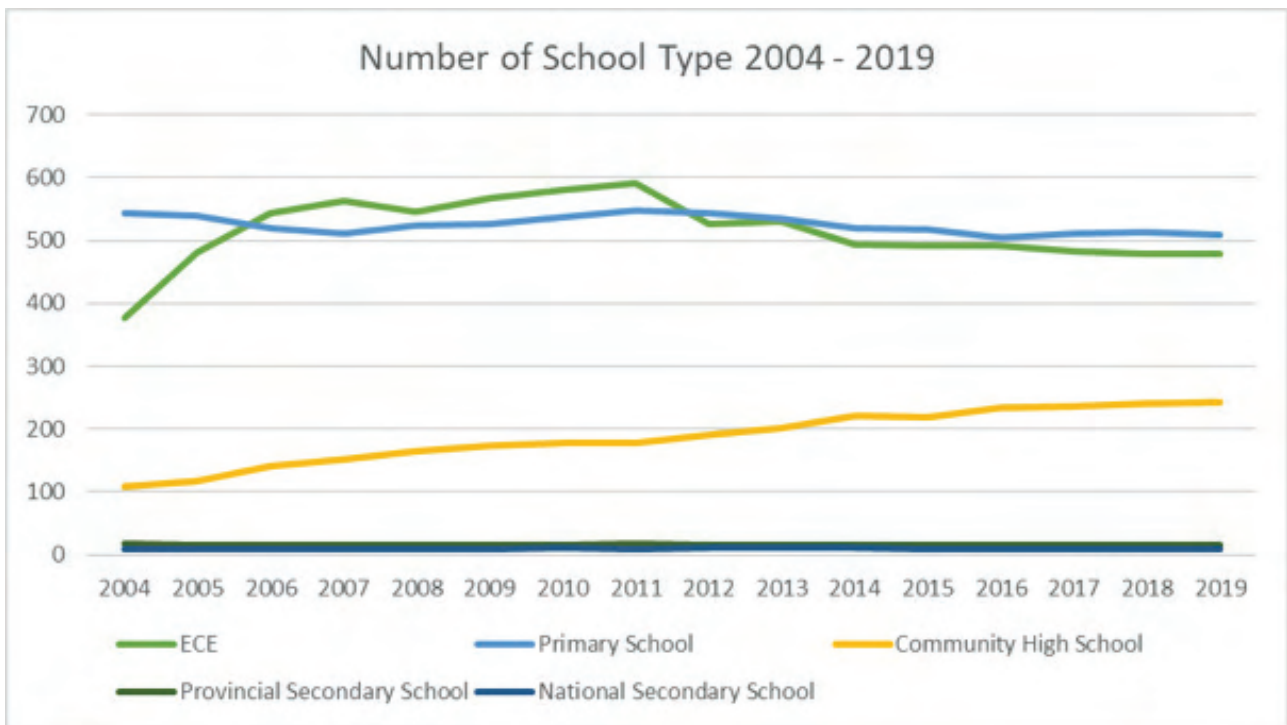
The Solomon Islands National University (SINU) and the University of South Pacific (USP) both offer tertiary education and teacher training in the Solomon Islands. There are 50 Rural Training Centres offering courses in skills development in areas such as automotive, electrical, plumbing, and constructions skills along with agribusiness, office administration, tourism and hospitality, and business studies qualifications.

In 2019 [9], there were a total of 209,377 students enrolled (between 47 and 50 percent female at most levels) across Early Childhood Education Centres, pre-primary year, primary and senior secondary. Rural Training Centres had 8,644 teachers (53 percent female) employed across these education sectors.

Figure 3   Number of students enrolled by education level 2004–2019
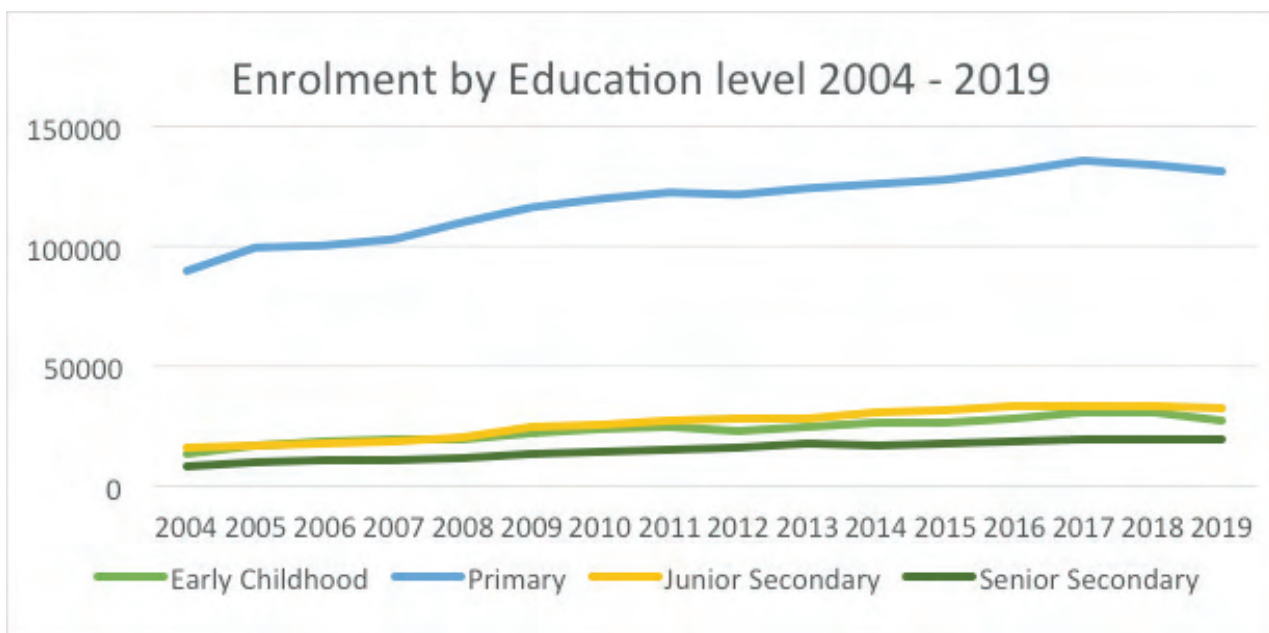
Long term trends show late age entry to school, high over-age enrolments, high levels of repetition in primary, low survival rates across the school years, provincial differences in correct age enrolments and gender parity inequities, along with infrastructure shortages. Most students leave school before senior secondary. Known contributing factors to students leaving school early include cost of education; infrastructure shortages, fees and other costs, parent / student choice, lack of accessibility to nearby schools, current curriculum that has an academic focus.

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9 School data for 2020 not yet available due to MEHRD's transition to a new education management information system (OpenEMIS)

Figure 4   *Transition rates 2004–2009*
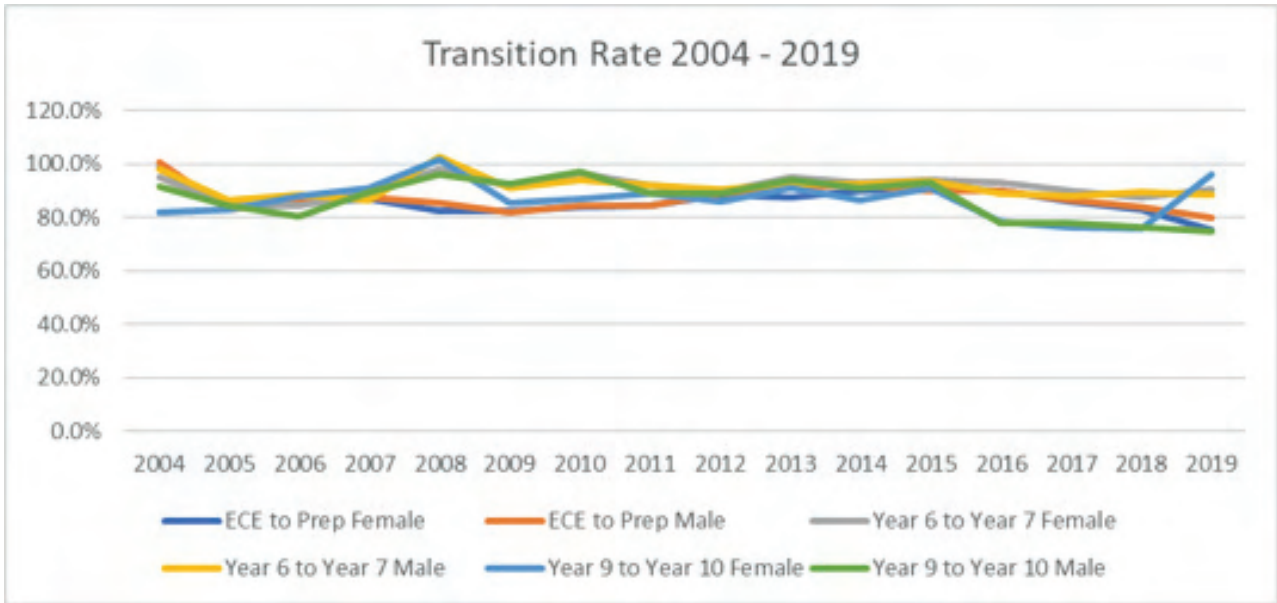
Figure 5   *Gender Parity Index by education level 2004–2019*
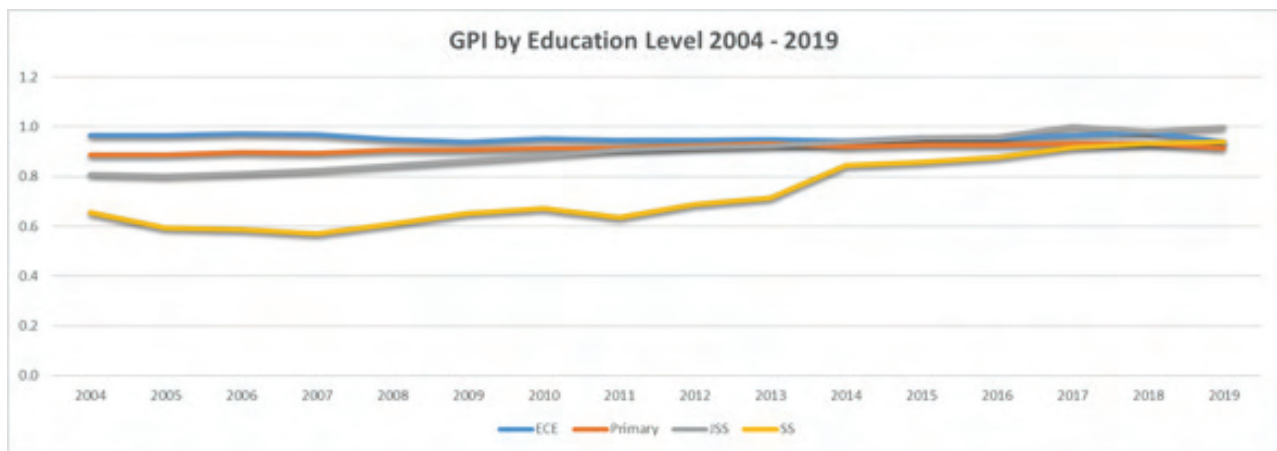
There has been an increase of certified teachers from 58 to 81 percent in primary, and 73 to 84 percent in secondary over the period 2011–2019. The ratio of teachers to students has seen a positive reduction.

Figure 6   Number of teachers in schools 2004–2019
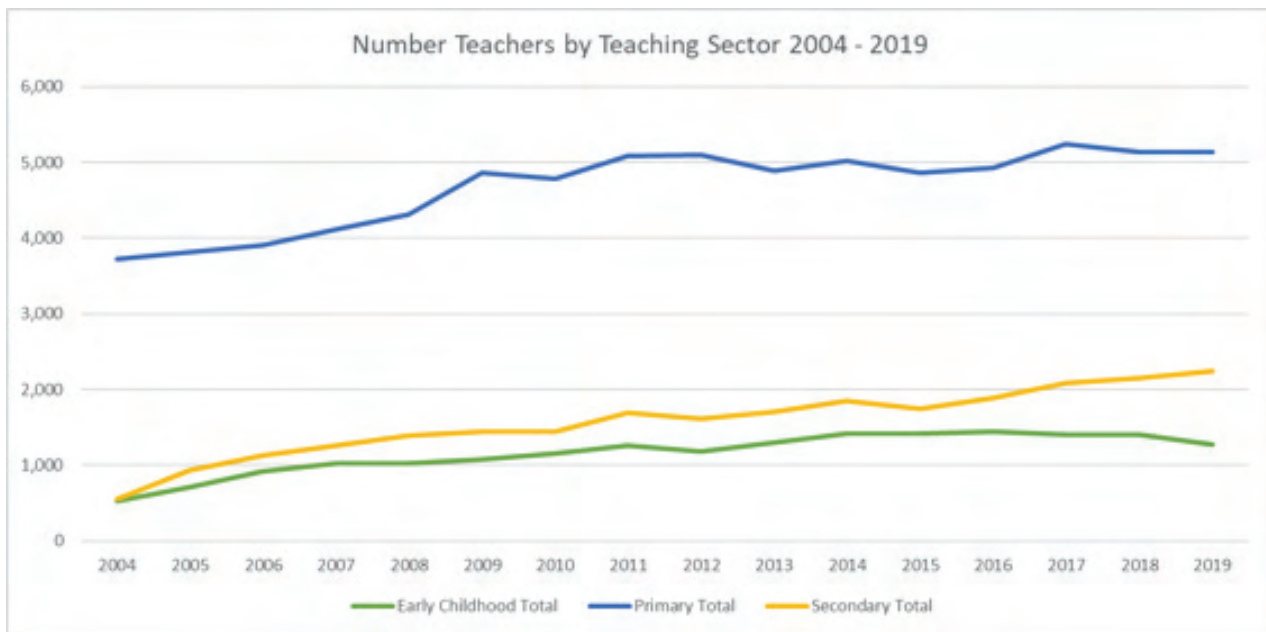
The country has seen improving levels of student achievement over the years. The Solomon Islands Standardised Test for Achievement (SISTA 2017) shows overall literacy at 68.9% of students at or above the expected level and 71 percent for numeracy. However, there are considerable differences across provinces and between school types with students in urban centres significantly outperforming rural and isolated students; with primary students in community high schools outperforming those in standalone primary schools. Girls and boys show little difference in numeracy results, though girls perform better on literacy. Similarly, there were welcomed trends of improvement in both literacy and numeracy for children when compared to the region in the Pacific Islands Literacy and Numeracy Assessment (PILNA 2012, 2015 and 2018).

4 FINANCING EDUCATION

Solomon Islands spent approximately 31% of its annual national budget on education each year over the period 2017–2020, which is above the international average. SIG national education spend represents approximately 13% of nominal GDP. A high percentage of the national education expenditure (40 percent) goes to the tertiary education sector (not including payroll).

Figure 7   UNESCO Data on SIG Expenditure on Education 2017–2020
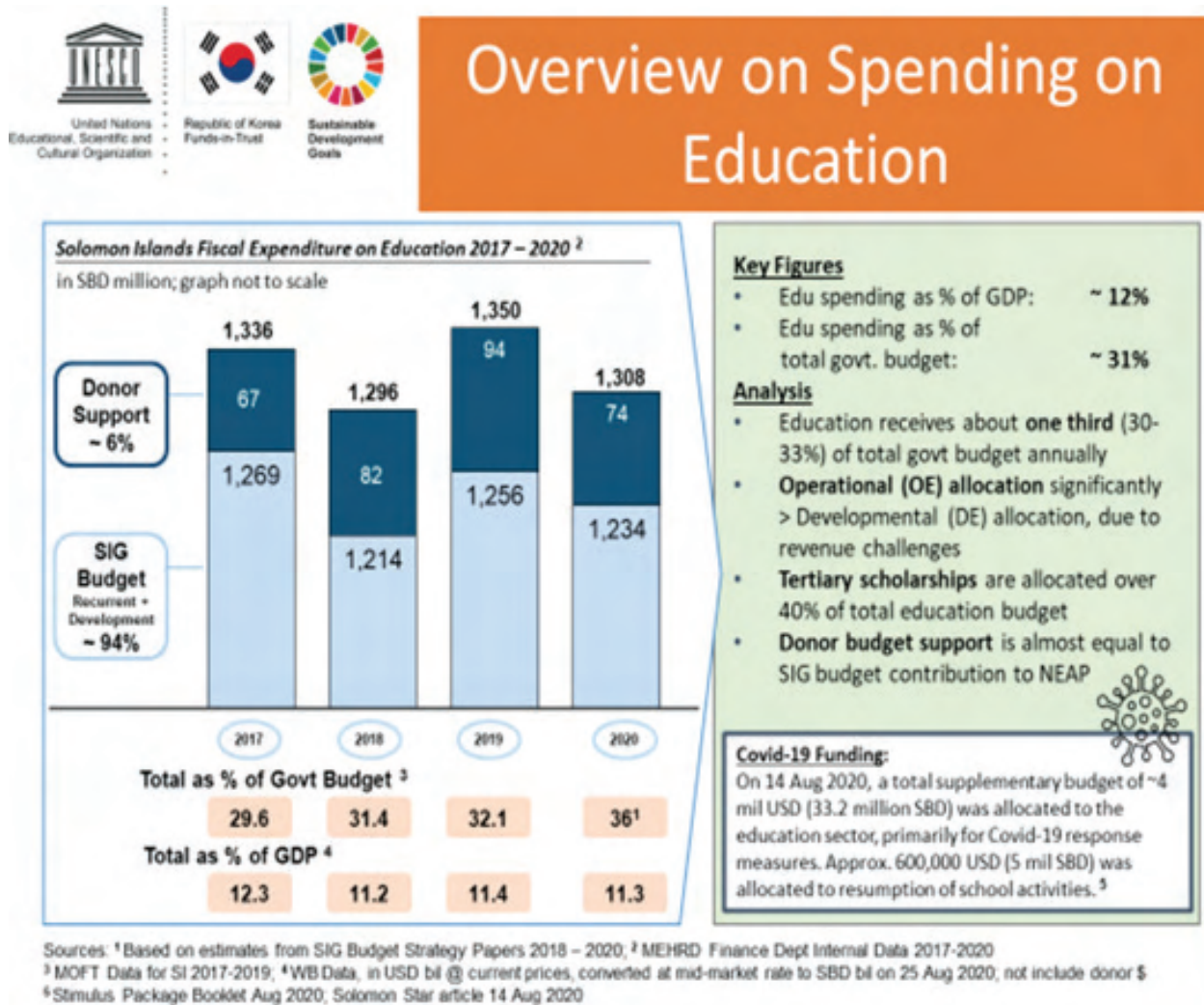
Grants to schools have remained steady at a constant level over the period 2016–2019. In 2019, grant per primary school student was SB$425; and grant per secondary student was SB$1,260. Concerns exist about whether grants are being used for their intended purpose. The financial situation of schools is fragile and continues to impact on teaching and children's learning.

5   PROGRESS NEAP 2016 – 2020

The following table provides a snapshot of progress made during the NEAP 2016–2020. A more comprehensive and analytical assessment of progress towards NEAP Outcomes can be found in the NEAP 2022–2026 Summative and Formative Review document. MEHRD's Performance Assessment Report 2019 provides the most recent education statistical data for Solomon Islands

Table 1 Progress NEAP Priorities 2016-220

Status Key

Completed	Significant progress	Partial progress	Needs remedial action	Not started

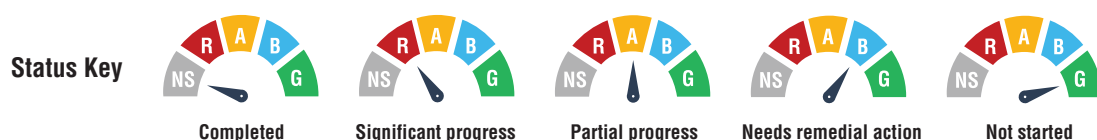| Equitable Access and Completion		Progress Summary
ECCE A moderate expansion is proposed for 5 y-o in Preparatory (2% increase in NER only) Introduce a co-financed model to expand access to 3-4 y-o through community ECCE Centres. No substantial expansion in this NEAP	**Partial progress** **Not started**	– Enabled more children than ever to access early childhood education vis a combination of Early Childhood Education Centres and Primary Preparation Year[1], ECCE GER increased from 47.7% in 2010 to 61% in 2017. The number of children enrolled at the right age (3 and 4 years old) in ECE Centres has remained stagnant and low, except in Guadalcanal where numbers doubled and in Choiseul where numbers halved. – Net Enrolment Ratios for Primary Preparation Year have improved (21.7% in 2016 to 32.2% in 2019). In the PPY there has been an increase nationally in right age enrolments; however, this masks important provincial trends with some provinces having less students at the right age now than in 2016 – Policy decision: 3-4-year-olds encouraged to attend community-run ECE Centres. – Policy decision: compulsory education for 5-year-olds Preparation Primary Year as part of Basic Education – A revised Education Act is approved for implementation. This will include ECE Centres and require them to be registered – A moratorium on registration of ECE Centres imposed in 2014. The moratorium will remain effective until the Education Bill is enacted – As of 2019, there were 284 registered ECE Centres plus an estimated 280 unregistered ECE Centres. This is about a 7 per cent increase on the number of registered centres in 2016. – All ECE Centres and PPY were closed from March to end of May 2020; and August to October 2020 in Honiara City boundary (COVID related). – Commenced transition planning for PPY (2017). 659 primary schools and community schools offering PPY in 2018; and increasing to 677 schools in 2019. Only 7 per cent of schools are yet to offer PPY. – Developed a Road Map for Early Childhood Care and Education 2017–2020, implementation has been limited. Developing an Early Childhood Development Strategy with UNICEF.

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10 Note the term 'ECCE' was used to denote 3-5-year-olds as one cohort during that period. With the delineation of ECE Centres and PPY in 2018, it is more difficult to track trends but will become clearer when changes are bedded down. Nevertheless, an increase in access is evident in PPY GER and NER in 2018 and 2019.

Equitable Access and Completion		Progress Summary
Basic Education: Primary and Junior Secondary Expand the capacity of system to keep up the pace of population growth and address some provincial imbalances. Focus on completion of basic education and more gender-balanced transition from PS to JS and from JS to SS.	**Needs remedial action** **Partial progress**	– Gross Enrolment Ratios remained fairly stable and in line with population growth, except for 2019. However, there was a 5% increase in out-of-school children between 2018 to 2019, up from 8% to 13%. – GPI/NER shows more girls than boys in nearly every year level. This shows there are proportionately more girls in their correct age/school year level than boys. – Survival rates have not improved over the last 5 years. The survival rate to year 6 in 2016 was 65 percent, but by 2019 decreased to 49 percent. At the primary level, GER increased from 136 per cent to 142 per cent over 2016–2020 signalling that over-age children were being enrolled in schools. – The Year 6 external exam was ceased in 2019. This allowed all students to advance to Year 7 (JS). – Gender parity in junior secondary only. An Inclusive Education Implementation and Monitoring Committee was established in 2020 to support implementation of the Gender Policy.
Senior Secondary Education Expand the capacity of the system to absorb all graduates from JS; (increase cohort size by 1,700 students) Start focusing on addressing gender-balanced completion	**Partial progress** **Needs remedial action**	– 2019 GER total: 33.2% (Female: 33.1%, Male 33.2%) – NER total: 26.9% (Female: 28.0%, Male: 25.8%) – Over the course of the NEAP 2016–2020 the transition rate to senior secondary decreased by 3%. This may be attributed to better data collection and verification. – Provision of infrastructure increased, including construction of 12 dormitories with ablution blocks mainly for female senior secondary school students. – Increased percentage of certified teachers in secondary schools from 82.2% (2016) to 94.2% (2019). The total number of teachers in secondary schools (certified and non-certified) have increased from 1,884 to 2,224 in the same period. – Establishment a Senior Secondary Education Committee to support the senior secondary cost-effective access expansion plan. – Gender Parity Index for senior secondary has increased from 0.88 (2016) to 0.94 (2019) however, this most likely indicates that more boys have dropped out. There is a larger drop for boys than girls attending senior secondary at the right age over the same period. – The NER in senior secondary for females has fallen slightly by 1.4%; and males by 3.5%. – There is a significant drop in survival for the Year 12 female cohort from 23.5% (2016) to 12.1% (2019). Survival rates for the same male cohort have dropped from 19% to 14%. – Drop-out rates in Year 12 have increased from 76.3% (2016) to 88.2% (2019) for girls; and increased from 82.5% (2016) to 86% (2019) for boys.

Equitable Access and Completion	Progress Summary
Tertiary, Skills Development Sector Expanded access once proposed new governance and demand-based, quality system is established **Significant progress** **Needs remedial action**	– Passage into law of the Solomon Islands Tertiary Education Authority Act (SITESA) in March 2017 was by far the largest institutional change achieved. SITESA CEO appointed in 2019. The groundwork to implement these new institutional arrangements has commenced. The SITESA Governing Body is due to meet for the first time in 2021. – The Solomon Islands Qualifications Framework (SIQF) and Quality Standards Framework (SIQSF) have been drafted and are awaiting broader stakeholder consultation. – APTC has been engaged to support the piloting and development of a national skills packages within selected training providers, to develop the governance standards, qualifications and accreditation standards, policies and procedures for SITESA, and to support TVET system strengthening with a TVET Sector Strategy. – Developing a more merit-based scholarship approach with the introduction of policies and procedures and a comprehensive scholarships handbook. SITESA has developed guidelines for Constituency Scholarships, including strengthened Eligibility Criteria. – There is a growing gender equity gap allocation of scholarships between men and women. In 2020 there was a 5% decrease in scholarships awarded to women - 42% (2019) down to 37% (2020). This trend continued from 2018 with a 17% decrease in scholarships awarded to women compared to 2019, from 59% (2018) down to 42% (2019).

New Approaches Introduced
 	
Significant progress
 	
Infrastructure
 	
Overall focus on expanding access, not necessarily infrastructures
 	
Significant progress
 	
Maintenance
 	
Improve maintenance to ensure proper conditions and extend life of current infrastructure
 	
Significant progress
 	
Exclusion
 	
This NEAP will focus on reducing gender exclusion and to better understand reasons and incidence of other causes of exclusion (economic, language, disabilities) and design affordable actions to address them in the next NEAP
 	
Partial progress
 	
Disaster and Risk Management
	– Incorporating the successful practices learned through the Leaders and Education Authority Program (LEAP); implemented the Provincial Literacy Trainers to support teachers at the school level; finalising the Education Sector Legislation which is due before Parliament late 2021 or early 2022.
	
	– Infrastructure completed 2016–2020
	    Classrooms 250
	    Science classrooms 52
	    Home economics classrooms 5
	    Technology rooms 7
	    Dormitories 12
	
	– Better provision of WaSH infrastructure. MEHRD School Asset Management Plan not implemented.
	
	– Established an Inclusive Education Implementation and Monitoring Committee and drafted an Inclusive Education Manual; a Draft Child Protection Policy and action plan; Draft Gender Equity in Education Policy and action plan.
	
	– MEHRD responded swiftly to the threat of COVID-19 in 2020 to ensure continuity of learning. Similarly, EAs, School leaders and teachers were vital in keeping children engaged and learning during the pandemic. The Learning Communities project was initiated due to COVID's disruption of student learning. It was the lead strategy to

Equitable Access and Completion		Progress Summary
Start incorporating disaster, climate and environmental risk management considerations in the definition of access and quality goals.	**Significant progress**	find a collaborative approach to supporting communities and learning within communities during the pandemic.

Quality and Relevance of Education

Learning Outcomes Improved in the selected grades	**Significant progress**	– PILNA Literacy and Numeracy results 2015–2018 shows improved literacy and numeracy in years 4 and 6 (14% above regional average for numeracy), and at or above expected standard (2017 results). – Year 9 Solomon Islands Secondary Certificate (SISC) and Solomon Islands National Form 6 School Certificate (SINF6SC) shows an overall improvement in results in 2019 against 2018 results. For example, there has been some improvement in Y9 English with 65% of students performing at or above standard in 2019 (59% in 2018). – To sequence curriculum and professional development, MEHRD developed a Five-Year Curriculum and Professional Development Plan (2018), which provides a prioritised approach for the development of the whole senior secondary curriculum.
New Curricula Outsource curriculum development to reduce lead time and ensure quality; deliver new curricula for PPY, and SS and complete existing curricula for Primary and JS within this NEAP.	**Significant progress**	– PPY, primary, junior secondary and senior secondary curriculum are currently being revised. PPY curriculum framework and syllabus were finalised, a curriculum-aligned Professional Development developed. – Senior Secondary Curriculum Framework developed. – School-based and regular professional learning and development for classroom teachers by MEHRD's Provincial Literacy Teachers (PLTs) is contributing to the positive impact on early years' literacy. The PLTs have conducted professional development training for early year grade teachers and Education Providers over the period 2017–2019, more than 1,100 early years teachers were trained to improve teaching of language and literacy. The final cohort of Teacher Inservice Training (training unqualified teachers) will be completed in 2021.
Teacher Training A new model to cost-effectively expand speed and quality of curriculum related in-service training (USP/IOE) finalised and implemented; delivery of curriculum-related training in this NEAP will be limited; no visible improvements in quality may be measured on students in this NEAP.	**Significant progress**	– Increase of certified teachers from 58 to 81% in primary, and 73 to 84% in secondary over the period 2011–2019. – Over 1,100 teachers have been trained in the new curriculum with 5,248 children reached by the new PPY curriculum. Train-the-trainers' sessions were held using Teacher Guides and Resource Books (1-3). This curriculum is now implemented by provinces that have received teacher training in the curriculum to 5-year-olds in Solomon Islands.
Literacy and Numeracy Extra-curricular support to increase L&N will be provided in parallel to compensate the delayed effects of curricular reforms and achieve some improvements in this NEAP; lessons learnt through this process will be used to mainstream implementation of new		– A Classroom Assessment Framework will be implemented from 2021, which is aimed at tailoring learning in the classroom and assisting the phase out of the Year 9 exam.

Equitable Access and Completion	Progress Summary
curricula and in-service training **Teaching Materials** Increased supply of new curricular materials for all these education areas will be possible using new, cost-efficient methods currently being tested with satisfactory results	**Significant progress** **Partial progress**	– New syllabi, teachers' guides and learner books for core subjects in basic education completed and new PPY curriculum materials distributed. – In 2019, a major project was undertaken to ensure each primary school received a total of 17 boxes of learning resource (curriculum) books with each secondary school to receive 35 boxes of learning resource books – Digitized (web based) learning resources /curriculum (iResource) fast-tracked during COVID pandemic.
	MANAGEMENT	
School and EA Management A substantial expansion of management quality based on measurable School and EA Management Standards; specific targets set for 2020 for these Standards; extensive capacity development support at the EA and School levels to achieve them; new monitoring mechanisms. **Teacher Management** New systems to address supply, demand and deployment, reviewed Teacher Service Handbooks and SOPs establish new, stricter management practices and monitoring systems.	**Partial progress** **Partial progress**	– The Curriculum and Professional Development Plan to be commenced in 2021: the Solomon Islands Standards with Self-Assessment for EPs, Teachers, School Leaders and Schools; and the Classroom Assessment Framework completed. – MEHRD has worked with EA (EPs) with the development of shared goals and activities in AWPs, the rapid cross-divisional planning and response to the SISEE phase-out. Work began on reviewing the Teachers Scheme of Service with the development of a more equitable remuneration framework that also provided a career path for teachers and school leaders. – Education Reform Program will provide clear roles and responsibilities for stakeholders across the education sector, including Administrative Instructions for Schools, Education Providers and Teacher Management. – Increase in the percentage of teachers who were certified over the period 2010 to 2019: from 58% primary school teachers certified to 81%; and 73% secondary school teachers to 94%. The ratio of pupil to certified teacher has improved in both primary and secondary during the NEAP 2016–2020. – To complement the teacher self-assessments, a school leaders professional standards and self-assessment approach is being developed, and a School Standards and School Self-Evaluation process is being socialised and training in the process has commenced. – Framework for National Teacher Qualifications yet to commence.
Planning and Financing Strengthened integration supports implementation of this NEAP; medium term financial projections (development and operational costs) are used to forecast key NEAP priorities and are used to program future budget and DP	**Needs remedial action**	– Education Reform Program, based on the new education legislative framework is addressing gaps by developing standards across the sector. – MEHRD central strategy, planning, budgeting, procurement, monitoring and evaluation has become much stronger and better organised. – MEHRD responded swiftly to the threat of COVID-19 in 2020 to

Equitable Access and Completion		Progress Summary
support; improved management of school grants		ensure continuity of learning. Similarly, EAs, School leaders and teachers were vital in keeping children engaged and learning during the pandemic. The Learning Communities project was initiated due to COVID's disruption of student learning. It was the lead strategy to find a collaborative approach to supporting communities and learning within communities during the pandemic.
Evidence and ICT for Management Strengthened MEHRD capacity to lead this process and eliminate dependency on external parties, a new strategy for ICT and a costed development plan, an Electronic Registrar that compiles verified information about all individual students in the system; gradual improvement and integration of existing MIS to support management decisions	**Needs remedial action**	– ICT Management Plan prepared but not achieving required milestones nor providing foundation for data management and information system. – MEHRD has not had a functioning education information management system since 2019 when the work on the new system commenced. – The new EMIS system is not yet operational with data migration continuing. – Teacher, school, HR, finance information systems not yet integrated into the new EMIS.

6   PLANNING FRAMEWORK

The NEAP aligns to the Solomon Islands Government's National Development Strategy, the Pacific Regional Education Framework, and the Global Sustainable Development Goals. The Solomon Islands Government has reaffirmed its commitment to ensuring access to basic education and improving the quality of education as important priorities for Solomon Islands.[11] This overarching framework forms the foundations for the Solomon Islands Education Sector Wide Approach.

The approach to planning is based on a 'bottom up' and 'top down' approach. National education priorities are informed by local level consultation and input whilst also aligning to global, regional and national priorities. The NEAP review process captured information important to community, school provincial and national education aspirations whilst also maintaining a 'line of sight' with Pacific and global education indicators.

The aim is for the NEAP and ESF to also inform the development of Annual Work Plans as well as the Provincial Education Coordination Plans (developed at the decision of the Provincial Secretary), and Whole School Development Plans. The Solomon Islands Tertiary Education and Skills Authority carries responsibility for Tertiary Education and Skills Development planning within NEAP 2022–2026 and detailed in their SITESA Business Plan.

The ESF proposes ambitious goals and targets for 2030. The ESF targets provide the key priorities and challenges of the education sector in Solomon Islands are underpinned by a continued commitment to the Sustainable Development Goals (SDGs). Education also has a key role in the overall achievements of all the SDGs, which demands better integration and policy coherence across sector policies.

Figure 8   Solomon Islands Education Planning Framework
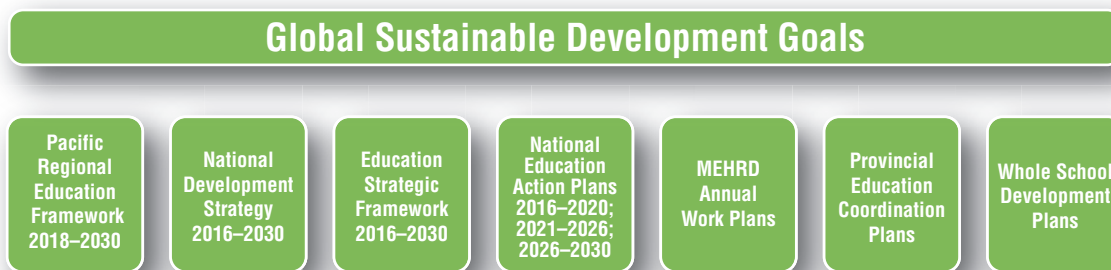
The achievement of the Education Goal SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all is at the core of a coordinated approach to tackling poverty reduction, health, gender equality, reduced inequality, sustainable consumption, and climate change. A multi-sectoral and cross-Ministry linkages will be further developed over the next five-years.

The Pacific Regional Education Framework (PacREF) 2018-30 is a document developed by Pacific Island Countries through a small working group with relevant education agencies identified to support implementation. It was intended to act as a regional framework between national systems and the global SDG4 outcomes providing a framework of national and regional goods and services in support of national systems progress towards SDG4. The table below shows SIG's response to SDG Goal 4 and PacREF Outcomes.

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11 Solomon Islands Voluntary National Review, HLPF 2020. Sustainable Development Goals Knowledge Platform. https://sustainabledevelopment.un.org/index.php?page=view&type=30022&nr=1788&menu=3170

Table 2   SIG Response to SDG 4 and PacREF Outcomes

SDG Goal 4 targets	Solomon Islands Response	PacREF Policy Areas and ESF Related Strategies
4.1 Free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	- Fee free access and full completion for primary and junior secondary - Extend fee free access to senior secondary - Focus on improving learning outcomes especially fundamental skills in literacy and numeracy	PacREF- Quality and Relevance: Quality learning environment that supports learning at all levels of education. Increased percentages of learners achieve expected levels of literacy and numeracy at all levels of education but particularly by the end of the primary cycle. ESF: Provide specific and sustained teacher training on literacy and numeracy PacREF- Student Outcomes and Wellbeing Improved participation and success rates at all levels, especially in secondary and TVET ESF: Provide support for learners through access to learning support, counselling and engagement with social agencies PacREF- Quality and Relevance Curriculum and programmes with appropriate pedagogy are inclusive, rights-based, promote gender equality, flexible and responsive to innovation and change and are adaptable to new learning opportunities ESF: Research into the reasons and contexts that contribute to the high numbers of out-of-school children. In doing so identify the barriers to education, and ultimately identify strategies for mitigations that will enable equitable access.
4.2 All girls and boys have access to quality early childhood development and pre-primary education so they are ready for primary education	- Full enrolment for all 5-year-olds - Extend access to 3–4-year-olds - Focus on improving quality	PacREF- Learning Pathways Our youngest learners are prepared to engage in formal schooling ESF: Transform the former 'Prep' year into a quality foundational Pre Primary education year for all students PacREF- Student Outcomes and Wellbeing Improved participation and success rates especially in ECE. ESF: accessible and integrated programs and services for early childhood covering heath, nutrition and protection. Support families as children first caregivers and teachers and mainstreaming multi stakeholder approaches to increase co-financing and participation in ECCE for 3 and 4 year olds
4.3 Equal access to affordable and quality technical, vocational and tertiary education, including university	- Focus on quality and relevance of the tertiary skills sector (covering TVET and higher education) - Reduce gender disparity in the tertiary skills sector - Increased access for underrepresented groups	PacREF- Learning Pathways Linked pathways between levels of schooling and beyond. ESF: TVET model development with linkages to industry and the labour market PacREF- Learning Pathways Our most vulnerable learners fully participate in a wide range of learning ESF: Develop and implement second chance and alternative pathways with a focus on out-of-school children, girls, youth at risk and persons with disabilities.
4.4 Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	- Ensure that secondary education include both work-related skills and transferable skills, including entrepreneurial and ICT skills - Introduce lifelong learning approaches for education and training	PacREF- Learning Pathways Linked pathways between levels of schooling and beyond ESF: Second chance and alternative pathways ESF: Scope models of staircasing and multi-levelling of courses PacREF- Student Outcomes and Wellbeing Improved participation and success rates at all levels, especially in secondary and TVET ESF: Build the capacity of learners in the areas of information and digital literacy.

SDG Goal 4 targets	Solomon Islands Response	PacREF Policy Areas and ESF Related Strategies
		ESF: Provide careers education and linkages to industry/workplace readiness.
4.5 Eliminate gender disparities in education and ensure equal access to all levels for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	- Extend achievements in gender parity in ECCE and PE and improve gender balance in SS - Explore ways to measure incidence and find affordable solutions to address economic, language, physical, and other forms of exclusion	PacREF- Learning Pathways Our most vulnerable learners fully participate in a wide range of learning ESF: cross sector policies and plans to address social, cultural and economic barriers
4.6 All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	- Focus on the formal education system - Strengthen multi stakeholder approaches to extend adult literacy	PacREF- Student Outcomes and Wellbeing Increased percentages of learners achieve expected levels of literacy and numeracy at all levels of education ESF: strengthen multi stakeholder approached to extend adult literacy PacREF- Quality and Relevance Quality learning environments that support learning at all levels of education. ESF: Use of vernacular language in ECE and to avoid social inclusion to support learning
4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development	- Additions to existing curriculum in primary and secondary education - Coordinated actions with other ministries	PacREF- Quality and Relevance - Curriculum and programmes are embedded in the Pacific Context ESF: Review, develop and resource inclusive curriculum that is grounded in culture, language and identity supports a holistic approach to learning. PacREF- Student Outcomes and Wellbeing Strengthen cognitive, non-cognitive and social skills in young people, recognizing "Pacific literacies" ensuring their reading for the challenges and opportunities they will encounter later in life. ESF: Support the development of a shared vision for 21st century skills in a Pacific context.

7   EDUCATION STRATEGIC FRAMEWORK 2016 - 2030

Vision

The vision in the Education Sector Framework is that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. It is hoped there will be a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. The intent is that parents and members of the community develop a sense of ownership of educational institutions.

Goals

- The ESF long-term goals for the Solomon Islands education system are 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 2025
- Achieve full completion to quality and relevant basic education (primary and junior secondary) for all children in the Solomon Islands
- Ensure that secondary education delivers both work-related skills and transferable skills, including entrepreneurial and ICT skills to increase the number of youths who have relevant skills for employment, decent jobs and entrepreneurship
- Consolidate the establishment of a comprehensive, integrated system of Tertiary Education which provides quality education and relevant skills for employment, decent jobs and entrepreneurship
- Strengthen multi-stakeholder approaches to extend adult literacy and gradually introduce lifelong learning approaches to education and training
- Manage education resources in an efficient, effective and transparent manner so that it promotes access and quality goals.

The four key strategies outlined in the ESF will continue to guide the direction of implementation of this NEAP but will be shaped through the implementation of the legislative reform. A strong focus during this NEAP will be building the capacity of the education sector (school, education provider, provincial, national) to comply with the proposed new legislation through improved management systems. Sustained support will be provided targeting improved delivery of education services to schools, teachers and learners.

- **Focus on quality, relevance and improving learning.** Increasing access will be accompanied by measures to improve the quality and relevance of education and improving learning.
- **Strengthening policies, plans, management and systems.** More work is needed to ensure stronger national legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of good quality education.
- **Emphasizing equity, inclusion, and gender equality.** Cross-sector policies and plans will be reviewed or developed to address the social, cultural and economic barriers that deprive children, youth and adults of education and quality learning.
- **Introducing lifelong learning.** The education system will gradually adopt institutional strategies and policies and resources programs to ensure opportunities for all age groups including adults.

8   OVERVIEW OF MAJOR EDUCATION LEGISLATIVE REFORM

The period of this NEAP brings about enormous legislative changes to the entire education sector. This is the first National Education Action Plan where MEHRD and SITESA operate as separate entities, each administering the relevant legislation and overseeing separated sectors of education: ECE/Schools and Skills/Tertiary Education respectively. SITESA commences this NEAP period as a newly formed Authority establishing its operations, while during this period MEHRD will be adjusting and modifying its administration and management to be able to operationalize the new Education Bill, anticipated to commence some time in 2021 or early 2022.

8.1   Early Childhood Education and Schools (MEHRD)

The education reform under the new Education Bill will be the most education significant reform since Independence. Commencement of the Bill and implementation of the accompanying legislative framework will lay the foundation for an enabling environment leading to the significant reform in management across the schools and ECE sectors, enabling subsequent strategies focusing on quality and access.

SIG with MEHRD set the direction for the education reform through the Solomon Islands over 7 years ago, in the Education White Paper (June 2014) with the following key parameters:

- Build upon best of practices and sets a framework for development of education into the future, against a background of a society facing rapid changes - demographic, social, economic and political.
- Set an agenda for change and development within education sector.
- Give an empowering sense of direction and definition of relationship between MEHRD and all partners in education.
- Provide an inclusive structure for the education system and includes significant organisational developments.
- Allow for flexibility to meet particular needs and circumstances, respects legitimate rights and responsibilities amongst the partners and the different levels within education system and clarifies the role of the MEHRD in governance and strategic management, policy formulation, approval, implementation and monitoring.
- An appropriate legislative framework be provided for key aspects of educational provision in the future.

The draft Education Bill and its accompanying Regulations, Funding Code, Learning Frameworks, Scheme of Secondary Education Certificates and a series of Administrative Instructions (collectively known as the Education Legislative Framework) have been drafted and will be ready for implementation once the Bill passes through Parliament. It has been announced that the Education Bill will go before Parliament during the early period of the NEAP 2022–2026.

A phased approach to implementation is planned with some activities able to be implemented prior to passage of the ELF into law. MEHRD's critical role will be to administer and support the understanding of the new legislation and its framework. There will be considerable effort going into ICT improvements over the next 5 years to better support the process of administering the ECE and Schools sectors in a more effective and efficient manner.

Figure 9   *Proposed Education Legislative Framework under the draft Education Bill 2021*
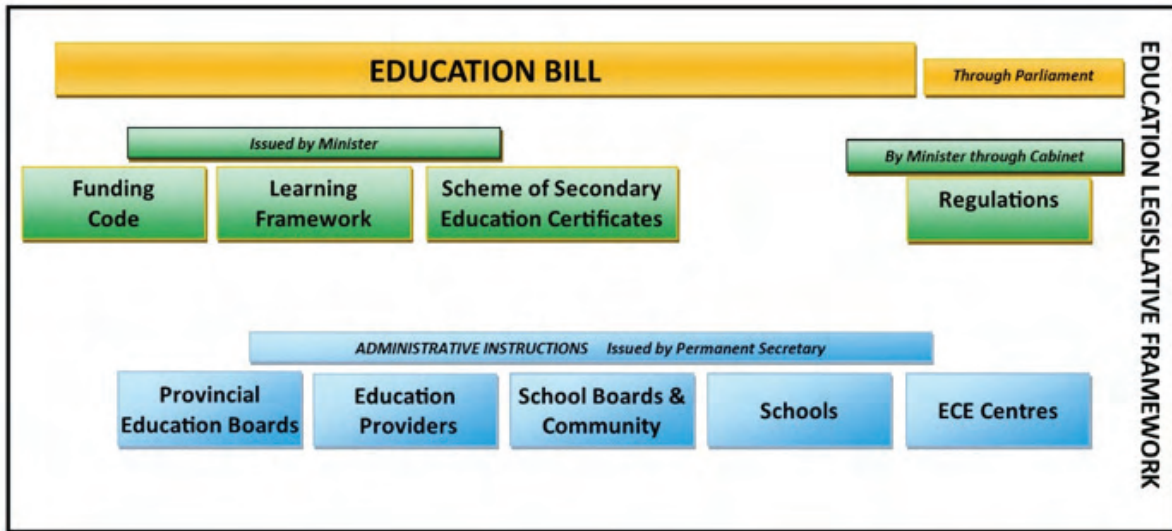
Examples of the types of changes expected under the Education Legislative Framework include:
- More emphasis on planning province by province
- Education Providers taking greater responsibility through requirements and systems being clarified
- Clear understanding about stakeholder responsibilities
- Education Providers employing and managing teachers effectively
- School Leaders understanding of tasks and role
- School Leaders better management of teachers' performance
- MEHRD administration of registration matters
- Well-functioning school boards for every school
- Reporting, reviewing and planning cycles are well understood and implemented
- Consistency in policies, such as child protection and inclusivity
- Transparency and clarity in funding and accountability.

8.2   Tertiary and Skills Development (SITESA)

The Solomon Islands Tertiary Education and Skills Act (2017) was passed by the Solomon Islands Parliament and commenced by Government Gazette on 23 September 2019. This established a new statutory Authority, the Solomon Islands Tertiary Education and Skills Authority (SITESA) to ensure that tertiary education and skills development drives the Solomon Islands future needs for a highly skilled and productive workforce which will make a strong contribution to the country's economic and social development.

The strategic role of the Authority is providing recognition of national tertiary and skills; engaging and partnering with the private sector; promoting tertiary and vocational skills development; national tertiary and skills planning, regulating and funding and grants; capacity development of the sector for all facets of tertiary and vocational skills development including higher education in the Solomon Islands.

The objects of SITESA provided in the Act 2017 are

1. To develop National Planning for Tertiary Education and Skills Development that results in economic and social development
2. To improve quality tertiary and skills development to meet national, regional and international labour demands
3. To have plans and clear goals for tertiary and skills development where public and private sectors can invest in
4. To improve the provision of tertiary and skills development
5. To improve employability prospects for persons with tertiary and skills qualification obtained in Solomon Islands that is recognised nationally, regionally and internationally
6. To prepare an equitable and equal access to tertiary and skills training amongst Solomon Islanders
7. To improve accountability for scholarship funding for tertiary courses and Skills development.

9   NEAP 2022–2026 PRIORITIES

Establishing the priorities for the National Education Action Plans was highlighted as a challenge in the Education Sector Framework . It was recognised the required reforms require sustained and consistent work oriented over a medium-term period. A strategic sequencing for the implementation of each subsequent NEAPs was proposed, with key objectives for each. The priorities established for each NEAP are the result of a prioritisation that took into consideration the existence of three main restrictions:.

*   Financial: the significant financial/budgetary limitations that mean sustaining gains are a challenge without substantial overall improvements in efficiency, and therefore, severely restrict the scope and ambition of any new programmes
*   Capacity: the fundamental capacity restrictions that have not been fully addressed in the past, that if not given priority will prevent achievement of any meaningful and sustainable improvements in student learning outcomes in successive NEAPs
*   Management: the systemic management limitations at the school, EA and MEHRD levels that will undermine the successful implementation of each NEAP reforms unless they are addressed through integrated systems that enable well-coordinated management strengthening processes.
*   Priority setting for this NEAP has been an important process in developing this NEAP Action Plan. Priorities were developed based on the restrictions outlined in the ESF, the formative and summative review undertaken on the NEAP 2016-20, combined with extensive consultation process. The review again highlighted that maintaining consistency with priorities had proved to be a challenge during the NEAP 2016-2020.

9.1   Early Childhood Education and Schools

As well as lessons learnt from the previous NEAP, it is important to utilise local and international evidence what makes the most difference in improving children's learning. These two key factors underpin the prioritization of activities for the ECE and schools sectors.

It should be acknowledged that all the required changes will not be resolved over the next five years. The profound shifts will take time. This therefore requires strategic prioritization to ensure the resources and focus is towards the most important areas that provide the foundations for change or an enabling environment whilst ensuring important improvements at the school and classroom level.

The table below captures the key priorities and some of the important strategies that will guide the NEAP in the ECE and schools sectors for the next five years. The priorities list provides the basis for NEAP Action Plan in Section 10 where more details can be found.

Table 3   MEHRD NEAP 2022–2026 Priorities and Key Strategies

Priority Areas	Key Strategies
Education System Management	– The enabling environment (foundation education management systems) developed and operating – Registration of EPs, Schools, ECEs, ICT - EMIS operating, teacher management, compliance systems and complaints management
Education Provider Management	– Increased accountability and responsibility to operate schools and employ teachers
Provincial Education Coordination	– Provincial Education coordination through establishment of Provincial Education Boards
Teacher Management	– Implement draft Education Bill (2021) with clarity on teacher registration, employment and management
Financial Management	– Implement new Funding Code with new fee, grants rules and associated financial management requirements for schools and EPs – Compliance processes in place
School Leadership & Management	– Training and support for school leaders to assume increased accountability and responsibility in the day-to-day management of schools and improved provision of care and learning for students
Community Engagement	– Establishment of School Boards in every school with encouragement of increased community engagement and support
Early Childhood Education Reform	– ECE encouraged for 3- and 4-year-olds and Primary Preparation Year part of the basis education years for all 5-year-olds – Increase enrolments in Early Childhood Education Centres – Develop innovative funding models for ECE
Alternate Learning Pathways	– Academic and non-academic subjects available in secondary schools, with students able to elect most relevant options – Collaborate (MEHRD and SITESA) on the development of non-academic options for choice of pathways to vocational, workforce or life skills
Access Strategies & Infrastructure	– Equity barriers addressed through compliance with legislation in Basic Education years – Provincially based infrastructure plans used to ensure access in each province – Continue the development of the SI external examinations implementation framework leading to year 9 external exam removal
Curriculum Development	– 5-year Curriculum Improvement Plan implemented
Professional Learning & Development	– 5-year Professional Development Plan implemented to accompany curriculum plan
Student Assessment	– Classroom Assessment Framework completed and implemented
Teaching & Learning Resources	– Teaching and learning resources to accompany curriculum plan developed and distributed

9.1.1 NEAP Outcomes

Pathway 1: Management and Systems

Intermediate Outcome: Education Service delivery is improved through effective planning and management
Expected Results:
•   Education Legislative Framework implementation plan developed and implemented
•   MEHRD revises the grants management system aligned the Education Legislative Framework

Intermediate Outcome: Education Providers show improvement against AI Standards
Expected Results:
- Increased number of education providers complete a self-review process
- Increase number of education providers have 3–5-year improvement plans
- Increased number of education providers complete an annual report
  Intermediate Outcome: Revised teacher management systems and procedures developed and used

Expected results:
- A revised policy and systems for payment of salaries and teacher employment conditions fully developed and implemented.
- More accurate teacher data in the payroll system
- Increased percentage of accurate teachers' data accessible in EMIS
- Increased percentage of teachers paid on time

Pathway 2: Access and Inclusion

Intermediate Outcome: Children have access to and participate in Early Childhood Education
Expected Results:
- Clear governance structures including roles and responsibilities for national, provincial and communities in place
- Families and communities involved as partners and collaborators in ECE
- Responsive Curriculum Framework for ECE developed and increased number of ECE Centres using the curriculum and teachers trained
- ECE Centres complying with Administrative Instructions and Standards

Intermediate Outcome: Learners complete basic education, inclusive of PPY
Expected Results:
- Increased number of learners completing their schooling (especially girls) in the right year (NER) through to completion of Year 9 (Survival Rate)
- Processes and strategies established to systematically involve parents (especially children with disabilities) in educational programs
- Increased number of and improved participation of special needs students participating in mainstream education (schools, centres)
- Increased number of primary schools offering the new primary preparation year for 5-year-olds

Intermediate Outcome 3: Increased number of learners complete 13 years of education
Expected Results:
•   Alternate pathway strategy (non-academic) for junior and senior secondary developed
•   Increased number of schools offering alternate (non-academic) pathway and vocational subjects
•   More learners continuing to and completing senior secondary education
•   More school facilities available for learners (classrooms, dormitory and ablution)

Intermediate Outcome 4: Students are safe in their schools and continue to learn during emergencies
Expected Results:
- Increased number of schools with clean safe water supplies, functioning toilets and handwashing facilities with running water and soap
- More schools compliant with child protection policy
- Schools have COVID-19 and other emergency response plans
- Children continue to have access to learning opportunities during emergencies (COVID-19)

Pathway 3: Quality and Relevance

Intermediate Outcome: Schools show improvements against AI Standards
Expected Results:
- Increased number of schools complete self-reviews and use the results to prepare their improvement plans
- Schools' budgeting is linked to their improvement plans
- Increased number of schools complying with Administrative Instructions and Standards
- Increased number of teachers meeting teacher standards

Intermediate Outcome: All teachers have access to and are using new curriculum
Expected Results:
- New practical indigenous learner centred curricula grounded in Solomon Islands culture and context fully developed
- Increased number of teachers have access to the new curriculum-based learning materials and are using them regularly in their classrooms
- Increased number of teachers are confident in using new practical indigenous learner centred pedagogies grounded in Solomon Islands culture and context
- Increased number of teachers are confident in using inclusive pedagogies, with an increased emphasis on equity, inclusion and gender equality
- Increased number of students are developing the knowledge, skills and attitudes needed to earn a living (wage or salary) and/or fashion prosperous traditional Solomon Island livelihoods, living in harmony with others and their environment.

Intermediate Outcome: Teachers using assessment for learning strategies
Expected Results:
- Classroom Assessment Framework prepared and implemented
- Solomon Islands National Secondary Scheme of Assessment is prepared and implemented
- Increased number of children with disabilities who sit exams
- Increased use of classroom and national assessment results (e.g. SISTA and PILNA) for evidenced based decision making to inform to and adapt teaching programs in schools

Intermediate Outcome: Teachers using learner centred teaching strategies
Expected Results:
- An Increased number of students demonstrate progression against achievement objectives in formative assessment results
- An Increased number of students demonstrate progression against achievement objectives in summative assessment (national exams)

Intermediate Outcome: Teachers using quality literacy and numeracy strategies
Expected Results:
- An Increased number of school leaders meet the Teacher and School Leader Standards

- Increased number of teachers are using effective quality literacy and numeracy strategies
- Literacy and language framework prepared and implemented
- Teachers have an Increased knowledge base (pedagogical content knowledge) to draw on in the teaching and learning of science, technology, engineering and mathematics (STEM) in primary and secondary

9.2 Tertiary Education and Skills Development

SITESA priorities are the basis of Tertiary and Skills Development Action Table in Section 10.

10 NEAP ACTION PLANS

The following Action Plans provide the details of the key activities and the timing of implementation for this NEAP. The Action Plans are broken-down into three sections (i) ECE/Schools (ii) Tertiary Education/Skills Development and (iii) Disaster Management in Education. This is to align with the two lead agencies' (MEHRD and SITESA) planning, M&E and reporting processes and requirements.

The Action Plans are based on extensive consultation during 2020 and early 2021, followed by comprehensive review with feedback from collaborative consultative workshops held with MEHRD, Education Authorities and key stakeholders in June and July 2021. During the 2021 workshops major stakeholders overwhelmingly insisted on the inclusion and integration of actions to implement the legislative reform as critical to provide the much needed enabling environment to achieve desired change through to 2030.

10.1 Early Childhood Education and Schools

Activities are not divided into year-by-year progression, it is a rolling plan approach with activities based on sequencing. The underlying planning approach is centred on ensuring the enabling environment (foundation activities) is in place to ensure all activities are compliant and aligned with the Education Legislative Framework and have sound management systems in place. MEHRD will undertake planning and monitoring activities to ensure ongoing AWPs are evidence-based and closely aligned to the NEAP.

The ECE/ School Action Plan aligns with the MEHRD /NEAP overall Theory of Change (how it is thought change will happen) and Change Pathways for each of the major reform areas (what needs to be done to achieve the outcomes). Further capacity analysis of each of the pathways will then give sufficient information to develop a realistic, practical and achievable Annual Work Plan.

Figure 10   ***ECE and Schools Sectors NEAP Overall Theory of Change 2022–2026***
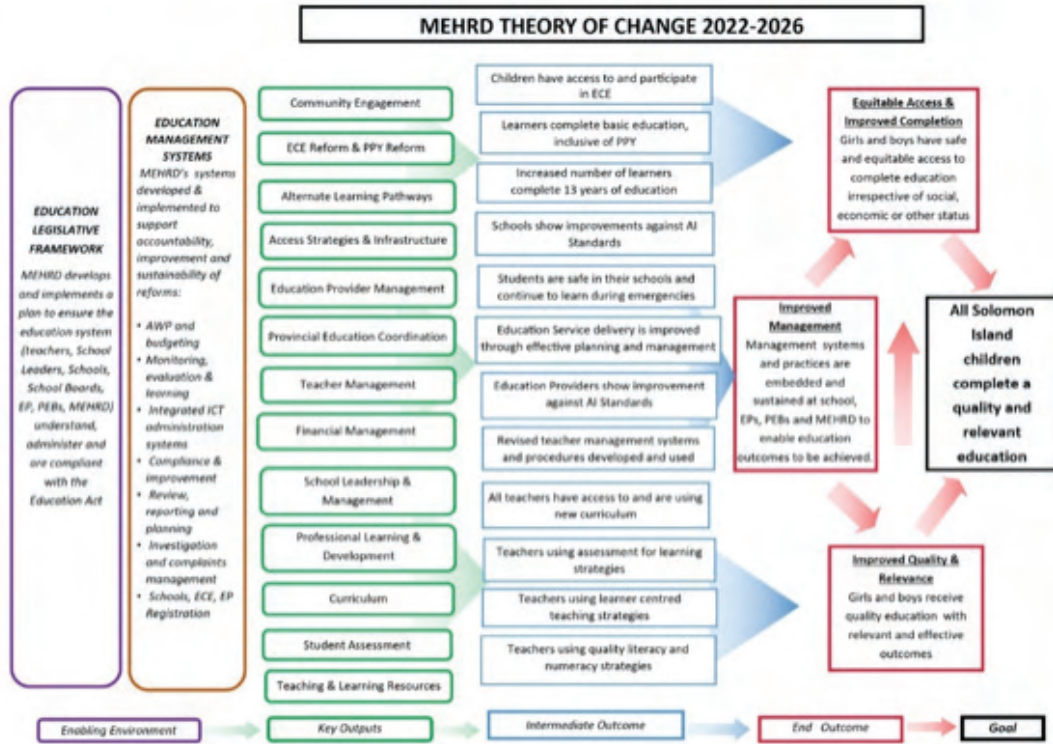
Table 4: ECE and Schools Action Plan

Timeline legend

- ▉ (blue) Foundation activities that are necessary for other activities to be undertaken
- ▉ (grey) New activities starting after completion of foundation activities
- ▉ (green) Activities already started or don't require foundation activities to be undertaken

Table 4: ECE and Schools Action Plan

Area of reform	#	Actions	Responsibility	Foundation	1st	2nd	3rd
ENABLING ENVIRONMENT				Suggested Timeline			
Education Legislative Framework	1.	All major system reform and initiatives undertaken by MEHRD to be verified against the Education Legislation and broader ELF.	MEHRD SSU (Policy) All MEHRD	▉ (blue)	▉ (grey)		
	2.	Undertake coordinated socialisation across the system of major reform and legislation by implementing the Major Reform Implementation Plan.	MEHRD SSU (Policy)	▉ (blue)	▉ (grey)		
	3.	Establish governance, coordinated administration procedures and compliance mechanism to manage and administer foundation systems for effective (accountability and improvement).	MEHRD	▉ (blue)			
	4.	Develop and implement coordinated ongoing communication strategy (inclusive of digital strategies) of reform agenda to wider community: Clear communication on all matters to schools and community, registration, employment, LF, reporting, planning and reviewing	MEHRD SSU	▉ (blue)			
	5.	Review HR needs, roles and functions (to administer and manage the reform) across MEHRD, inclusive of provincial officers and revise as required.	MEHRD WMD	▉ (blue)			
	6.	Based on reforms, review budget and financial allocations and aligned to HR review across MEHRD, central and provincial.	MEHRD WMD FD	▉ (blue)			
Education Management Systems	7.	Improve and enhance system budgeting, linked to approved AWP based on NEAP.	MEHRD SSU FD	▉ (blue)			
	8.	Develop appropriate qualitative data collection system (change stories, collected in Tok Stori approach) to support quantitative data collection.	MEHRD	▉ (green)	▉ (green)	▉ (green)	▉ (green)

			Responsibility
ENABLING ENVIRONMENT	Education Management Systems	9. Continue to develop the monitoring and evaluation system suitable for all levels of Solomon Islands education system and utilise the one system for many purposes.	MEHRD
		10. Ensure integrated ICT systems are established, to support the administration of the education system. (ongoing systems administration, enhancements and training in usage). Enabling EPs record keeping enhanced by: (ICT Master Plan) – Priority to the completion of and implementation of new EMIS system as the foundation data system for MEHRD, EPS and schools – Online access to EMIS for full report/list of all schools they operate – School plans for improvement and future needs (especially access /infrastructure)	MEHRD ISD EPs
		11. Improve coordination with inter-Ministerial, multisectoral partnerships with SIG endorsed international agencies and donor partners, regional bodies, NGOs and projects: Engage partners through EDPCG to utilise MEHRD's approved plans, report against MEHRD Results Framework to reduce duplication and enhance improved and co-ordinated implementation	MEHRD SSU
		Compliance and improvement 12. Establish a system for ensuring compliance checking (based on reviews) and action if needed (e.g. non-compliance) i.e. follow up and action on substandard or those demonstrating excellence. Use all relevant data for the system reporting and planning	MEHRD Schools Div
		Compliance and improvement 13. Establish systems and manage administration of schools' compliance to Administrative Instructions: – Application for use of alternative curriculum – School fee level approval (link to grants) – Private school applications (link to funding) – Student enrolment and student delay or exemption from school – Child protection – referral, reports and action – Approval for alternative curriculum – School Board exemptions Online access to forms/applications	MEHRD Schools Div FD

	Activity	Responsibility
	Compliance and improvement 14. Monitor school compliance (& follow up as appropriate) based on review, data, reports, plans etc in relation to: – Enrolment/over enrolment/progression – (No student excluded from compulsory years enrolment for non-fee paying) – Fees charged – Student care and inclusion – Reporting by schools Ensure only registered schools operating ie cancellation of registration, cease grants of non registered schools .	MEHRD Schools Div FD EPs
	Compliance and improvement 15. Establish administration and management systems for oversight of ECEs, as recognised in new legislation. EPs and ECEs aware of and adhere to Administrative Instructions surrounding ECEs	MEHRD Schools Div /EPs
	Review, Reporting and Planning 16. Establish a practical and coherent system for teachers, leaders, schools, EPs and PEBs to conduct reviews as per AIs, based on approved standards: – Develop common and realistic descriptors of what the standards will look like in practice i.e. in schools, ECEs, teachers, boards, EPs. Consider an ICT solution and include practical forms for recording and collating data.	MEHRD EPs
Education Management Systems	**Review, Reporting and Planning** 17. Implement the integrated review, reporting and planning system is developed to use annual reviews and reports to plan for medium term and annual plans: – Using and act on data from all reviews (based on standards), investigations and reports* – teacher and leader – schools /ECEs – Education Providers – Provinces (PEB) – Provision of high-level feedback from MEHRD on reports and reviews to PEBS, EPS for improvement – EPs to consider all school reviews, act on those that are substandard – EPs support schools to report annually, follow up when no reports received or report is considered substandard – EPs support teachers' improvement, based on review	MEHRD SRS (review) SSU All divisions utilise EPs PEBs Principals School Boards

ENABLING ENVIRONMENT

			Activity	Responsibility			
ENABLING ENVIRONMENT			Review, Reporting and Planning 18. Develop and implement a Professional Development plan for EPS, Principals, school boards on the process and purposes of: – Review – Reporting – Planning This PD to be coordinated collaborated across MEHRD divisions, to ensure non-duplication and most efficient use of resources and time away from core duties	MEHRD EACD PECOs TPD			
	Education Management Systems		Investigations and complaints 19. Plan for integrated complaints and investigation system based on new legislation framework: – Each EPs to establish own process and manage complaints in a timely manner i.e. address, act and follow up on actions – PD for EPs to understand their responsibility to have a complaint procedure in place for them on schools . EPs ensure SL and SBs know to report issues that are not resolved or managed locally or involve the school leaders to their EP – Establish clear responsibility, system and proformas to receive and manage complaints (that have escalated from schools, EPs) in a timely and fair manner . – Establish online system to capture and record complaints and investigation results and actions (lined to SEIMIS) As part of provincial enhancement for the PECOs, ensure investigation/inspection staff are able to undertake investigations for complex cases unable to be managed by the relevant Education provider (independent, compliant and fair)	MEHRD EPs			
			Schools, ECE, EP Registration 20. Update records with all operating EPs, schools and ECE Centres. Ensure all registration information (on EMIS) is correct. Distribute updated registration certificate to all schools, ECEs. Provide registration certificates to EPs.	MEHRD Registration unit			
			Schools, ECE, EP Registration 21. Review the Registration process and develop more streamlined system MEHRD with clear and simple registration process operating, using EMIS as database. Publish/communicate Registration and Registration Amendment process.	MEHRD Registration unit			

Key Outputs	Actions	Responsibility	Foundation	2nd	3rd	4th
Education Providers	22. Undertake transitional requirements to create or update the Register details of all current EPs and issue certificates of Registration as an EP.	MEHRD	▓			
	23. MEHRD collaboratively to clarify and understand responsibilities that will be shifted to EPs: – Deliver socialisation /workshops /training for EPs of new and enhanced responsibility. – MEHRD facilitate ongoing support /training as/where EP reviews indicate.	MEHRD		▓	▓	
	24. Improve coordination across MEHRD (central) divisions and with provincial offices (PECOs) to avoid duplication: – Develop, implement and monitor (through annual reviews) transition of responsibilities to PECO from MEHRD Central – MEHRD support EPS in transition to taking on more responsibility. – Plans developed with support to implement and monitor (through annual reviews) ensuring transition of responsibilities PECOs and to non-government EPs.	MEHRD EACS PECO EPs			▓	
Education Providers	25. Training /awareness with Principals and School Boards to understand transfer of responsibility and to cooperate and liaise with EP.	MEHRD PECO	▓		▓	
	26. EP's record keeping enhanced by: – Online access to EMIS for full report/list of all schools they operate – School plans for improvement and future needs (especially access /infrastructure)	MEHRD ISD EPs			▓	
	27. EPs prepare EP rolling plan (3-5 years) for improvement of all schools they operate school and prepare annual budgets based in yearly updates.	EPs		▓		
	28. EPs to support their school leaders to prepare school plans, based on review data and reports.	EPs			▓	

Area	No.	Activity	Responsibility
Provincial Coordination	29.	Establish an MOU in each province between the Permanent Secretary and the Provincial Secretary to detail: – Roles and functions to be undertaken by Provincially based MEHRD staff and Provincial Education Coordination Office (PECO) – Performance management details of Provincially based MEHRD staff – Funding sources of the functions of Provincially based MEHRD staff in the undertaking of these duties as per MOU, this to accommodate use of the EP grants for Provincial schools	MEHRD PS
	30.	Review HR administration of PECO staff, clarify roles required, adjust JDs and employ staff etc to suit above: – Socialisation of the above with each PECO and all employed provincial based MEHRD staff – Based on the MOU identify the kinds of technical support from Ministry (central) be reviewed and provided to PECO staff and modify TOR of relevant central divisions.	MEHRD WMD
	31.	Socialise and adjust MEHRD central officers' roles, responsibilities and budgets based on increased responsibility at provincial level. – Based on above, review and endorse new MEHRD (central and provisional) budget support based on increased responsibility at provincial level.	MEHRD WMD FD EACS
	32.	Train provincially based MEHRD officers in their roles acting for Provincial EP (provincial inspectors plus PEP officers).	MEHRD EACD EPs
	33.	Review and adjust finance systems to accommodate MoUs for MEHRD officers to undertake both Provisional Coordination role (funded by MEHRD) and supporting provincial government to operate their schools under agreed MOU (funded through EP grant and provincial government as is agreed: – Determine Signatories to the Provincial EP bank account.	MEHRD FD
	34.	Socialize and implement changes to PECO (provincially based MEHRD) officers' functions and role, PEB roles and those acting for PEPs in operating schools: – Utilise Administrative Instruction as basis of socialization with all EPs and Provincial Executive – Including roles such as provincial inspectors etc	MEHRD
	35.	PECO MEHRD officers support PEBS to manage the coordination of education throughout province.	MEHRD PECO
	36.	Training for PEBs to be able to create plan for province to cater for student population growth and provincial needs.	MEHRD /PECO
	37.	PECO utilises EMIS and maintains a full report/list of all schools operating in province and begin to plan for improvement and future needs especially access /infrastructure.	PECO

Category	Activity	Responsibility
	38. PEBs ongoing collaboration with Provincial Government and MEHRD to enhance and support meeting provincial needs; especially infrastructure, supported by PECOs.	PEBS PECO
	39. PEBs awareness to have access to data on all schools operating in province. Alert EP, school and MEHRD if schools unregistered.	PEBs PECO
	40. 'Teacher management (ICT) project' Develop and integrated ICT based system to manage all teacher employment processes. The system to include: – SIG funded teacher position allocations for each school – EP's access and online allocation of positions, authorisation of appointments, transfers etc. – link to regular salary payments – Teacher Registration details – Gather, check and provide accurate and current teachers data (must include registration details).	MEHRD ISD TSD
	41. TSD and EPs staff trained in use of ICT Teacher management system.	MEHRD
	42. EPs only employ registered teachers in SIG funded positions.	MEHRD EPs
Teacher Management	43. Liaise with SITESA for the transfer management of RTC trainers from MEHRD (TSD) to SITESA with transitional administration of payments of salaries.	MEHRD with SITESA
	44. Accurate list of registered teachers recorded electronically in ICT system (EMIS). The system to include: – Teacher's original application for Registration and time in provisional status recorded (2 years maximum). – All other teachers full Registration status completed	MEHRD TSD
	45. All Registered teachers receive a Teacher Registration Certificate, based on transitional arrangements. Teachers who are not eligible for Registration notified in writing to gain suitable qualification within two years or submit written application to PS to postpone this.	MEHRD Registration
	46. Liaise with teacher training service providers to update approved teacher qualifications that meet Teacher Registration requirements in Solomon Islands.	MEHRD Teacher Registration T & L
	47. Analysis of the cost implications of non-teaching Principals in larger schools. PS to use this information to make policy decision.	MEHRD FD TSD

Category	#	Activity	Responsible
	48.	EPs have training and support in use of new ICT management system to manage: – the appointment and transfer of teachers, based on approved/ allocated positions. – teachers leave, especially unauthorised leave, and adjust salary accordingly	MEHRD EPs
	49.	EPs and Principals trained in their roles in the employment and management of teachers, based on compliance with ELF: – EP support leaders to undertake daily teacher management.	MEHRD EPs
	50.	Implement ELF reformed teacher management process at three levels i.e. school, EP and MEHRD (PECO where possible). To improved liaison on employment matters between EP, Principal and Teachers.	EPs Principals Teachers
Financial Management	51.	Develop and manage fair grants calculation system that can be modified based on annual budget, reflects real cost of unit cost and includes index of disadvantage. Links to school fee rule and approval process.	MEHRD FD
	52.	Conduct and provide practical cost analysis of critical policy priorities for informed decision making and sustainability e.g. – Compulsory education years (PPY to Year 9 or 10) – Unit cost of delivery of education – Secondary school expansion – Provision of contact point/s for early years learning (3 & 4 year old)	MEHRD FD SSU
	53.	Finance Grants Code, financial management rules, school fee rules implemented: MEHRD conduct training for EPS, Principals, bursars on financial management and reporting processes. Focus on school fees rules and link to grants and support EPs to help schools make better use of school grants – Follow up support from EPS or PECO (through EP).	MEHRD
	54.	EPs and Principals keep financial records and report all grants. – EP support Principals, schools that struggle in financial management. – School Leaders request help from EP to manage finances if needed.	EPs Principals
School Leadership & Management	55.	EPs provide ongoing support to school leadership by: – Visiting schools regularly and meeting with Principal and Board to discuss matters and support all schools they operate to meet standards – Provide ongoing support the Principals to manage to school, according to AI and liaise with the EP	EPs

#	Activity	Responsible
56.	Provide school leaders training on roles and responsibilities and accountabilities (ELF) especially around – Standards of schools, boards, leaders and teachers – Accurate reporting – Teacher management (review, support for improvement and substandard performance) – Managing in- school complaints and alert EP to significant risks or issues. – Implementation of rules around student enrolment, progression, fees. – Principals and Boards training on use correct school registration name and number at all times.	MEHRD TPD EACS PECOs EPs
57.	Schools/ EP reports annually. Plan for improvement strategies, advise EPs where management is of an ongoing substandard level.	EPs Schools
58.	School Leaders facilitate teachers' annual reviews and meet with teachers to discuss and finalise. Use review results to plan for own and school improvement.	EPs Principals
59.	Principals and Boards training on use correct school registration name and number at all times.	MEHRD
60.	Principals lead and manage the school according to AIs, cooperate with EPs and Board. Undertake own role as best as possible.	SL
61.	Teaching and learning resources: – T & L resourcing plan (aligned to curriculum project) – EPs fulfill role under supporting schools especially to support their own schools to secure additional /alternative funding and better manage resources especially T & L resources to improve student learning	EP SL
62.	Safe and conducive learning environment – Refer to school planning and budgeting.	SL
63.	School Reviews conducted based on Administrative Instructions and the Standards contained within.	MEHRD and EPs
64.	School Improvement: – Teacher and leaders PD needs planned arising from annual reviews, based on standards – Local solutions to conduct in school Professional learning opportunities – EP Support for teacher PD	Principal and teachers
Community Engagement	65. Awareness/socialisation with schools, Boards and community, especially the need to have School Boards in each school and roles of community to support schools. Support to have functioning Boards.	EPs

Category	No.	Activity	Responsibility
	66.	EP's support and encourage School Boards and communities to work collaboratively with EPs, school principals and staff to ensure schools can operate well.	EPs SB
ECE Reform	67.	Finalise, communicate and implement ECE strategy (complying with new legislation) for improved management, access and quality of ECE Centres. Strategy to be inclusive of correct registration of all operating ECE centres, finalisation, awareness and use of Learning framework, reporting, reviews. Adherence to approved funding rules and removal of previous ECE moratorium.	MEHRD
Learning Pathways	68.	Curriculum Project to ensure academic and non academic subjects and pathways are developed	MEHRD CDD
	69.	Collaboration with SITESA to ensure students have relevant pathways of access from school to vocational, skills and workplace training.	MEHRD CDD
	70.	Implement Child Protection, Gender Equity and Inclusive Education policy practices as detailed in ELF - Implement use of MEHRD Inclusive Education Manual. - Child Protection practices to be implemented, actioned and monitored with cross government agency collobaration.	MEHRD Schools Div
	71.	Awareness across MEHRD, EPs, School Leaders, School Boards and communities of the focus on improved access; enrolment, progression, fee rules: – Ensure schools and EPs adhere to ELF rules surrounding fees, enrolment, progression etc to reduce early school leaving. – EPs aware of and encouraged to implement practical approaches to learning, as permitted in the legislation to enable more relevant options to engage late age student entry or those wanting to return to school	MEHRD EPs
Access strategies	72.	Planning for access needs within each province led by each PEBs. Develop a whole of MEHRD costed access expansion plan, to ensure – Local access (infrastructure) for students of all basic education years – Reasonable access for special needs students – Feasible access for senior secondary to include academic and non-academic pathways, include options to consider affordability. – MEHRD utilise and collaborate with each PEB to ascertain Provincial needs.	MEHRD SSU AMD PEBs
	73.	Implementation of costed access expansion plan, based on provincial eductaion plans developed by each PEB.	MEHRD Provincial governments EPs

Area	Activity	Responsible
	74. PEBs and EPs to assist with localised data to improve outcomes and opportunities for children with disabilities, vulnerable children and out-of-school children.	MEHRD SSU ISD
Curriculum (Learning Framework)	75. Develop review /revise Learning Framework (curriculum) for ECE and schools. Minister to approve each learning framework before use. Complete the Curriculum Development Project[13] The project will focus on the development of curriculum resources. It will - encourage the use of vernacular as language of instruction for the early years of education - be coordinated with Professional Development Project Plan to support the use of resources, awareness of the curriculum and accompanying pedagogy	MEHRD CDD
	76. All schools and ECEs to have approved Learning Framework (curriculum) documents readily available.	MEHRD CDD LR
	77. Foster innovation and progress in improved and relevant learning through approved engagement in selected trial innovation projects e.g. STEM, Health Promoting Schools initiative: – Approved projects to be trialled for limited period, provide feedback, then cease or include in mainstream Learning Framework (Curriculum) as approved by PS.	MEHRD IU
Student Assessment	78. Clarify and document the National Secondary Scheme of Assessment to be approval by Minister: Awareness for schools, teachers and leaders and the public as part of general improved communication strategy	MEHRD NEAD
	79. Finalise and commence implementation of Classroom Assessment Framework (CAF) linked to the National Secondary Scheme of Assessment.	MEHRD NEAD
Professional Learning and Development	80. Implement Curriculum Professional Development Project[14] for teachers in a timely manner (Professional Development Project is planned and funded). This project will be aligned and coordinated with the Curriculum Development Project. – Ensure child protection, gender and inclusive education practices are included throughout PD.	MEHRD TPD
	81. Professional Development for teachers on all aspects of ELF especially Administrative Instructions for Teachers and Leaders focusing on employment matters, code of conduct, standards. This is to be coordinated across MEHRD and with PECOs.	MEHRD PECOs EPs

13 See annex 2 for further details
14 See annex 2 for further details

| Teaching and Learning Resources | 82. Plan and improve learning resource availability for all schools:
– Curriculum learning resources will be printed and delivered as part of the Curriculum Development and Professional Development Plans
– Improve warehousing, stocktaking, tracking, and management of educational resources.
– Digitise and publish learning resources. | MEHRD
LR
EPs | | | | |

10.2   Tertiary Education and Skills Development

Table 5:   Tertiary and Skills Development Action Plan

PRIORITY AREA	KEY ACTION	Responsibility	2021-23	2024-26
Scholarships	1. Implementation of the Scholarship Handbook (including at least 50% of scholarships awarded to women; and people with a disability are encouraged and supported to apply) 2. Monitoring, Evaluation and Learning Plan 3. Review of organisational structure to capture higher education and skills development, including potential student Loan Scheme — SIMS Development and alignment to the SITESA business system 4. Development of a reintegration plan, scholarship Alumni and Alumni tracking system to track employment outcomes	NSD		
	5. Scholarships to be offered only for Accredited Institutions. 6. SIMS Alignment to Scholarship Online Business system 7. Implementation of a reintegration plan, scholarship Alumni and Alumni tracking system to track employment outcomes	NSD		
Management Systems	8. Work Force Policies and procedures 9. Standard operational procedures (SOPs) 10. Communications Strategy 11. Induction Manual 12. Pursue with MOFT and Attorney General Chambers to have separate budget, financial systems for its planning, implementation and operations. 13. A solution for RTC trainers from MEHRD (TSD) to SITESA management with transitional administration of payments of salaries.	Corporate Service		
	14. Recruitments 15. Review of the Organisational Structure 16. Induction Manual 17. Succession Plans	Corporate Service		
Quality Assurance	18. Field Test of recognition of Registration and Accredited process.	Quality Assurance		
	19. Registration of the National Registration 20. Recognition of Prior Learning (RPL) and skills Assessment. (Traditional knowledge and skills)	Quality Assurance		
Development	21. Policy strategy for ISC 22. Coordinate ISC for NSP and National Qualifications Development 23. Provide professional development and skills with providers 24. Marketing and public relations strategy development	NDD		

PRIORITY AREA	KEY ACTION	Responsibility	2021-23	2024-26
	25. Skills Development (TVET) Strategy (with APTC and MEHRD) 26. Support Apprentices policies 27. Scaffolding of Skills Assessment processes			
	28. Recognition of Traditional Skills 29. Manage and Coordinates Memorandum of Understandings & Memorandum of Agreement	NDD		
Strategy, Planning and Performance	30. Creation of business systems for SITESA 31. Recruitment of research and business systems officers 32. Planning to have SITESA strategic, ABP and MELP 33. Review of National Human Resources Development strategy and Policy 34. Clarify and assume responsibility for skills development improvement in RTCs 35. Collaboratively with MEHRD to clarify, socialise and communicate responsibilities for education providers /training providers of skills development (post secondary) — Deliver socialisation /workshops /training for EPs of new and enhanced responsibility	Strategy, Planning and Performance		
	36. To be fully fledged institution that has its own financial accounts just like SOEs or other commissions 37. Registry of manpower of Solomon Islands	Strategy, Planning and Performance		

10.3 Disaster Management in Education

Table 6: *Disaster Management Action Plan*

SIG and MEHRD responded swiftly and effectively to the threat of COVID-19 in 2020 and to minimise the effect on students and teachers. It is important we capture the lessons learned and challenges faced during the pandemic, which can be incorporated into future Education-in-Emergencies and Disaster Risk Reduction strategies. Innovations instigated during the pandemic also offer a unique opportunity to build upon successful strategies developed during 2020, such as remote learning and strengthening of school and community capacity to promote children's education. There may also be a potential cohort of children, particularly vulnerable children, who have dropped out during the pandemic who we will need to re-engage with education.

The 2020 COVID-19 crisis, as well as the increased frequency and severity of extreme weather events and natural disasters in the region have highlighted key challenges and needs with regard to disaster preparedness. Infrastructure, national capacity and systems, resource availability (human and financial) have all been identified as the key gaps that require resolution in the upcoming NEAP. The key actions identified below undertake to address as many of these gaps as possible, bearing in mind the resource and time constraints facing the national education sector.

Legend

Foundation activities that are essential to other activities being undertaken

New activities starting after foundation activities are undertaken

PRIORITY AREA	ACTION	Responsibility	Foundation	2nd	3rd	4th
LEARNING CONTINUITY Continue to keep children (particularly vulnerable children) engaged in learning, attending schools, and supported by their teachers during emergencies.	1. Review the COVID-19 educational response and incorporate lessons learned into Disaster Risk Reduction and Eduction in Emergency strategies, and build upon innovations.	Schools TPDD SSU EASD	blue		grey	grey
	2. Implement the Learning Communities project.	Schools SRS IS			grey	grey
	3. Identify children who have dropped out of school during COVID-19 and seek their return through local (community-based) follow up.	NEAD Schools	blue			
	4. Equip teachers with support skills so they can help themselves and children manage the stress distress experienced during the pandemic or	CDD TPDD		grey	grey	grey

PRIORITY AREA	ACTION	Responsibility	Foundation	2nd	3rd	4th
	other emergencies.	TSD				X
	5. Develop national guidelines for the opening of schools during the Pandemic or other disaster situations using International up-to-date guidelines and evidences.	Schools SMT	X			
DISASTER PREPAREDNESS Develop the capacity and systems of key stakehodlers within the National Education Sector to be well prepared for, and respond effectively to a potential disasters	6. Undertake a staff and systems capacity audit to implement effective Eduction in Emergency, Disaster Risk Reduction and Disaster Risk Management.	Schools EASD AMD CDD TPDD HR		X	X	X
	7. Develop a training and systems strengthening plan to address the capacity gaps, identifying stakehodlers in the community, as well as across the national education sector, requiring additional support.	HR SSU EASD Schools		X	X	
	8. Undertake development of a national and school-based disaster response plan and guidelines, providing the tools needed for schools, provincial and national stakeholders to respond effectively.	EASD Schools CDD NEAD ISD	X			
	9. Implement planned training, and systems strengthening exercises, ensuring stakehodlers at the community, school, provincial and national level are effectively supported and targeted.	TSD TPDD HR EASD ISD		X	X	X
	10. Plan, develop, and pilot home learning programmes for deployment across a variety of media platforms.	SRS Schools Innovation ISD CDD		X	X	X
SAFE SCHOOLS Ensure national infrastructure and schools are well prepared, and resilient, to various disaster types.	11. Undertake steps in disaster, resilience, climate change and safe schools audit of all schools and education infrastructure.	AMD EASD Schools	X			
	12. Develop national infrastructure standards for education facilities, ensuring that standards are cost, resource, and logistically feasible within the national context.	AMD		X	X	

PRIORITY AREA	ACTION	Responsibility	Suggested timeline			
			Foundation	2nd	3rd	4th
	13. Undertake a costing exercise, based on preceding audit and standards, to undertake infrastructure upgrades and resilience strengthening at an individual school level.	AMD	■			
	14. Develop a detailed, phased infrastructure upgrade plan, seeking to prioritise support for those schools facing the highest levels of risk, threat, and impact first.	AMD		■		
	15. Undertake a resource mobilisation exercise, working closely with Civil Society Organisations, SIG, NGOs, and donor organisations, seeking to identify and mobilise required resources based on the infrastructure upgrade plan.	AMD SMT			■	

11   MONITORING, EVALUATION AND LEARNING

MEHRD has a well-established and monitoring evaluation system in place which is being utilised and improved for the period of this NEAP.

SITESA as a new organisation is yet to establish their Monitoring and Evaluation system. It will be developed and published in due course.

11.1   ECE and Schools

Effective monitoring, evaluation and learning (MEL) is a key component of MEHRD's arrangements to ensure institutional accountability and to measure progress against the NEAP. The data collection, analysis and sense-making supports the Ministry's continuous improvement model. This section of the NEAP 2022–2026 outlines MEHRD's approach to ensure effective and contextually appropriate approaches to monitoring, evaluation and learning. MEHRD will also prepare a comprehensive Monitoring, Evaluation and Learning Plan to operationalise the Results Framework[15] and activities to ensure evaluative questions are answered.

MEHRD's approach to MEL is built on the review of previous M&E plans and activities, input from key stakeholders and analysis of the key global, regional, SIG and MEHRD education planning documents. It is designed to reflect and adhere to contemporary M&E standards and MERHD expectations and requirements. Relevant information from the NEAP 2016–2020, review findings were considered along with analysis of the legislative reform implementation planning.

Tracking progress as the NEAP 2022–2026 strategies are being implemented will allow measurement and accountability. As well as reflecting on progress, learning about what works, what does not and adapting the implementation of the NEAP to meet changing context and circumstances is important. The monitoring, evaluation and learning is to be used for

- •   Accountability   (are we doing what we said we would)
- •   Results   (what changes are happening)
- •   Learning and adapting   (sense making)

11.1.1   Link to Planning and Reporting

The reporting, reviewing and planning framework below (Education Legislative Framework) guides and shapes how MEHRD's MEL and reporting will be further developed from 2021. MEHRD's MEL team will focus on the system's capacity to collect, collate, analyse and use data from the three cycles of the framework below. The critical element is ensuring the cycle of reporting at school, EP, PEB and MEHRD aligns and is synchronised and provides feedback loops. This will take some time to develop but will provide the best end results for MEHRD MEL and reporting.

Figure 11   Planning, Reporting, Reviewing Framework
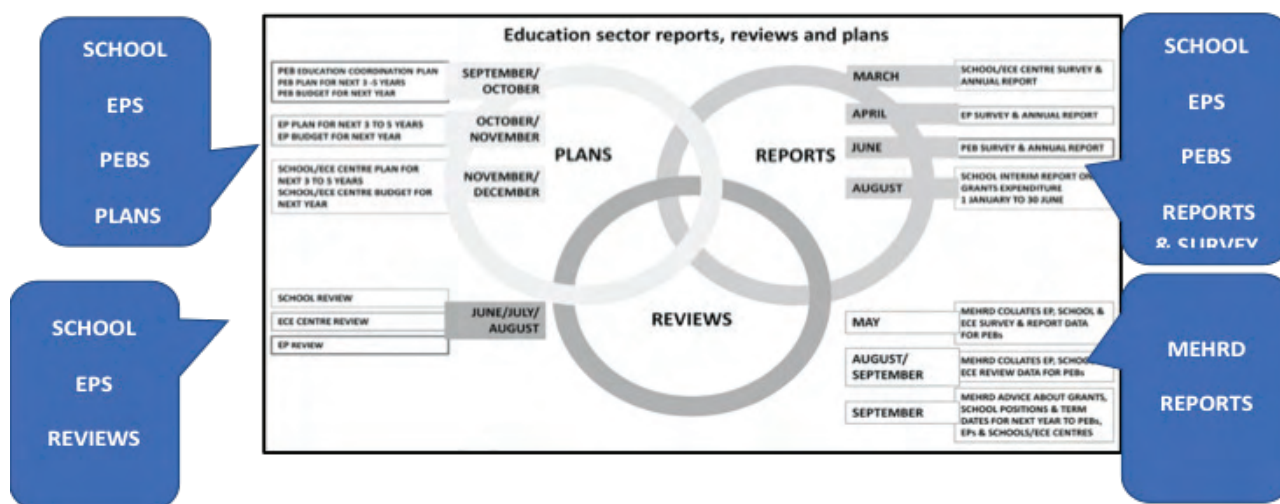
11.1.2   MEL During Changing Times

Solomon Islands Approach to MEL

It is intended to further build upon the Solomon Islands approach to undertaking monitoring and evaluation and developing appropriate approaches to M&E at school, education authority and national level. A stronger emphasis on 'sense making' and the use of both qualitative and quantitative data to support planning will be encouraged. The MEL system will be based on the most effective and contextually appropriate strategies to gather and use data based on the SI Education Planning, Reporting, Reviewing Framework (Figure 11 above). A particular focus will be on the implementation of qualitative techniques including Stories of Change.

COVID

During the current pandemic situation MEL will focus on collecting data and reporting on results relating to the Intermediate Outcome: Students and teachers remain safe during emergencies and students continue to learn. Ongoing monitoring of the implementation National Disaster Organizing Committee for Education COVID-19 Preparedness and Response Plan will be a priority. MEHRD will implement activities related to child protection, school infrastructure, water, and sanitation. Activity monitoring and targeted spot checks along with evaluations with be undertaken.

Education Reform

MEHRD will provide regular monitoring and reporting of the ambitious reform agenda implementation, especially the development, implementation and use of revised management systems at all levels. The diagram below illustrates the logic of how change is expected to happen through implementation of the legislative reform.

Figure 12   *MEHRD Reform through Administrative Instructions*
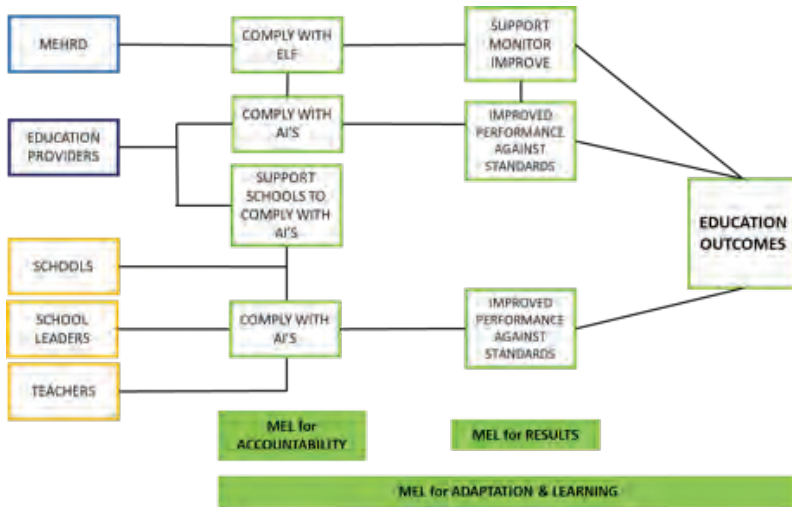
11.1.3   Components of MEHRD's MEL System

Figure 13   *MEHRD MEL System*
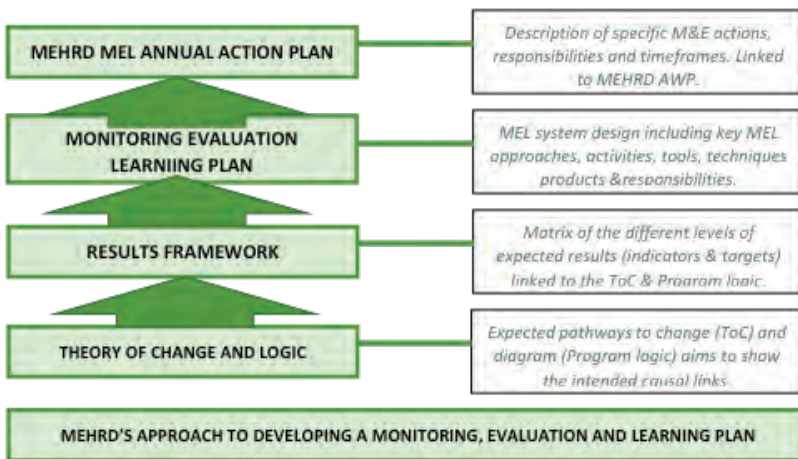
11.1.4   Theory of Change Approach

During the previous NEAP, MEHRD developed a 'Theory of Change' (TOC)[16] approach for the MEL system – this proved to be beneficial for monitoring and reporting but also improved the ministry's planning processes. Theory of Change approach required MEHRD officers to be clear on the outcomes and pathways to change, identify measurable indicators of success, and formulate actions to achieve goals. The benefits of this approach include:

- identifying pathways to change by specifying what is needed for goals to be achieved.
- the need to identify the underlying assumptions which can be tested and measured.
- changing the way of thinking from simply undertaking activities to that of aiming to achieve a result.

The TOC approach will be further developed during NEAP 2022–2026. The intent is to treat the overall ToC as the 'global ToC' and to develop Change Pathways for each key output or significant area of interest. The Change Pathways are intended to help MEHRD understand, plan (AWP) and undertake M&E for these significant reform areas. Relevant Immediate Outcomes, indicators and targets will be developed as part of this process.

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16 See Figure 11 on page 22

The Learner at the Centre

The learner is the central focus of change and improvement. Activities need to demonstrate how they contribute to the learner. Learners need to have safe and equitable access to complete their education while receiving quality and relevant education with effective outcomes. Both qualitative (e.g. Stories of Change) and quantitative (e.g. classroom observation results) techniques will be used to support evidence of contribution.

Enabling Environment for Sustained Change

An enabling environment should be in place before sustained reform can be expected. This includes ensuring compliance with the legislative requirements while having the relevant management systems in place to ensure sustainable positive changes. Many of the NEAP foundational activities are focussed on these areas and therefore MEL will also focus on these two important areas.

Decentralised Education Service Delivery

The delivery of education reform interventions are best undertaken by people and organisations closest to schools. Shifting the education delivery strategies from a centralised approach (through MEHRD) to a decentralised approach that acknowledges and engages EAs as critical partners in delivering education reform. Therefore, MEHRD MEL team will work collaboratively with the EA Support Unit and Provincial MEHRD Officers to develop MEL systems and activities to support this shift in education service delivery responsibilities.

11.1.5   Key MEL Strategies

AWP Monitoring and Reporting System

The major components of the MEL system include:
- **Quarterly Progress Reporting**
MEHRD has developed and implemented a successful quarterly progress reporting system (activity and financial).
- **AWP Tracker (revised):** A simple system of updating the status of AWP activity implementation on a quarterly basis and presented as a visual representation of the status of activities.
- **Activity Completion Report (revised):** All MEHRD officers will submit an Activity Completion Report for all AWP activities and provide this to their respective HoD within two weeks of activity completion.
- **Activity Spot Monitoring (new):** Significant results that will further investigated to learn lessons and showcase high-level perfomance and results.

Evaluations
Formative and summative evaluations undertaken during the implementation of the NEAP and at completion in 2025 Some of the planned key evaluations identified are:

Mid-NEAP Review: to help make judgment of progress of the NEAP. The review will analyse activity progress but will mostly focus on progress towards the Intermediate Outcomes. The 'traffic light' judgment of progress against each outcome and indicator and analysis of activity implementation will give some insight and allow MEHRD to reflect on achievements and identify areas for improvement. The sense-making process will use the analysis and this may lead to some modifications to the NEAP implementation framework to ensure MEHRD achieves the Intermediate Outcomes. The review will be undertaken and completed in June 2023.

End of NEAP Evaluation: to make sound judgment of overall success in achieving the Intermediate Outcomes. The findings and recommendations will provide a good basis for preparing the NEAP 2026–2030. The evaluation will be completed by June 2025.

Targeted Evaluations: MEHRD will undertake a number of significant initiatives during this NEAP. The resources to undertake these initiatives are significant and the potential for impact (positive, negative, intended, unintended) is high.

Results Frameworks

Results Frameworks (RF) provide information to support ongoing measurement of NEAP implementation, especially focussing on the expected results. The RF also captures long-term data relating to end of ESF. MEHRD captures indicator data at the End and Intermediate Outcome level.[17] Output level indicators and targets will be set as part of the nested Change Pathways process led by respective HoDs with ongoing support from SSU M&E and Planning. MEHRD and SITESA MEL Plans are based on ensuring capture of all necessary RF data in a timely manner.

11.2   Tertiary Education and Skills Development

SITESA is in its infancy as an agency. It is in the process of developing a Monitoring and Evaluation Framework, which is unavailable at the time of the development of this NEAP

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17 Results Framework can be found in Annex 3

12   Projections and Costings

The costing of NEAP actions is being undertaken. These will be published at a later date.

ANNEX 1   REFERENCE MATERIAL

The NEAP 2016 -2020 Summative and Formative Review forms the base source data, information and findings that were used as the basis for this NEAP. Most of the reference material can be sources through the review report. Some of the key documents and reports from the Review are listed below.

MEHRD Annual Reports 2017 to 2019

MEHRD Performance Reports 2017 to 2019

MEHRD Quarterly Progress Reports 2017 to 2019

Solomon Islands Census 2019: Provisional Count 2019 National Population and Housing Census. 16 November 2020

Solomon Islands NEAP 2016–2020 Summative and Formative Review (May 2021)

Solomon Islands Census 2019: Provisional Count 2019 National Population and Housing Census. 16 November 2020

Australian Government Department of Foreign Affairs and Trade. Aid Program Performance Report: Full APPR 2018–2019, Solomon Islands. September 2019.

UNDP, 2018, Human Development Report 2018 Statistical Update. http://hdr.undp.org/en/2018-update Retrieved November 2020.

World Bank High Frequency Mobile Survey, June 2020; Assumptions: population: 650,000; 36.3% employment rate (DHS 2015); max of 11% labour force drop out.

https://www.thenational.com.pg/covid-19-and-the-solomon-islands/   https://devpolicy.org/covid-19-and-solomon-islands-the-first-casualties-and-possible-ramifications–20200409/ Retrieved November 2020.

Solomon Times 24 December 2020. Survey Shows Unrelenting Impacts Of COVID-19 On Businesses In The Solomon Islands - Solomon Times Online Retrieved December 2020.

Solomon Islands Government Economic Stimulus Package to address the impacts of the COVID-19 pandemic. Ministry of Finance and Treasury. Not dated.

Pacific Islands Threatened by COVID-19 (imf.org) Retrieved December 2020.

New surveys track the economic and social impact of COVID-19 on families in Papua New Guinea and Solomon Islands (worldbank.org) Retrieved December 2020.

$9 Billion ADB Facility to Help Members Access and Distribute COVID-19 Vaccines - Solomon Times Online Retrieved December 2020. The ADB provided grants and concessional loans of USD26m to help finance the government's COVID-19 Preparedness and Response Plan and the Economic Stimulus Package.

DFAT Crisis Hub: Tropical Cyclone Harold.

Bündnis Entwicklung Hilft and Ruhr University Bochum 2018 World Risk Report https://weltrisikobericht.de/wp-content/uploads/2019/03/190318_WRR_2018_EN_RZonline_1.pdf Retrieved December 2020.

ANNEX 2   CURRICULUM AND PROFESSIONAL DEVELOPMENT PLAN OVERVIEW

Curriculum Development Project

The Solomon Islands Ministry of Education and Human Resource Development (MEHRD), administers the ongoing process of curriculum development and review for schools and early childhood education centres. Within its legislative mandate, MEHRD's role is to develop and have approved, a readily available learning framework which underpins the education system. Over the last 15 years, there have been various initiatives including: a National Curriculum Statement, curriculum frameworks for Pre-Primary, Primary, Junior Secondary, and Senior Secondary, and a set of Solomon Island Capabilities (values and competencies) designed to underpin a future-focused curriculum at all levels.

By the end of 2020, syllabus documents, teacher guides and learner books were developed for most core subjects for years 1-9. However significant work remains to complete the remaining core materials for the primary years as well as non-core and practical subjects in basic education. Also planned is the re-development of the senior secondary curriculum, and the establishment of processes and mechanisms for ongoing curriculum review. At all levels, the curriculum will be grounded in Solomon Islands cultures and contexts. The curriculum is intended to promote student-centered learning so that students play an active role in the learning process. Completing all curriculum development is a key priority for MEHRD in its role in administering the education system and providing an approved Solomon Islands learning framework.

MEHRD has tried several different approaches to curriculum development over the last 15 years. To undertake the above work, a Curriculum Development Partner Project was devised which drew on the lessons learned from past experiences. MEHRD chose to engage a long-term curriculum development partner able to mobilise local and international expertise in curriculum and project management. The partner will work collaboratively with MEHRD and other key stakeholders to support an integrated, coherent and efficient approach to all aspects of the curriculum development and review cycle.

The curriculum development partner will be expected to liaise with MEHRD and make significant use of local expertise in the writing, graphic design, trialing, quality assurance, printing, and distribution of outstanding curriculum materials. The partner will also work with MEHRD and stakeholders to ensure coherence between curriculum development and teacher/school leader professional development, to establish clear standards for curriculum development and a curriculum review framework that grows local capacity. Establishing a long-term partnership is designed to enable MEHRD staff to focus on their quality assurance, policy, regulatory and strategic management/oversight roles, while the curriculum development partner takes on the project management aspects of ensuring cost-effective and timely delivery of quality curriculum resources.

Professional Development Project

MEHRD, with the support of its key development partners, has invested heavily in professional development for teachers and school leaders over recent years. A two year project, commencing in late 2021, will provide more comprehensive professional learning for teachers and school leaders which reflects Solomon Islands cultures and contexts. It will also chart a strategy for a Whole Educator Professional Development Framework (WEPDF), for the next 10-15 years, building on previous professional development initiatives. The rapid increase in enrolment over the last two decades and the increasing complexity of teachers' and school leaders' roles has created a need for whole educator professional development, which will incorporate not just curriculum knowledge and skills but the attitudes and values required for effective teaching and school leadership in a Solomon Islands context. It will also

align professional development to teachers' and leaders' career pathways and progression. The need for effective professional development is, in part, also driven by the roll out of newly developed curriculum materials and the introduction of new school, teacher and school leader standards. The Professional Development Partner Project is designed to support the significant curriculum development work that has already been completed, as well as the new materials that are to be developed under the Curriculum Development Partner Project.

The geographic spread of schools and nature of the transport and communication infrastructure in Solomon Islands demands creative approaches to ensure all schools have the professional support they need, working within finite resources. MEHRD has recently undergone a restructure and is working towards a clearer delineation of roles and responsibilities, focusing on policy and administering the education system. The operators of schools, the registered Education Providers, will assume more responsibility, including managing the provision of professional development for teachers they employ and on-going support to their schools. Increased resourcing during the project will reflect the increased responsibilities.

The Professional Development Partner Project will design, deliver and monitor professional development for primary and secondary teachers and leaders. They will be provided with ongoing professional development so that they understand and can effectively use the new curriculum resources and have increased knowledge of the teaching strategies reflected in those resources. Schools will be encouraged to form 'villages or communities of learning' where they can continue to share challenges and solutions. The Professional Development Partner Project is aimed at ensuring teachers will be comfortable with a newly developed Solomon Islander learner centred pedagogy.
The role, responsibility and relationship between the Education Providers, as operators of schools, and the teachers they employ, will also be strengthened under this project. The new legislative framework details the responsibilities of Education Providers to coordinate and support professional development programmes for school leaders and their teachers.

MEHRD's role is to lead policy setting, adherence to the Permanent Secretary's instructions and monitor the performance of the Education Providers in their support of teachers. It will also address emerging needs and trial innovative approaches, with strong evaluation to support and scale up where appropriate. This foresees professional development linked to school, teacher and school leader standards with clear progressive career pathways for the educator workforce.

The Professional Development Partner will be expected to work closely with MEHRD and the Curriculum Project team to ensure optimum outcomes for teachers, school leaders and their communities.

The Solomon Islands Curriculum and Professional Development Projects are supported by major development partners; the Governments of Australia and New Zealand.

ANNEX 3   RESULTS FRAMEWORK: ECE AND SCHOOLS

END OUTCOMES

ECE AND SCHOOLS SECTOR

Education Strategic Goal 1: To achieve equitable access to education for all people in the Solomon Islands

Indicators	Disaggregation	Data source (Where the data comes from)	Frequency (How often it will be measured)	Baseline 2019 PAR (What is the current value?)			Target 2022			Target 2023			Target 2024			Target 2025			Target 2026		
				Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Gross Enrolment Rate by level	ECE	National census, EMIS	Annually	82.0%	82.0%	82.0%	82.0%	82.0%	82.0%	85.0%	85.0%	85.0%	87.0%	87.0%	87.0%	89.0%	89.0%	89.0%	91.0%	91.0%	91.0%
	Primary			112.0%	116.0%	114.1%	110.0%	114.0%	112.0%	108.0%	112.0%	110.0%	102.0%	106.0%	104.0%	101.0%	103.0%	102.0%	100.0%	100.0%	100.0%
	Junior Secondary			71.1%	67.2%	69.1%	72.1%	68.0%	70.1%	74.0%	70.1%	72.1%	73.0%	73.0%	73.0%	74.0%	74.0%	74.0%	75.0%	75.0%	75.0%
	Senior Secondary			33.1%	33.1%	33.0%	33.1%	33.1%	33.1%	32.5%	33.5%	33.0%	35.0%	35.0%	35.0%	37.0%	37.0%	37.0%	40.0%	40.0%	40.0%
Net Enrolment Rate by level	ECE	National census, EMIS	Annually	32.0%	30.4%	31.2%	33.0%	31.4%	32.2%	35.0%	34.4%	34.7%	37.2%	36.4%	36.8%	39.2%	38.4%	38.8%	40.0%	40.0%	40.0%
	Primary			76.5%	77.7%	77.1%	78.5%	79.7%	79.1%	81.5%	82.7%	82.1%	85.5%	87.7%	86.6%	87.5%	89.0%	88.3%	89.5%	92.0%	90.8%
	Junior Secondary			19.2%	16.8%	18.0%	23.2%	20.8%	22.0%	25.2%	24.0%	24.6%	27.2%	26.0%	26.6%	31.2%	30.0%	30.6%	32.0%	31.0%	31.5%
	Senior Secondary			10.8%	8.7%	9.8%	11.8%	9.7%	10.8%	12.8%	10.7%	11.8%	15.0%	13.7%	14.4%	17.0%	16.4%	16.7%	18.0%	18.0%	18.0%
Out of school rate for primary	Primary	EMIS	Annually	13.0%	13.1%	13.1%	13.0%	13.1%	13.1%	12.0%	12.1%	12.1%	11.0%	11.1%	11.1%	9.0%	9.0%	9.0%	7.0%	7.0%	7.0%
Transition Rate by level	Y6 to Y7	EMIS	Annually	90.3%	88.6%	89.4%	92.3%	90.6%	91.5%	94.3%	92.6%	93.5%	96.3%	94.6%	95.5%	98.0%	96.0%	97.0%	98.0%	98.0%	98.0%
	Y9 to Y10			76.2%	74.9%	75.6%	77.2%	75.9%	76.6%	79.20%	77.90%	78.6%	82.2%	80.0%	81.1%	84.0%	84.0%	84.0%	86.0%	86.0%	86.0%
	Y11 to Y12			58.0%	61.0%	59.5%	58.0%	61.0%	59.5%	59.0%	61.5%	60.3%	63.0%	61.0%	62.0%	65.0%	63.0%	64.0%	67.0%	65.0%	66.0%
Gender Parity Index for GER	ECE	EMIS	Annually			0.99			1.00			1.00			1.00			1.00			1.00
	Primary					0.96			0.96			0.96			0.96			0.98			1.00
	Junior Secondary					1.06			1.06			1.06			1.00			1.00			1.00
	Senior Secondary					1.00			1.00			1.00			1.00			1.00			1.00
Gender Parity Index for NER	ECE	EMIS	Annually			1.04			1.05			1.02			1.02			1.02			1.00
	Primary					0.99			0.98			0.99			0.97			0.98			0.97
	Junior Secondary					1.14			1.12			1.05			1.05			1.04			1.03
	Senior Secondary					1.24			1.22			1.20			1.09			1.04			1.00
Survival Rate by	Primary	EMIS	Annually	44.7%	49.6%	47.2%	45.7%	50.6%	48.2%	46.7%	51.6%	49.2%	48.2%	53.6%	50.9%	50.2%	55.6%	52.9%	52.2%	57.6%	54.9%

ECE AND SCHOOLS SECTOR

Indicators	Disaggregation	Data source (Where the data comes from)	Frequency (How often it will be measured)	Baseline 2019 PAR (What is the current value?)			Target 2022			Target 2023			Target 2024			Target 2025			Target 2026		
				Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
year level	Junior Secondary			32.2%	34.5%	33.4%	33.2%	35.5%	34.4%	34.2%	36.5%	35.4%	36.2%	38.5%	37.4%	38.2%	40.5%	39.4%	40.2%	42.5%	41.4%
	Senior Secondary			12.1%	14.1%	13.1%	13.1%	15.1%	14.1%	14.1%	16.1%	15.1%	16.2%	18.1%	17.2%	18.2%	20.1%	19.2%	20.2%	22.1%	21.2%
Gross intake rate in primary level	Primary	EMIS	Annually	142.6%	145.2%	143.9%	140.6%	143.2%	141.9%	135.0%	137.0%	136.0%	130.0%	132.0%	131.0%	125.0%	127.0%	126.0%	120.0%	122.0%	121.0%
Net intake rate in primary level	Primary	EMIS	Annually	39.4%	37.1%	38.2%	41.4%	39.1%	40.3%	46.0%	44.0%	45.0%	51.0%	49.0%	50.0%	56.0%	54.0%	55.0%	60.0%	59.0%	59.5%
Percentage of children over-age for primary and lower secondary	Primary			67.7%	69.9%	68.8%	65.6%	67.8%	66.7%	63.6%	65.8%	64.7%	61.6%	63.8%	62.7%	59.6%	61.8%	60.7%	57.6%	59.8%	58.7%
	Junior Secondary	EMIS	Annually	79.1%	81.0%	80.1%	77.10%	79.00%	78.1%	75.1%	77.0%	76.1%	73.1%	75.0%	74.1%	71.1%	73.0%	72.1%	69.1%	62.0%	65.6%
Age specific enrolment rate	Age 3			26.7%	25.2%	25.9%	28.7%	27.2%	28.0%	30.7%	29.2%	30.0%	32.7%	31.2%	32.0%	34.7%	33.2%	52.3%	36.7%	35.2%	36.0%
	Age 5	EMIS	Annually	76.1%	74.5%	75.3%	78.1%	76.50%	77%	80.10%	76.50%	78%	82.1%	76.5%	79.3%	84.1%	78.5%	81.3%	86.1%	80.4%	83.3%
	Age 6			85.6%	83.6%	84.6%	87.6%	85.6%	86.6%	89.6%	87.6%	88.6%	91.6%	89.6%	90.6%	93.6%	91.6%	92.6%	95.6%	93.6%	94.6%
Repetition rate by level	Year 6			1.5%	2.10%	1.8%	1.30%	1.9%	1.6%	1.1%	1.7%	1.4%	0.9%	1.5%	1.2%	0.7%	1.3%	1.0%	0.5%	0.8%	0.7%
	Year 9			0.9%	1.5%	1.2%	0.70%	1.3%	1.0%	0.5%	1.1%	0.8%	0.3%	0.9%	0.6%	0.1%	0.7%	0.4%	0.0%	0.5%	0.3%
	Year 11	EMIS	Annually	1.0%	1.3%	1.1%	0.80%	1.1%	1.0%	0.6%	0.9%	0.8%	0.4%	0.7%	0.6%	0.2%	0.5%	0.4%	0.0%	0.3%	0.2%
	Year 12			0.3%	0.4%	0.4%	0.3%	0.4%	0.4%	0.1%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropout rate by level	Year 6			8.20%	9.30%	8.8%	8.0%	9.1%	8.6%	7.0%	8.0%	7.5%	6.0%	7.0%	6.5%	5.0%	6.0%	5.5%	4.0%	5.0%	4.5%
	Year 9			22.9%	23.5%	23.2%	20.9%	21.2%	21.1%	18.90%	19.20%	19.1%	16.9%	17.2%	17.1%	14.9%	15.2%	15.1%	12.9%	13.2%	13.1%
	Year 11	EMIS	Annually	40.9%	38.2%	39.5%	38.9%	36.2%	37.6%	36.9%	34.2%	35.6%	34.9%	32.2%	33.6%	32.9%	30.2%	31.6%	30.9%	28.9%	29.9%
	Year 12			88.2%	86.0%	87.0%	86.2%	84.0%	85.1%	84.2%	82.0%	83.1%	82.2%	80.0%	81.1%	80.2%	78.0%	79.1%	78.2%	76.0%	77.1%

Education Strategic Goal 2: To improve the quality of education in the Solomon Islands

Percentage of students achieving at or above the expected level	Year 4	Data source	Frequency	Baseline 2019 (Total)	Target 2022 (Total)	Target 2024 (Total)	Target 2026 (Total)
	English	SiSTA (2017)	After every 2yrs	68.0%	70.0%	72.0%	74.0%
	Reading			66.6%	68.6%	70.6%	72.6%
	Language			68.7%	69.7%	71.7%	73.7%
	Writing			27.1%	29.1%	31.1%	33.1%
	Numeracy			70.5%	72.5%	74.5%	76.5%
	Year 6						

ECE AND SCHOOLS SECTOR

Indicators	Disaggregation	Data source (Where the data comes from)	Frequency (How often it will be measured)	Baseline 2019 PAR Female	Baseline Male	Baseline Total	Target 2022 Female	2022 Male	2022 Total	Target 2023 Female	2023 Male	2023 Total	Target 2024 Female	2024 Male	2024 Total	Target 2025 Female	2025 Male	2025 Total	Target 2026 Female	2026 Male	2026 Total
Percentage of students achieving at or above the expected level (PILNA)	English	PILNA (2017)	After every 2yrs			68.9%			70.9%						72.9%						74.9%
	Reading					68.5%			70.5%						72.5%						74.5%
	Language					69.1%			71.1%						73.1%						75.1%
	Writing					41.3%			43.3%						45.3%						47.3%
	Numeracy					70.8%			72.8%						74.8%						76.8%
	Y4 (Above Average) Literacy					42%			44%						46%						48%
	Numeracy					52%			54%						56%						58%
	Y6 (Above average) Literacy					47%			49%						51%						53%
	Numeracy					54%			56%						58%						60%
Percentage of Certified teachers	ECE	Teacher Estab, EMIS	Annually																		
	Primary			80.2%	82.4%	81.2%	82.2%	84.4%	83.3%	84.2%	86.4%	85.3%	86.2%	88.4%	87.3%	88.2%	90.4%	89.3%	90.2%	92.4%	91.3%
	Secondary			96.4%	93.0%	94.2%	97.4%	94.0%	95.7%	98.4%	95.0%	96.7%	99.4%	96.0%	97.7%	100.0%	97.0%	98.5%	100.0%	98.0%	99.0%
Placement rates	Yr6 to Y7	NEAD	Annually			100.0%			100.0%			100.0%			100.0%			100.0%			100.0%
	Y9 to Y10					82%			84%			86%			100%			100%			100.0%
	Y11 to Y12					48%			50%			52%			54%			56%			57%
	Y12 to Y13					64%			65%			66%			67%			68%			69%
Teacher Pupil ratio	ECE	EMIS	Annually			21.23			21.2			20.10			19.0			18.0			17.0
	Primary					23.98			24.0			26.0			28.0			30.0			32.0
	CHS					25.66			26.0			27.0			28.0			29.0			30.0
	PSS					19.69			21.0			23.0			25.0			27.0			29.0
	NSS					26.27			28.0			30.0			32.0			34.0			35.0

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

Indicators	Disaggregation	Data source	Frequency	BL Female	BL Male	BL Total	2022 Female	2022 Male	2022 Total
Number and percentage of schools receiving second grant annually.	ECE Registered Centre	Finance	Annually	67%	69%	75%	80%	85%	90%
	Primary			91%	93%	95%	97%	99%	100%
	Secondary			96%	97%	98%	99%	100%	100%
	RTC			96%	98%	100%	100%	100%	100%
Number and percentage of EAs receiving second grant	Private & churches	Finance	Annually	75%	80%	85%	90%	95%	100%
	Provincial			100%	100%	100%	100%	100%	100%

ECE AND SCHOOLS SECTOR

Indicators	Disaggregation	Data source (Where the data comes from)	Frequency (How often it will be measured)	Baseline 2019 PAR (What is the current value?)			Target 2022			Target 2023			Target 2024			Target 2025			Target 2026		
				Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
annually.																					
Public expenditure on education as a percentage of total SIG expenditure	272			36%	36%	36%	36%	36%	36%												
	472	Finance	Annually	12%	12%	13%	14%	15%	16%												
Total expenditure on education as a percentage of GDP		Finance	Annually							CBSI website											
Actual expenditure to budget by sub sector	Admin			7%	7%	7%	7%	7%	7%												
	ECE			3%	4%	5%	5%	6%	7%												
	Primary	Finance	Annually	17%	17%	18%	19%	20%	21%												
	Secondary			16%	16%	17%	19%	20%	21%												
	TVET			1%	1%	3%	4%	4%	5%												
	Tertiary			55%	55%	50%	46%	43%	39%	Data from Finance Adviser											
Recurrent allocation for the per unit cost per education sector.	ECE			3%	3%	4%	5%	6%	7%												
	Primary	Finance	Annually	17%	17%	18%	19%	20%	21%												
	Secondary			16%	16%	17%	18%	19%	20%												
	TVET			1%	1%	2%	3%	4%	5%												
	Tertiary			55%	55%	55%	56%	57%	58%												
Percentage of education budget spent on implementation of disability-inclusive education plan at the local level																					

INTERMEDIATE OUTCOMES[18]

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[18] Indicators for Intermediate Outcomes are yet to be finalised. The table will be populated with indicator data at a later stage.

Outcomes	Indicators	Frequency (How often it will be measured)	Baseline (What is the current value?)	Target 2022	Target 2023	Target 2024	Target 2025	Target 2026	Responsible
Intermediate Outcomes									
1. Children have access to and participate in Early Childhood Education	There is a national ECE service provision plan based on data and evidence.	Annually							Schools ECE Unit
	There are clear governance structures, including roles and responsibilities for ECE, from national to provincial levels.	Annually							Schools ECE Unit
	There is an official, widely accepted and or mandatory curriculum framework for ECE.	Annually							Schools ECE Unit
	Number of ECE Centres using accepted curriculum.	Annually							Schools ECE Unit
	Number of ECE Centres with effective teaching and learning materials and resources.	Annually							Schools ECE Unit
	Number of ECE teachers trained on the use of the curriculum.	Annually							Schools ECE Unit
	Stakeholders across the sub-sector are familiar with curriculum goals and understand their role in facilitating its use implementation.	Annually							
	Number of ECE Centres with child friendly learning environment designed and implemented to ensure improved participation and learning.	Annually							Schools ECE Unit
	Clearly defined service quality standards are in place.	Annually							
	Number of ECE supervisors accessing professional development and learning opportunities.	Annually							
	Strategy is in place to involve families as collaborators and contributors in their children's ECE sub-sector programs.	Annually							
	Number of licensed community ECE Centres applying National Standards.	Annually							Schools ECE Unit
	Number of licensed and functioning ECE Centres	Annually							Schools ECE Unit
	Information data on the quality of the ECE systems are used as the basis for improvement.	Annually							Schools ECE Unit
2. Learners complete basic education, inclusive of PPY	Number of Primary Schools offering the new pre-primary year for 5-year olds.	Annually							Vissy and Team
	Normal processes are established to systematically involve parents of children with disabilities in educational programs.	Annually							Vissy and Team
	Number and percentage of special-needs students in mainstream education (schools,	Annually							Vissy and Team

Outcomes	Indicators	Frequency (How often it will be measured)	Baseline (What is the current value?)	Target 2022	Target 2023	Target 2024	Target 2025	Target 2026	Responsible
	centres).								
	Difference in PPY to Year 9 NER between best and worst provinces.	Annually							Vissy and Team
	Number of Primary Schools offering the new pre-primary year for 5-year olds.	Annually							Vissy and Team
3. Increased number of learners complete 13 years of education	Number of schools operational by sector.	Annually							Schools
	Number of classrooms by sector and type.	Annually							AMD ISD
	Number of functioning boarding facilities.	Annually							AMD ISD
	Alternate pathway strategy (non-academic) for junior and senior secondary developed.	Annually							Schools
	Number of schools offering alternate (non-academic) pathway.	Annually							Schools
	Number of vocational subjects being offered in junior and senior secondary schools.	Annually							Schools
	Percentage of teachers provided with housing.	Annually							TSD
	SIY9 External Examination Phase Out Strategic Plan is developed and implemented. (PLA)	Annually							Schools
	Decrease in the number of overage students by primary and junior secondary by gender	Annually							
4. Schools Centres show improvement against AI standards	Number of schools and Centres that meet AI Standards.	Annually							SRS
	Number of School Boards that meet new Standards.	Annually							SRS
	Number of schools that meet new Standards.	Annually							SRS
	Number and percentage of teachers meeting agreed Standards.	Annually							SRS
5. Students are safe in their schools and continue to learn during emergencies	Number of schools with clean safe water supplies by sector.	Annually							AMD WASH
	Number of functional toilets in schools by sector and gender.	Annually							AMD WASH
	Number of schools operating during emergencies.	Annually							AMD WASH
	Percentage of schools that have handwashing facilities with running water and soap.	Annually							AMD WASH
	Number of schools compliant with child protection policy.	Annually							
	Number of children continuing teaching and learning activities remotely.	Annually							T&L
	Number of households	Annually							T&L

Outcomes	Indicators	Frequency (How often it will be measured)	Baseline (What is the current value?)	Target 2022	Target 2023	Target 2024	Target 2025	Target 2026	Responsible
	enrolled children with access to technologies for remote learning at home (radio, TV, computer tablet).								
	Number of teachers trained in distance learning facilitation.	Annually							TPDD
	Number of students schools accessing COVID-19 information from MEHRD and Ministry of Health.	Annually							N-DOC
	Number of schools with Emergency Disaster Committee established.	Annually							N-DOC
	Number of schools with Covid-19 Preparedness Plans.	Annually							N-DOC
	Toilets: Pupil ratio by gender.	Annually							AMD
6. Education Providers show improvement against AI standards	Number of EPs that complete self-review process.	Annually							EAS
	Number of EPs with 3-5 year improvement plans.	Annually							EAS
	Number of EPs with annual budget linked to their annual plan	Annually							EAS
	Number of EPs that complete and annual report	Annually							EAS
	Number of EPs that meet new Standards.	Annually							EAS
	Self and Peer assessment completed and 6 LEAP EA improvement plans are developed and operational. (PLA)	Annually							EAS LEAP
7. Revised teacher management systems and procedures developed and used	Number of teachers in the payroll system and for each EP.	Annually							TSD
	Percentage of accurate teachers' data accessible in EMIS	Annually							TSD
	Percentage of teachers paid on time	Annually							TSD
	Percentage of teachers employed within the approved positions	Annually							TSD
	Revised policy and systems for payment of salaries and teacher employment conditions fully developed and implemented. (PLA)	Annually							TSD
8. All teachers have access to and are using new curriculum	Number and percentage of teachers using assessment for learning system.	Annually							CDD
	Number of students that use new prescribed curriculum.								CDD
	Increased number of trained PPY teachers in Makira, Temotu and Isabel provinces are using the Pre-Primary Year (PPY) curriculum	Annually							CDD

Outcomes	Indicators	Frequency (How often it will be measured)	Baseline (What is the current value?)	Target 2022	Target 2023	Target 2024	Target 2025	Target 2026	Responsible
	effectively and confidently.								
	Percentage of teachers reporting use of approved curriculum.	Annually							CDD
9. Teachers using assessment for learning strategies	Number and % of pupils at critical and at below expected level (PILNA and SISTA)	Annually							NEAD
	Number of children with disabilities who sit exams with reasonable accommodations.	Annually							NEAD
	SISTA 2019 test results are available for dissemination to EAs, Schools & online and results are used to adapt teaching programs in schools.	Annually							NEAD
10. Teachers using learner centred teaching strategies	Number of students achieving minimum learning outcomes of the new curriculum.	Annually							NEAD
11. Teachers using quality literacy and numeracy strategies	Number of school leaders that meet Standards.	Annually							NEAD
	PILNA 2018 test results are used to adapt teaching programs in Honiara and Central Province schools. (PLA)	Annually							NEAD
	Number of School Boards that meet new Standards.								
12. Education Service delivery is improved through effective planning and management	Existence of legislation and or policy that clearly articulates right to appropriate education for all children with disabilities.	Annually							Policy
	Education Management Information System (EMIS) records data on children with disabilities.								ISD
	Increase in the percentage of schools who retire their grants by 31 March 2022. (PLA)								Grants
	MEHRD reviews and revises the grants management system aligned to draft Education Legislative Framework.								Grants
	Education Legislative Framework (ELF) Implementation Plan developed and being implemented. (PLA)	Annually							Policy
	Teacher management systems operational	Annually							TSD
	Number of education providers completing registration of EPs, Schools, ECE centres	Annually							EAS School Registration
	EMIS functioning including school data, teacher management, compliance systems and complaints management	Annually							ISD