



**MINISTRY OF EDUCATION AND HUMAN RESOURCES  
DEVELOPMENT**



**ANNUAL REPORT 2019**

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## Foreword from Permanent Secretary

2019 was a year with high expectations for achieving substantial progress towards our education goals. This Annual Report is a way to share our successes and to acknowledge the challenges we have experienced along the way.


The National Education Action Plan 2016-2020 (NEAP) is our pathway to change, leading us towards an education system that supports and enables all learners to reach their potential. A system that is inclusive of all and prepares people for a productive life.

The Education Strategic Framework 2016-2030 (ESF) shapes the long-term reform we expect to see in creating a contemporary education system that meets the needs of the individual and Solomon Islands society. Some of the reform is deeply challenging and can only be achieved through collaboration and teamwork both within the Ministry and with our many stakeholders and partners. The challenges are many, but the resultant opportunities are significant. We are attempting to look at some of the long-standing challenges through a different lens and bring innovative ideas and new strategies to the table to achieve the much anticipated reform.

I have been very proud to be able to celebrate some successes this year that were a result of both hard work and innovative approaches. For example, the successful removal of the Year 6 external examination (SISEE), also addressed related challenges such as school infrastructure needs and focussing on developing a framework for classroom-based assessment. The extensive collaboration and teamwork between MEHRD divisions, Education Authorities, schools and the community resulted in this much awaited achievement of all year 6 students in 2019 being able to progress to a secondary education in 2020.

I would like to acknowledge the education key players, Education Authorities, universities and schools, and the many other organisations and resource people who support education across the Solomon Islands. Sincere thanks also go to our Development Partners in the country, especially the Australian Aid Program (AAP) and New Zealand Aid Program (NZAP), UNICEF and NGOs who have provided financial and technical support. Without your invaluable support MEHRD would not achieve its intended reform.

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

  
Franco Rodie, PhD  
Permanent Secretary  
Ministry of Education



**Abbreviations**

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

|         |  |
|---------|--|
| RenBel  | Rennell Bellona  |
| RTC     | Rural Training Centre  |
| S4EG    | Skills for Economic Growth   |
| SIAVRTC | Solomon Islands Association of Vocational and Rural Training Centres |
| SICCI   | Solomon Islands Chamber of Commerce and Industry                     |
| SIG     | Solomon Islands Government   |
| SDG     | Sustainable Development Goal   |
| SIBLE   | Solomon Islands Better Learning Environments                         |
| SIDPS   | Solomon Islands Development Project Solutions                        |
| SIEMIS  | Solomon Islands Education Management Information System              |
| SIMS    | Scholarship Information Management System                            |
| SINF6SC | Solomon Islands National Form 6 School Certificate                   |
| SINU    | Solomon Islands National University                                  |
| SISC    | Solomon Islands School Certificate                                   |
| SISE    | Solomon Islands Secondary Entrance                                   |
| SISTA   | Solomon Islands Standardised Test of Achievement                     |
| SITESA  | Solomon Islands Tertiary Education Sector Authority                  |
| SMT     | Senior Management Team   |
| SRS     | School Review and Standards  |
| SSE     | School Self Evaluation   |
| SSS     | Senior Secondary School  |
| TA      | Technical Assistance   |
| TiT     | Teacher in Training  |
| TOR     | Terms of Reference   |
| TSC     | Teaching Services Commission   |
| TSD     | Teaching Service Division  |
| TVET    | Technical Vocational Education Training                              |
| USP     | University of the South Pacific                                      |
| WSDP    | Whole School Development Plan  |

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## INTRODUCTION

The Solomon Islands Government aspires to have a high-quality public education system that provides all Solomon Islanders with lifelong learning opportunities so they can discover and develop their full potential, engage fully in society, and lead rewarding and fulfilling lives. It has committed to reforming the education system so it meets the needs of all learners and helps them to succeed. The Ministry is charged with overseeing and managing this education reform agenda.

The Ministry prepares and implements an Annual Work Plan (AWP) from January to December each year. This MEHRD Annual Report shares progress in implementing the AWP. In this Annual Report we have highlighted progress on the AWP and how, through the delivery of our core services, we are maximising our contribution to equitable and quality education outcomes. We have assessed progress against a set of education performance indicators, (full results in the associated Performance Assessment Report 2019), where progress and trends are measured over multiple years.

The key sections of the report are:

- **Overview:** this section provides some background about the Solomon Islands education systems and explains who we are, what our role is and what we expected to achieve in 2019.
- **Year at a Glance:** this section is a quick snapshot of some of the key data relating to the high-level NEAP outcomes of access, quality and management.
- **Our Results:** this section provides details on what was achieved during 2019 and lessons we learned through the implementation of the activities.
- **MEHRD Performance:** this section provides key findings from a range of MEHRD performance reviews undertaken during 2019.
- **Student Performance:** this section provides details of student academic performance during 2019.
- **Financial Performance:** this section shares information on how financial resources were utilised during the year 2019.
- **Lessons Learned:** this section describes areas where we can improve.
- **Partnerships:** this section outlines who our education partners are and how we work together.

This report forms part of the overall MEHRD annual reporting for 2019 that also includes the Performance Assessment Report (PAR)– a digest of education indicator data. Key Output Reports were prepared and presented to a broad audience at the MEHRD Annual Joint Review in December 2019. The most significant results from the reports are included in this report.

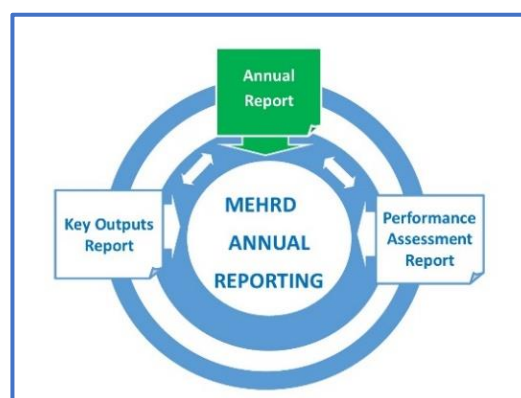


Figure 1: MEHRD Annual Reporting Documents

## OVERVIEW

### Our Purpose

The Ministry is responsible for leading the pursuit of the education goals and outcomes of the National Development Strategy 2016-2035 (NDS) and Education Strategic Framework 2016-2030 (ESF). The ESF provides a clear vision and long-term goals to advance the education sector over the next 15 years and is translated into medium-term outcomes and desired results in the National Education Action Plan 2016-2020 (NEAP).

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

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

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

### Vision and Goals

Our vision is that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. Parents and members of the community are to develop a sense of ownership of all educational institutions.

### What We Do and How We Work

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

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

The diagram below shows how our approach to managing and implementing change leads to the goals and education outcomes we all aspire to:

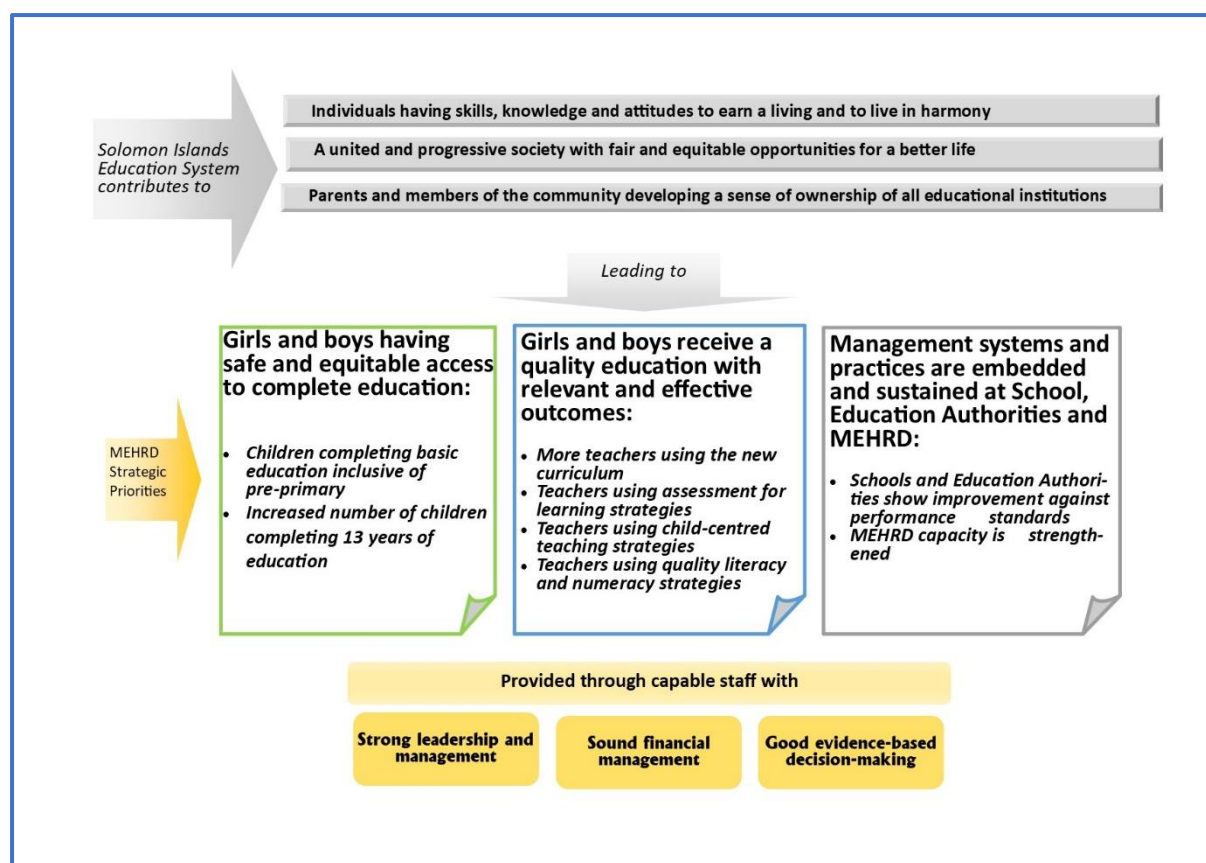


Figure 2: MEHRD's Approach to Education Reform

## Governance

### Solomon Islands Education Bill 2019 (draft)

The current Education Bill was enacted approximately 40 years (1978) and does not accurately reflect the contemporary education system required for Solomon Islands. A White Paper in 2014 was prepared to review the current Act and outline the possible future directions.

The proposed passage through parliament of the draft Bill was delayed in 2019 due to National elections and change of Education Minister. Nonetheless, the draft Education Bill preparation reached final development with a significant forum conducted in August with high-level feedback helping to further refine the draft.

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

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

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

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

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

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

#### **SITESA Act 2017**

The SITESA Act 2017 was passed by the Parliament of the Solomon Islands Government (SIG) in March 2017. The Minister under the powers vested on him has delegated the responsibility to the Permanent Secretary of MEHRD to implement SITESA. MEHRD subsequently commenced the establishment of the Solomon Islands Tertiary Education Skills Authority (SITESA) in 2019. The all senior SITESA officers are appointed. New office space has been fully equipped and officers relocated to it.

The scope of the Act is to:

- Recognise the importance of planning for tertiary education and skills development as part of national planning for the benefit of the economy and community of Solomon Islands
- Improve the contribution made by tertiary education and skills development to meeting the needs of local, regional and international labour markets
- Encourage investment in tertiary education and skills development by both the public and private sectors. A co-investment in funding employers as “the end users” must contribute to the cost of training
- Improve the provision of tertiary education and skills development (e.g. develop capacity at SINU & RTCs)
- Improve the employment prospects of persons with tertiary qualifications obtained in Solomon Islands through recognition of those qualifications outside Solomon Islands;
- Improve participation in, and promote fair and equitable access to, tertiary education and skills development
- Improve accountability for funding of scholarships for tertiary courses and for providing or improving tertiary education and skills development

**SITESA Structure (2019)**

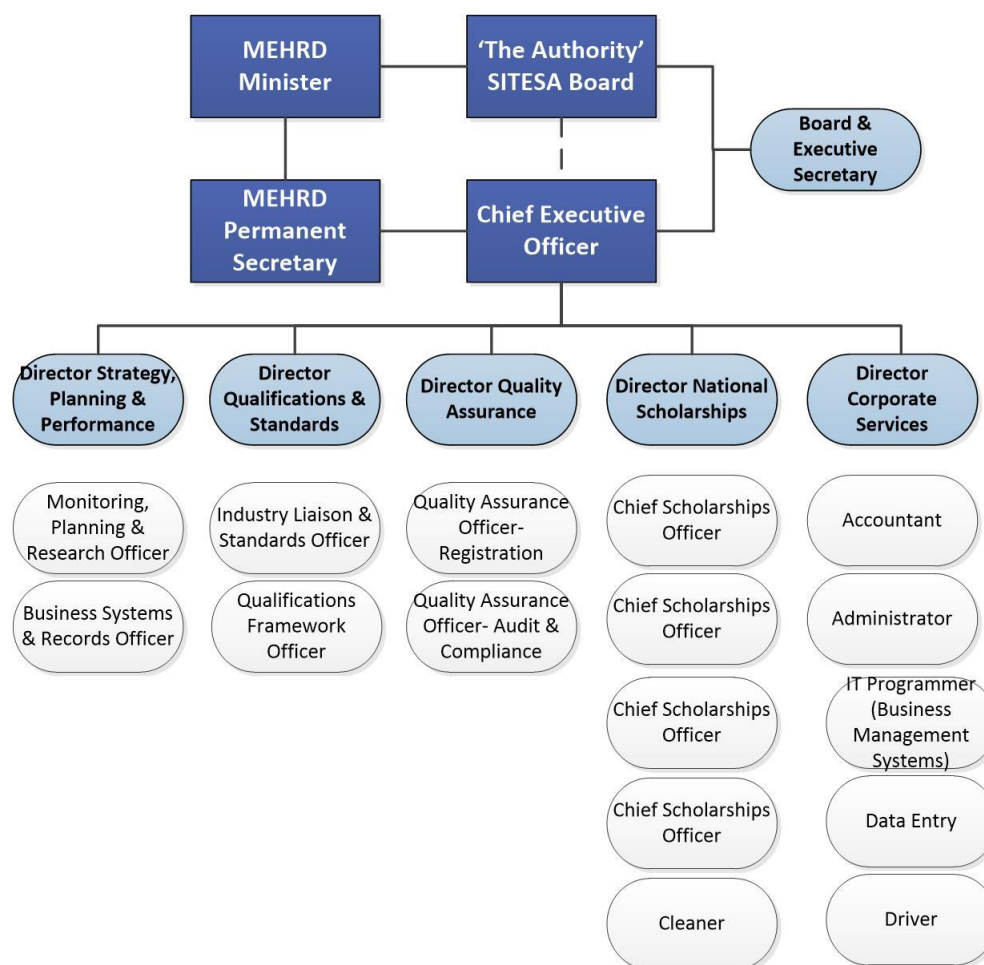


Figure 3: SITESA Organisation Structure

**Solomon Islands National Education Board**

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

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

Under the powers vested on the Minister the Chairperson, Vice Chair and the members of the Board are appointed by the Minister. Appointment is made in adherence to the Education Act, 1978 which ensures that members of the Board represent the interests of Education Authorities, Teachers, and Commercial Interest in Solomon Islands, Ministry of Home Affairs and Ministry of Education. Membership of the Board is for three years' term. The current NEB has 28 members. They were appointed on 14th October 2016 with their term expiring on October 14th, 2019. Six members within the NEB were appointed by the NEB Chair to be members of the subcommittee. The NEB Subcommittee meets before any full board meeting to scrutinize policy documents that will be discussed for recommendation in the meeting.

### Solomon Islands Teaching Services Commission

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

- Monitor and facilitate teacher appointments
- Submit papers to TSC for promotion and demotions
- Facilitate Salary payments

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

Members are drawn from the general public, but they must not be members of Associations or Societies which are political in nature, or public officers. The Chairperson and members of the TSC are appointed initially for a three-year term and may be re-appointed for another term. They cease to become members after having served a maximum of two terms. Currently, we have a chair and three members of the TSC. The function of the TSC is to:

- Make appointments to the offices as referred in section 116B of the Constitution (Amendment) Act, 1982 No. 14 of 1982 (including power to confirm appointments) and to remove and to exercise control over persons holding or acting in such offices as vested in the TSC
- The TSC may, subject to such condition as it thinks fit, delegate any of its powers under this section by directions in writing to any member of the Commission or to any public officer
- Current delegation of power to confirm appointments to the Permanent Secretary, Under Secretary Administration and Director of Teaching Service of MEHRD

### Education Planning Frameworks

#### Commitment to Global, Regional and National Education Goals

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



Figure 4: Hierarchy of Solomon Islands Education Planning Frameworks



### Sustainable Development Goals (SDG 4)

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

| SDG Targets  | Solomon Islands Response  |
|--|---|
| 4.1 Free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes  | <ul style="list-style-type: none"> <li>✓ Fee free access and full completion for primary and junior secondary</li> <li>✓ Extend fee free access to senior secondary</li> <li>✓ Focus on improving learning outcomes especially fundamental skills in literacy and numeracy.</li> </ul>    |
| 4.2 All girls and boys have access to quality early childhood development, care and pre-primary education  | <ul style="list-style-type: none"> <li>✓ Full enrolment for all 5 year olds</li> <li>✓ Extend access to 3-4 year olds</li> <li>✓ Focus on improving quality</li> </ul>  |
| 4.3 Equal access to affordable and quality technical, vocational and tertiary education, including university  | <ul style="list-style-type: none"> <li>✓ Focus on quality and relevance of the tertiary skills sector (covering TVET and higher education)</li> <li>✓ Reduce gender disparity in the tertiary skills sector</li> <li>✓ Increased access for underrepresented target groups</li> </ul>     |
| 4.4 Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship  | <ul style="list-style-type: none"> <li>✓ Ensure that secondary education include both work-related skills and transferable skills, including entrepreneurial and ICT skills</li> <li>✓ Introduce lifelong learning approaches for education and training</li> </ul>                       |
| 4.5 Eliminate gender disparities in education and ensure equal access to all levels of for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations | <ul style="list-style-type: none"> <li>✓ Extend achievements in gender parity for ECCE and PE and improve gender balance in SS</li> <li>✓ Explore ways to measure incidence and find affordable solutions to address economic, language physical, and other forms of exclusion</li> </ul> |
| 4.6 Ensure that all youth and at least [x] per cent of adults, both men and women, achieve literacy and numeracy   | <ul style="list-style-type: none"> <li>✓ Focus on the formal education system</li> <li>✓ Strengthen multi stakeholder approaches to extend adult literacy</li> </ul>  |
| 4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development  | <ul style="list-style-type: none"> <li>✓ Additions to existing curricula in primary and secondary education</li> <li>✓ Coordinated actions with other Ministries</li> </ul>   |

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

### Pacific Regional Education Framework 2018-2020

In 2019, SIG through MEHRD committed to the new Pacific Regional Education Framework 2018-2030 “Moving Towards Education 2030” (PacREF). PacREF prioritises action on quality and relevance, free learning pathways, and the teaching profession that will maximise sustainable gains in student learning outcomes and wellbeing. The PacREF provides a means for identifying and understanding similarities and differences across the region. It offers organizing mechanisms for sector planning, reporting and collaboration, and it provides development partners with an understanding of where the region’s resourcing priorities lie. The four key policy areas of the PacREF are:

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

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

### **SIG National Development Strategy 2016-2035 (NDS)**

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

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

### **Education Strategic Framework 2016-2030 (ESF)**

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

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

### **National Education Action Plan 2016-2020 (NEAP)**

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

The current NEAP 2016-2020 is a medium-term plan of five years. It sets in motion activities designed to achieve the intended goals set for the five-year cycle with manageable resources. The activities are costed and the implementation strategies are reasonable and can be implemented with existing capacities. MEHRD manages the NEAP and is funded primarily by the Solomon Islands Government (SIG) which allocates the largest share of the national recurrent budget to education. Education partners and donors align their support to NEAP initiatives.

**MEHRD Annual Work Plan (AWP)**

The Ministry prepares an annual plan including key priority areas, activities and related budgets. The activity planning and financial planning processes are integrated to ensure efficient and effective use of resources. Each MEHRD division and work unit prepares a plan and is responsible for implementing. Progress reporting of achievements is monitored on a quarterly basis or at the completion of a significant project.

**Education Authority Annual Work Plans**

Each Education Authorities (EAs) prepare an annual plan that reflects the needs of their respective schools and provincial government. The plans are aligned to and support the priorities of the MEHRD AWP and NEAP. EAs report progress of their AWP on a six-monthly basis.

**Whole School Development Plans (WSDP)**

All schools are required to prepare and implement 3-year whole school development plans. WSDP should identify priorities for improvement based on school self-assessment with a strong focus on improving the learning experience for children. Schools are also required to prepare and implement yearly work plans based on the WSDP.

**MEHRD Organisational Structure**

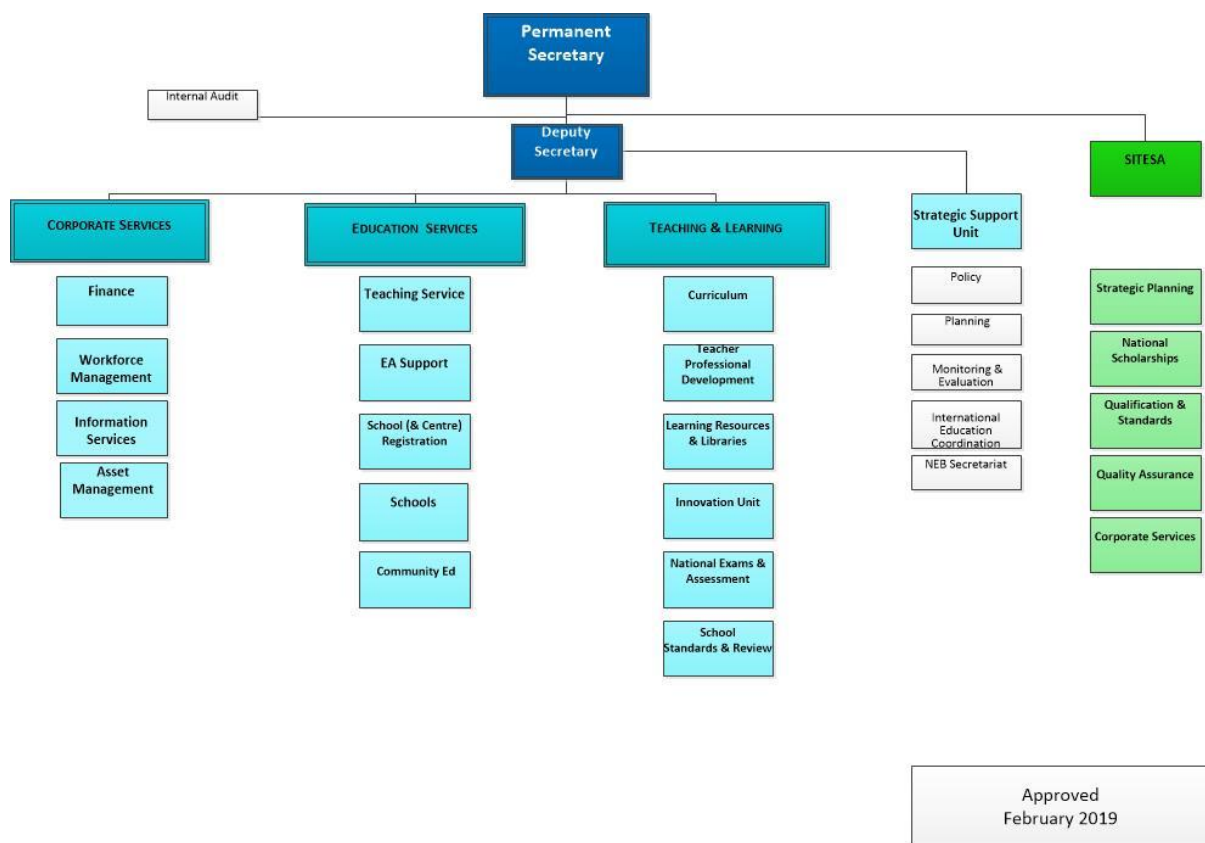


Figure 5: MEHRD Organisation Structure 2019

## Our People

MEHRD employs 250 people across multiple locations (43.2% of all employees are female). A breakdown of these figures shows that 175 staff members are in MEHRD offices in Honiara. A total of 48 officers are based in provincial locations including 32 officers and 16 Schools Review and Standards positions. 27 officers are in the two government secondary schools.

| MEHRD STAFF-2019           |            |            |            |
|----------------------------|------------|------------|------------|
| Location                   | Female     | Male       | Total      |
| MEHRD Headquarters         | 84         | 91         | 175        |
| KGVI Secondary School      | 7          | 7          | 14         |
| Waimapuru Secondary School | 5          | 8          | 13         |
| Choiseul EA                | 0          | 5          | 5          |
| Central Province EA        | 2          | 1          | 3          |
| Guadalcanal P EA           | 2          | 1          | 3          |
| Honiara City Council EA    | 2          | 2          | 4          |
| Isabel EA                  | 0          | 5          | 5          |
| Malaita EA                 | 2          | 8          | 10         |
| Makira/Ulawa EA            | 2          | 3          | 5          |
| Renbel EA                  | 0          | 3          | 3          |
| Temotu EA                  | 1          | 2          | 3          |
| Western EA                 | 1          | 6          | 7          |
| <b>Total</b>               | <b>108</b> | <b>142</b> | <b>250</b> |

Table 2: MEHRD Staff and Location 2019

## Solomon Islands Education System

### School Types

There are several different types of schools providing education across these levels. The sectors they provide education services include:

1. Early Childhood
2. Primary
3. Secondary
4. Vocational
5. Tertiary

The types of schools include:

- Early Childhood Centres
- Primary Schools
- Community High Schools (which include Primary year levels)
- Provincial Secondary Schools
- National Secondary Schools
- Rural Training Centres
- Universities

Schools are administered by various government and non-government Education Authorities.

## School Structure

The structure of our school education system, as illustrated below is arranged in the following way:

- **Early Childhood Community Education (ECCE, formerly ECE):** for children under the age of 5 will be the responsibility of the community. The teaching and learning approach is a blend of play and value-based education for children aged 3 years – 4 years
- **Pre-Primary Year (PPY):** is considered part of Basic Education and is the first official year of education that students are expected to commence at the age of 5. This year is focused on developing the foundations of learning, conducted in vernacular languages using an ‘Early Childhood’ approach
- **Primary Education:** for children aged 6-11 from Years 1 to 6. Students are expected to be enrolled in Year 1 at age 6. The Junior Secondary level, Years 7-9 is for students aged 12-14 years. Year 9 is the final year of Basic Education and the intention is that all Solomon Islands children will complete these full ten years of Basic Education
- **Senior Secondary Education:** comprises Years 10-12, is for students aged 15-18 and is considered Post-Basic Education
- **Tertiary:** Year 13 is considered pre-tertiary education, a foundation year for university. In 2017 an Act of Parliament approved the formation of the Solomon Islands Tertiary Education and Skills Authority (SITESA). This body will manage policy direction, strategic planning, funding, labour market and management of scholarship programs in the tertiary sector

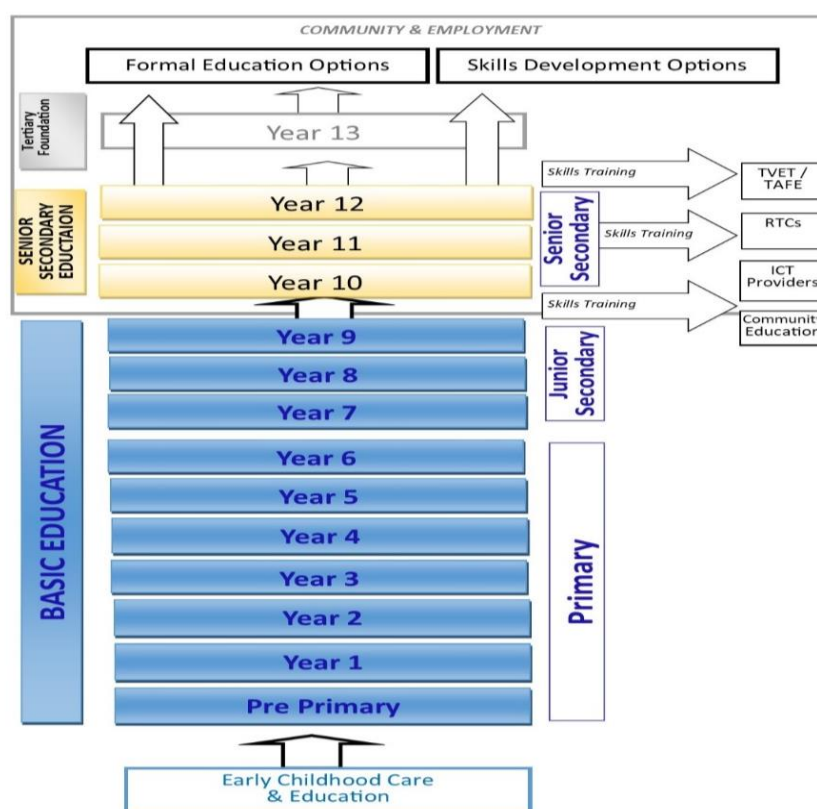


Figure 6: Solomon Islands School Structure 2019

## National Examinations

National examinations are historically held at the end of Years 6, 9, 11 and 12 with results used to determine students placements at the next level of their respective schooling. This year, the Year 6 national examination (SISEE) was not conducted and will cease in the future, but years 9, 11 and 12

continues to have national examinations. In previous years, the SISEE results were used to identify and place students into Year 7 – the first year of secondary schooling. Significant evidence identified the SISEE as a contributing factor to student ‘push out’ and not finishing basic education. All Year 6 students now transition to year 7. Students are expected to pass the required mark for these national examinations to transition to Years 10, 12 and 13. Year 13 is not a formal part of the school system, but some students participate to prepare for tertiary education.

### Non-academic Pathways

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

### MEHRD Education Strategic Priorities in 2019

Each year MEHRD reviews progress towards achievement of NEAP outcomes and reflects on successes and challenges experienced during the year. After reflecting on all relevant data and alignment to NEAP and SIG priorities, a list of strategic priorities is developed and subsequently guides the annual work planning process. The table below outlines MEHRD’s key priorities for 2019.

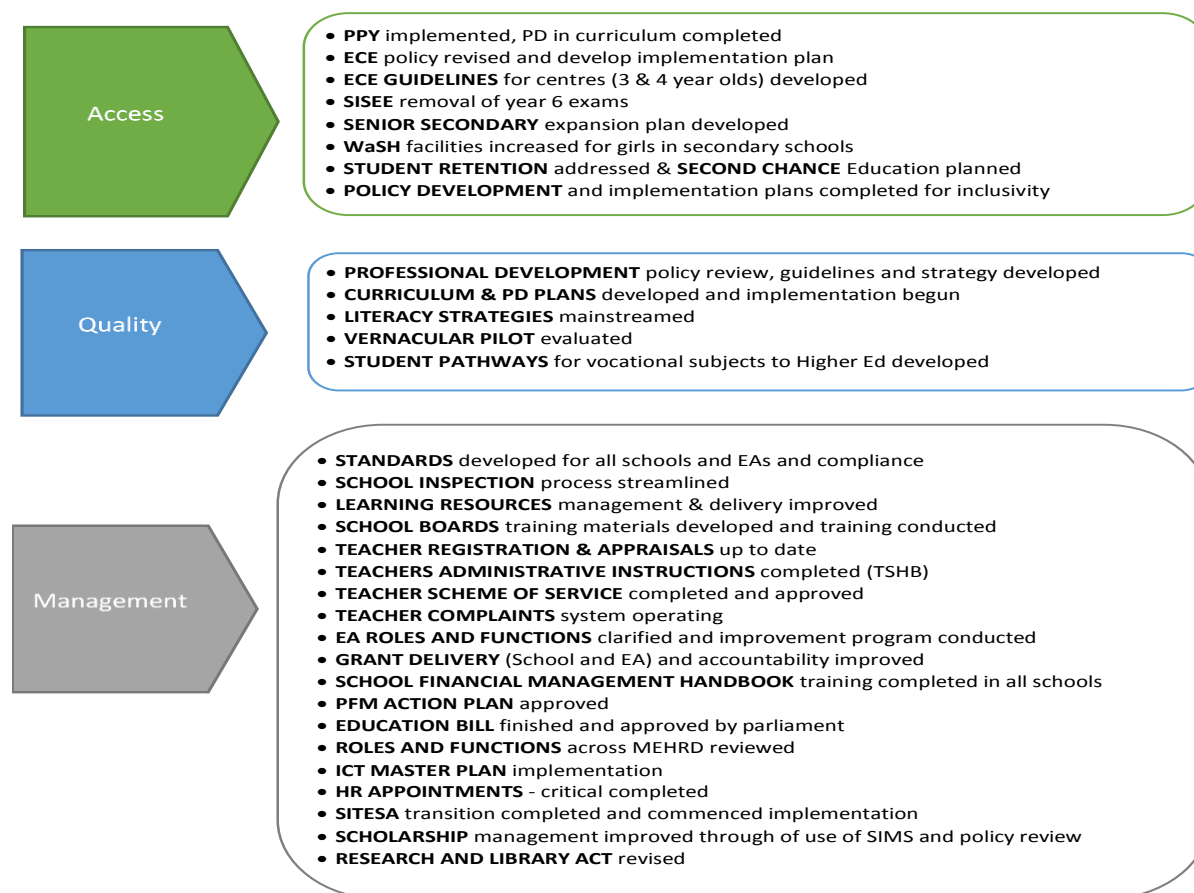


Figure 7: MEHRD Priorities 2019



# 1. YEAR AT A GLANCE

## Student Participation

A total of 209,377<sup>1</sup> students were enrolled in schools and centres at ECCE, Primary, Secondary and TVET levels in 2019. This is a significant decrease from 2018 overall enrolments of 216,270. A total of 206,158 of these students were part of the official school system with 27,052 enrolled in the community owned and managed ECCE centres. There were decreases in student enrolment in all sectors with 11% (3398 students) in ECCE, 2% (3187) in Primary, 2% (817 students) in JSS, and a 1% (164 students) in Senior Secondary. Most year levels have between 47% and 50% female students, except in year 13 with 43%. This was due to the enrolment form attached to the SIEMIS Survey Form that must be completely filled by schools with student names and dates of birth and return it to MEHRD with the SIEMIS Form.

Figure 8: Student Enrolment by Year Level 2019 (SIEMIS, 2019)

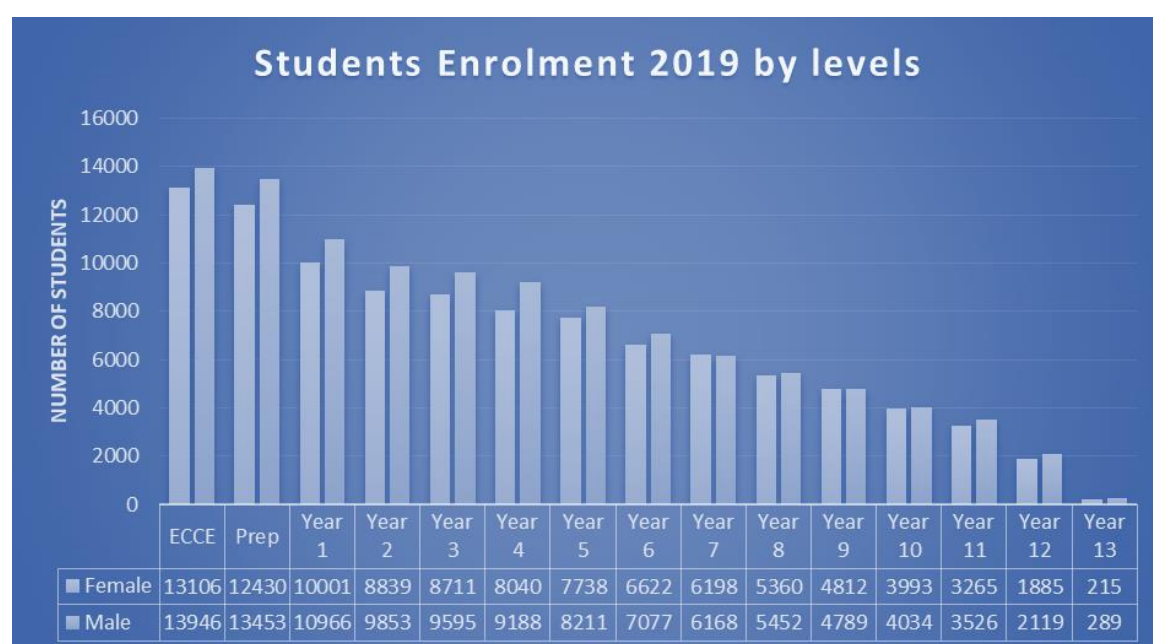


Figure 9: Circle Chart of Student Enrolment by School Sector, 2019 (SIEMIS, 2019)

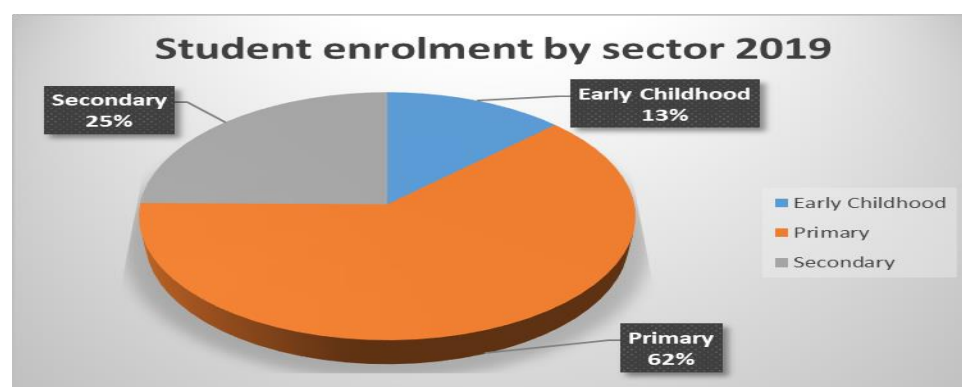


Table 3: Student Enrolment by School Type and Province, 2019 (SIEMIS, 2019)

<sup>1</sup> The overall total does not include the 504 Year 13 student enrolments, as this year is a post-secondary year of education.

| Province            | SchoolType   |              |              |             |             | Grand Total   |
|---------------------|--------------|--------------|--------------|-------------|-------------|---------------|
|                     | ECCE         | Primary      | CHS          | PSS         | NSS         |               |
| Central             | 1240         | 3939         | 4354         | 287         |             | 9820          |
| Choiseul            | 930          | 4361         | 3938         | 387         |             | 9616          |
| Guadalcanal         | 5110         | 14865        | 14313        | 783         | 1638        | 36709         |
| Honiara             | 4392         | 4399         | 19962        | 1043        | 872         | 30668         |
| Isabel              | 1468         | 4541         | 4009         | 992         |             | 11010         |
| Makira and Ulawa    | 2688         | 7955         | 6646         | 320         | 1168        | 18777         |
| Malaita             | 7419         | 16371        | 32472        | 1156        | 466         | 57884         |
| Rennell and Bellona | 124          | 502          | 256          | 175         |             | 1057          |
| Temotu              | 1260         | 3447         | 2965         | 329         |             | 8001          |
| Western             | 2421         | 11092        | 10640        | 788         | 1398        | 26339         |
| <b>Grand Total</b>  | <b>27052</b> | <b>71472</b> | <b>99555</b> | <b>6260</b> | <b>5542</b> | <b>209881</b> |

## Student Achievement

### National Examination Results

Solomon Islands Year 9 (SIY9), Solomon Islands Secondary Certificate (SISC) and Solomon Islands National Form 6 School Certificate (SINF6SC) were held in November 2019. There was an overall Improvement in results this year. The Year 6 external exam (SISEE) was phased out and all year 6 students now progress to Year 7 in 2020.

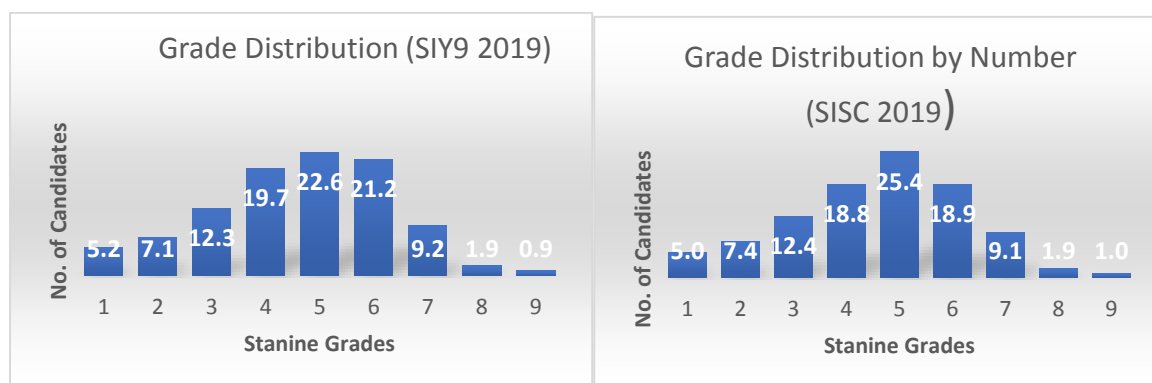
National overall candidate enrolments in SIY9 and SISC continues to increase annually indicating increasing enrolment numbers for SIY9 from year to year. However, in 2019, the enrolment number decreased by 3%. The number of candidates that continue to leave school for various reasons continue to increase as well, resulting in lesser number of candidates who sat the examinations.

Table 4: SIY9 Candidates 2019 by Province

| SIY9 2019            | Nat  | Cen | Choi | Gua  | Hon  | Maki | Mal  | Tem | Wes  | Isa | Ren |
|----------------------|------|-----|------|------|------|------|------|-----|------|-----|-----|
| <i>No of schools</i> | 257  | 16  | 16   | 38   | 20   | 22   | 81   | 15  | 37   | 8   | 4   |
| <i>Total enrol</i>   | 9497 | 402 | 431  | 1532 | 1969 | 881  | 2193 | 321 | 1227 | 488 | 53  |
| SISC 2019            | Nat  | Cen | Choi | Gua  | Hon  | Maki | Mal  | Tem | Wes  | Isa | Ren |
| <i>No of schools</i> | 139  | 7   | 6    | 23   | 16   | 11   | 41   | 8   | 17   | 8   | 2   |
| <i>Totals</i>        | 6914 | 224 | 231  | 1059 | 2052 | 598  | 1286 | 201 | 852  | 371 | 40  |

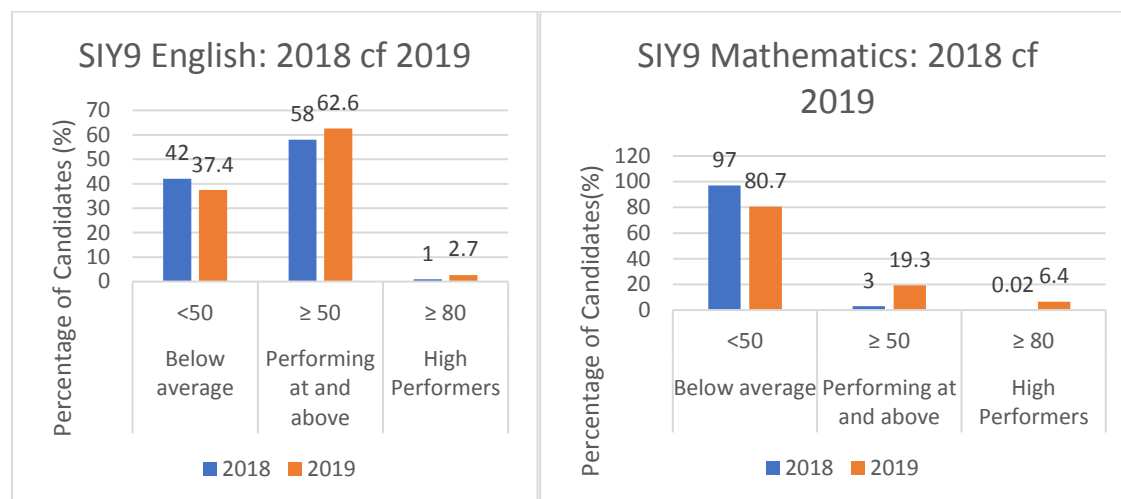
This year shows more candidates obtaining better grades (G1-4) than poorer grades (G7-9) for both national exams. This indicates improvements are happening in school programs across the country or it also indicates the increasing challenge to manage national examination administration at school levels.

Figure 10: Grade Distribution (SIY9 and SISC)



Grade distribution in SISC indicates improved performance in Mathematics, Science, Social Studies, Business, Home Economics and New Testament Studies. Industrial Arts showed more students with grade 9 confirming evidence from school visits that most schools were not able to complete their school practical projects. Some schools just purchased materials weeks before external moderators' October visits.

Figure 11: Analysis of SIY9 Subject Standard scores 2018 cf 2019



There was a general improvement in group performance across the SIY9 subjects, except for SIY9 Science. Most improvement in performance by 2019 cohort is in SIY9 Social Studies.

### Pacific Islands Literacy and Numeracy Results

The Pacific Islands Literacy and Numeracy Achievements (PILNA) testing was undertaken in October 2018 and reported in 2019. The assessment shows significant year on year improvements in literacy and numeracy levels and puts the Solomon Islands 14% above the regional average in numeracy and above average in literacy.

Table 5: Comparative Results of PILNA Assessment

| % of students at or above expected proficiency level |        |      |      |        |      |      |
|--|--------|------|------|--------|------|------|
|  | Year 4 |      |      | Year 6 |      |      |
|  | 2012   | 2015 | 2018 | 2012   | 2015 | 2018 |
| <b>Numeracy</b>                                      | 92     | 97   | 97   | 82     | 93   | 96   |
| <b>Literacy</b>                                      | 50     | 50   | 54   | 67     | 66   | 70   |

Table 6: Regional Comparison Year 4 & 6 Results 2018

| % of students at or above expected proficiency level |        |                 |        |                 |
|--|--------|-----------------|--------|-----------------|
|  | Year 4 |                 | Year 6 |                 |
|  | Region | Solomon Islands | Region | Solomon Islands |
| <b>Numeracy</b>                                      | 83     | 97              | 83     | 96              |
| <b>Literacy</b>                                      | 53     | 54              | 63     | 70              |

Children who attended ECE achieved noticeably higher scores across the board while there was also a strong correlation between high care giver involvement and above average literacy. The results highlight the success of the Early Years Literacy project that was launched in 2015, with support from donors, in response to the findings of the previous PILNA Assessment.

Table 7: PILNA Achievements Scores ECE Attend/Not Attend ECE

| Mean achievement score of students |              |                    |
|------------------------------------|--------------|--------------------|
|                                    | Attended ECE | Did NOT attend ECE |
| <b>Numeracy</b>                    | 572          | 562                |
| <b>Literacy</b>                    | 494          | 470                |

## Schools

There are 1,100 schools and ECCE Centres operating across the Solomon Islands.

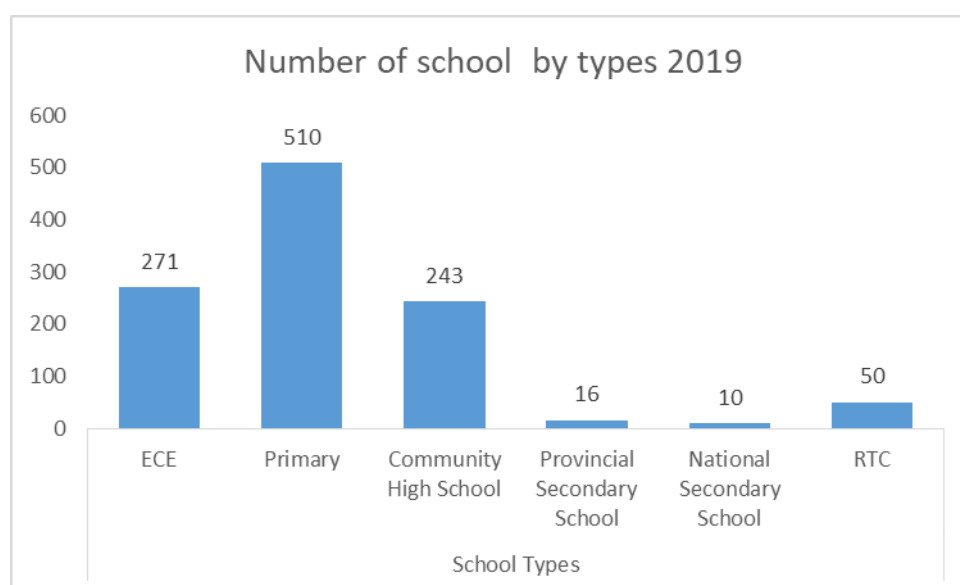


Figure 12: Number of Schools by School Type, 2019 (SIEMIS, 2019)

| School Type                 | Number of classrooms |
|-----------------------------|----------------------|
| Primary School              | 4,290                |
| Community High School       | 4,122                |
| Provincial Secondary School | 160                  |
| National Secondary School   | 90                   |

Table 8: Number of Classrooms by School Type 2019 (SIEMIS 2019)

MEHRD managed to complete the construction of eight additional buildings (four girls dormitory and ablution block, one science lab and three classroom buildings) in 2019 and finished the repairs on eight school buildings.

## Teachers

This year we employed 8,644 across all education sectors and levels (53% females). This was an increase of 43 teachers from 2018. The number of certified teachers increased by 553 teachers from last year.



### Teacher Qualifications

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

| Category       | No. Teachers | % of total |
|----------------|--------------|------------|
| Certified      | 6,273        | 72.6%      |
| Qualified only | 6,449        | 74.6%      |
| Neither        | 176          | 2%         |

Table 9: Teacher Classification 2019 (SIEMIS)

### Professional Development

47 training workshops were conducted for 1,724 participants.

1,290 of these were trained teachers (314 F & 976 M) including:

- 258 school leaders
- 355 teachers were trained by Provincial Literacy Trainers
- 64 EA officers (51 F & 13 M)
- 112 MEHRD officers (60 F & 52 M)
- 932 School Leaders completed a Graduate Certificate School Leadership Program
- 245 untrained teachers undertook Certificate in Teaching (Primary/Secondary)

### Scholarships

A total 969 new scholarships were awarded in 2019, to commence studies in 2020 academic year with 41% being awarded to females. This is an increase of 121 scholarships from the previous year.

| All Scholarships awarded for 2020 |            |     |
|-----------------------------------|------------|-----|
| Female                            | 412        | 43% |
| Male                              | 557        | 57% |
| <b>TOTAL</b>                      | <b>969</b> |     |

Table 10: Scholarships Awarded for 2020 (SITESA National Scholarships Division, 2020)

### Financial Performance

The following table and figure show SIG expenditure on education (excluding payroll), by education sector 2019.

| Sectors      | Budget in SBD        | Actual in SBD        | % of total |
|--------------|----------------------|----------------------|------------|
| ECE          | \$25,416,040         | \$19,445,569         | 3%         |
| Primary      | \$138,381,091        | \$115,593,090        | 19%        |
| Secondary    | \$122,754,964        | \$110,588,521        | 18%        |
| TVET         | \$11,708,454         | \$8,878,543          | 1%         |
| Tertiary     | \$443,848,225        | \$371,342,383        | 59%        |
| <b>Total</b> | <b>\$742,108,774</b> | <b>\$625,848,106</b> |            |

Table 11: SIG Expenditure on Education by Education Sector, 2019

The following table uses the above data (SIG expenditure on education, without payroll) to calculate the average spend per student in each sector for 2019.

| <i>Sub Sector</i> | <i>Expenditure</i> | <i>No of Students enrolled</i> | <i>Unit Cost</i> |
|-------------------|--------------------|--------------------------------|------------------|
| <i>ECCE</i>       | 52,214,491         | 16,067                         | 3,249.80         |
| <i>Primary</i>    | 251,423,077        | 130,140                        | 1,931.94         |
| <i>Secondary</i>  | 330,789,415        | 54,012                         | 6,124.37         |
| <i>TVET</i>       | 22,119,425         | 19,835                         | 1,115.17         |
| <i>Tertiary</i>   | 548,643,906        | 3,977                          | 137,954.21       |

Table 12: SIG expenditure and unit cost estimate per Education Sector, 2019

### **Schools Budget and Expenditure through School Grants**

| <b>School Location</b>                    | <b>Sum of Revised Budget</b> | <b>Sum of YTD Actual</b> |
|---|------------------------------|--------------------------|
| <b>MP Scholarships Award Grant</b>        | \$5,000,000                  | \$4,900,000              |
| <b>ECCE Grant</b>                         | \$2,300,000                  | \$1,922,895              |
| <b>SINU Grant</b>                         | \$22,000,000                 | \$22,000,000             |
| <b>Church Education Authorities Grant</b> | \$3,900,121                  | \$3,67,0330              |
| <b>Provincial Grants</b>                  | \$ 10,578,379                | \$10,558,343             |
| <b>TVET Grants</b>                        | \$3,861,200                  | \$2,764,978              |
| <b>Basic Education Grant</b>              | \$58,841,350                 | \$56,762,711             |
| <b>Senior Education Grant</b>             | \$70,060,936                 | \$66,008,042             |

Table 13: SIG Expenditure on Grants to Schools and EAs (MEHRD, 2019)



## ACHIEVEMENTS AND RESULTS

This section of the report shares our key achievements during 2019 as we continue to implement the NEAP 2016-2020. Towards the end of each year, MEHRD reviews and reflects on progress to guide the development of an Annual Work Plan (AWP) for the next year. Implementation of the AWP is regularly tracked and monitored and analysed on a quarterly basis to support the planning and decision-making processes. Findings from the AWP monitoring processes form the basis of this section of the report.

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

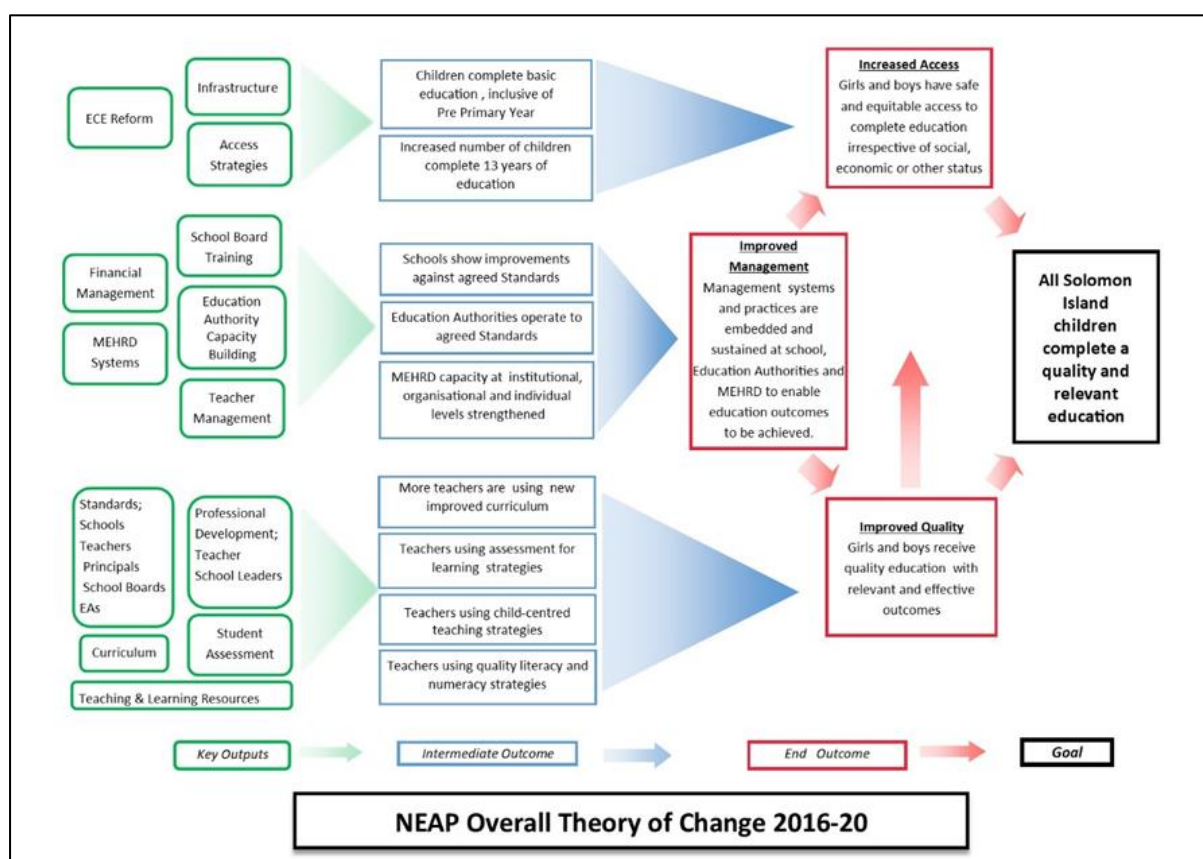


Figure 13: How change happens - our Theory of Change

## Pathway 1: Access and Retention

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

### Access and Retention 2019 Priorities

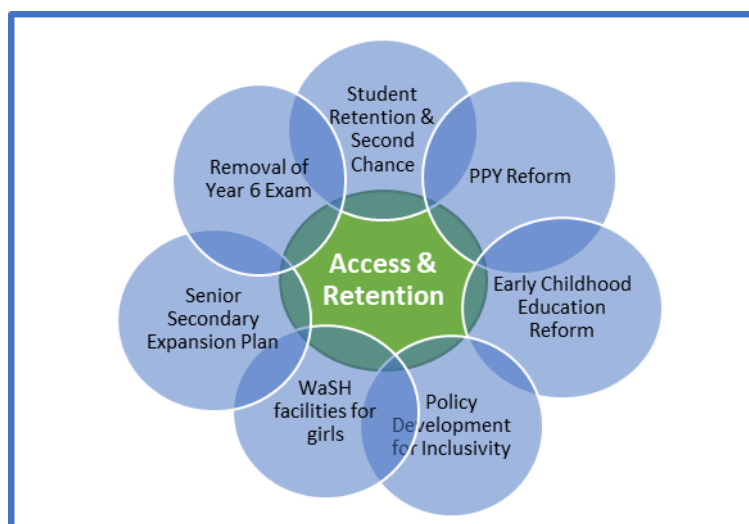


Figure 14: MEHRD 2019 Access Priorities

Removing all barriers, creating learning pathways and preventing students from being pushed out of the school system is critically important to achieve education for all. MEHRD will create the capability to diagnose the causes and implement strategies to address the issues. There is still a need for improvement to ensure more equitable access and completion for both primary and junior secondary. A selection of priorities were identified and addressed during 2019 to attempt to address challenges to student participation, inclusion and retention.

#### Understanding factors affecting student access and retention

MEHRD collects a vast array of data about schools and students. A key source of the data is from the annual school survey. Data is collected and stored in SIEMIS. Analysis of SIEMIS data is proving to be useful tool in better understanding the points in the school system when children fall out of education. The table below tracks students as they progress through each year level of their schooling. The data follows students who started their schooling in 2006 and 2007, it shows that:

- Over 40% of the total cohort of students had left school before they finished primary school.
- Over 60% of them dropped out before they completed a basic education.
- By year 12 more than 80% have dropout.

#### Student population decreases in 2019

Results from the 2019 school census survey indicates a decrease in gross enrolment numbers by 7,826 students. This result is unexpected and contrary to the long-term trend experienced over the previous three years. Initial analysis of the data indicates the decrease may be attributed to improvements in the data collection process and probably more accurately reflects student population. The school survey data collection process was revised this year and included the collection of students' names and birthdates for the first time. This is a good result in terms of improving the accuracy of SIEMIS data but makes comparative analysis with previous years' data more challenging. Further analysis and investigation will be undertaken in 2020 as part of the transition to Open SIEMIS. The SISEE phase out planning and analysis process also identified anomalies in the SIEMIS data.

| School Survey Year |               |               |               |               |
|--------------------|---------------|---------------|---------------|---------------|
| Level              | 2016          | 2017          | 2018          | 2019          |
| ECCE               | 28015         | 30285         | 30450         | 27052         |
| Prep               | 24554         | 25929         | 25734         | 25822         |
| Year 1             | 21255         | 22104         | 21697         | 20954         |
| Year 2             | 19826         | 20029         | 19829         | 18678         |
| Year 3             | 18892         | 19441         | 18863         | 18282         |
| Year 4             | 17590         | 17801         | 17913         | 17251         |
| Year 5             | 15892         | 16513         | 16160         | 15927         |
| Year 6             | 13363         | 13737         | 13715         | 13697         |
| Year 7             | 12494         | 11864         | 12085         | 12323         |
| Year 8             | 10874         | 11538         | 10995         | 10766         |
| Year 9             | 10015         | 10099         | 10516         | 9571          |
| Year 10            | 7489          | 7734          | 7996          | 8027          |
| Year 11            | 6581          | 6753          | 6686          | 6791          |
| Year 12            | 3644          | 3918          | 4048          | 3976          |
| Year 13            | 769           | 732           | 760           | 504           |
| <b>Grand Total</b> | <b>211253</b> | <b>218477</b> | <b>217447</b> | <b>209621</b> |

Table 14: Student Enrolments 2016-2019

### Review of School Census Survey Form and Process

The Annual School Census survey form and administration process was reviewed and revised this year. A significant step forward was the collection of names and birthdates of all students as the first process in providing each student with a unique identification number. This will allow each student to be accurately tracked throughout their entire schooling.

One of the areas we have struggled with is collecting accurate data on students with disabilities. Teachers have been informed about the disability section of the revised school census form for schools and help teachers to align with Pacific Indicators and MEHRD inclusive education documents and forms.

### Year 6 External Examination (SISEE) Phase Out

All Solomon Islands children should complete at least Basic Education (Years 1 to 9). We must ensure universal access for all children under Sustainable Development Goal Target 4.1: By 2030, all girls and boys complete free, equitable, quality primary and secondary education leading to relevant and effective learning outcomes. This is the fundamental rationale for the phasing out of SISEE.

The Ministry, with support from education stakeholders and partners, made some significant break throughs this year in removing barriers to student accessing and continued participation in schooling. The most significant is the successful removal of the SISEE exam – a major contributor to student ‘push out’. All Year 6 students are now progressing to Year 7 in 2020.

A SISEE Implementation Framework provided the pathway and key strategies to ensure a smooth transition and identified all the key elements required in the immediate and mid-term future. The first phase of the 5-year framework was successfully implemented this year.

A project-based approach to planning and implementation was used with representatives from all MEHRD divisions and EAs participated. This led to a high level of coordination and collaboration including:

- Developing a student assessment and application process

- Developing placement guidelines
- Fast tracking School Registration
- School Teacher establishment revision
- Infrastructure support
- Learning Resources support
- Grants/Funding support
- Coordination of the SISEE implementation

As a result, applications to NSS and PSS were received and considered. Placement Committees (17) were formed by all EAs, who considered and decided on all requests for placements into their NSS and PSS. Students applied to NSS and PSS using an approved application form. A total of 257 applications were received for both KGV1 and Waimapuru NSSs. Significant Government and donor support was provided to fund the SISEE phase out. Coordination and confirmation of student placement was completed on time with a total of 10,272 students (4,916 females, 5124 males) placed into Year 7 at 9 NSSs, 7 PSSs and 264 CHSs.

The consultations and partnerships between MEHRD, EAs and Schools has ensured that class sizes are being limited to improve quality of learning e.g. Honiara City Council schools year 7 classes are now limited to 40 students. Many students and parents are now opting to remain enrolled in their local Community High School. A more accurate assessment of the capacity for schools to cater for students was achieved, realising there are more spaces in secondary schools than previously thought e.g. Malaita has over 1,000 extra spaces. There was a demonstrated commitment by all and huge collaboration between MEHRD, Provincial Education Offices and non-government Education providers.

#### **Standards and Guidelines for ECCE (community based centres for 3 and 4 year olds)**

Standards and Guidelines for community-based centres were developed and approved by MEHRD Senior Management Team (SMT) and socialised with Education Authorities/ECE Coordinators and ECE Service Providers. The recruitment of an ECD Coordinator to assist with ECCE roll out supported the implementation and national consultations on ECCE (ECD) in Western and Malaita Province.

#### **Early Childhood Education Policy Development**

A review and completion of the ECE Policy was supported through technical assistance. Key achievements during the policy development was a desk review of ECE Policy, inception workshop for stakeholders' consultation, national consultation/workshop on draft policy for stakeholders, approval of policy by MEHRD SMT and socialisation (workshopping) of ECE Policy to school leaders and EAs in four Provinces (Provincial based trainings).

#### **Assessment of Early Childhood Development (ECD) Services Programs**

UNICEF supported MEHRD to undertake a mapping of ECD services in Malaita and Western Provinces in December. A total of 62 ECD programs and services were mapped through eight consultations/dialogues with Provincial officers and Community Services Organisations (CSO). The purpose of the activity was to identify and map out the programs and services available in the provinces and to identify strengths, needs, gaps and areas for improvement and growth more clearly. This is all part of the developing a comprehensive, cohesive, integrated and collaborative approach to ECD policy development.

#### **Inclusivity Policy Development**

Ensuring all children, no matter their background or challenges should participate in education. This is a priority in the current NEAP and remains important that "All children including girls, those with disabilities and/or special learning needs, children affected by emergencies, and from linguistic, ethnic minorities and low economic backgrounds."

Education for students with disabilities and/or special learning needs remains limited. MEHRD Divisions are not fully aware of how they can contribute to improving inclusivity as a cross-cutting priority area. Data collected about children with disabilities and other special needs is insufficient, inaccurate and often difficult to diagnose. Schools, communities, and other relevant stakeholders have limited understandings of inclusivity and this limits their participation, support and contributions.

These challenges are being addressed through our four key strategies providing focus for MEHRD and providers over the next period.

1. 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.
2. 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.
3. 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.
4. Introducing Lifelong Learning. The education system will gradually adopt institutional strategies and policies and adequately resourced programmes to ensure opportunities for all age groups including adults.

A Solomon Islands comprehensive round of consultations were undertaken this year to assist schools and education providers to better understand and engage with the new National Disability Inclusive Education Policy 2016-2020 (SINDIEP). Seven Consultation advocacy and awareness workshops were conducted across the provinces of Western, Isabel, Malaita, Guadalcanal and Honiara.

An Inclusive Education (IE) Taskforce was established this year with the aim of coordinating, advocating and championing the proposed changes. During the year the taskforce name was modified to more accurately reflect their role, now known as the Inclusive Education Implementation and Monitoring Committee. This group led the completion of IE Implementation Plan, putting actions to ensure the policy is fully implemented. With some technical support, a draft IE Manual (Part 1&2) was also developed and five workshops held in four provinces.

### **Gender Policy Development**

This year saw significant progress is implementing the Gender Equity in Education Policy and Children Protection Policy. The desire is for the Solomon Islands education system to encourage, support and promote gender equity in all it does. The policy reached final draft stage and recommended by the NEB to the Minister. A comprehensive consultation and socialisation processes was undertaken this year. An implementation plan was prepared and undergoing review to ensure it's integrated in the next 5 years NEAP.

The policy is based on the principles of:

- All persons will be treated fairly with no gender based bias
- Gender based harassment or violence in education will not be tolerated
- All students, female and male, will be provided with a suitable and high quality education
- Additional or different provisions may be required to ensure an inclusive environment to cater for issues that are gender related
- Gender will not be used as a means to determine capacity to learn or to work, or which subjects are studied and careers followed.
- Cultural practices/attitudes based on gender will not limit the educational opportunities for anyone

- Education offered must prepare females and males for life in both the modern world and the traditional/cultural world
- Regardless of gender, those aspiring to be or holding a leadership and management roles in the education system will be treated fairly, respectfully and equitably.

### **Child Protection Policy Development**

Children are at the centre of all we do in education. We, all education providers and the community have the responsibility to ensure children are safe and protected well enough whilst at school, or on the way to and from school.

A Child Protection Policy and Implementation Plan was developed and consultation commenced to help ensure there is a sound and coordinated approach to protecting all children. The Policy and Implementation plan to be submitted to NEB in its first meeting in 2020. The important principles of the Policy are:

- Zero tolerance for violence against children. The MEHRD has a zero tolerance approach to violence, abuse, neglect and exploitation of children. Every student and teacher has the right to a peaceful, caring and safe school that promotes respectful behaviour and that is free from all forms of violence.
- Shared responsibility for child protection. To effectively manage risks to children, the MEHRD requires the commitment, support and cooperation of partner organisations and individuals who help to deliver programs and services administered by the MEHRD.
- The child's best interests are paramount. Solomon Islands is a signatory to the United Nations Convention on the Rights of the Child and the MEHRD is committed to upholding the rights of the child and Solomon Islands' obligations under this convention.
- Inclusiveness, equality and fairness. Every student and teacher has the right to be treated with respect and without discrimination regardless of gender, sexuality, race, age, HIV status, disability, religion, family, economic and/or cultural background. MEHRD is committed to ensuring the protection of all children, recognizing the different child protection risks faced by boys and girls, and by vulnerable groups such as children with disabilities.
- Procedural fairness. The MEHRD will apply procedural fairness when making decisions that affect a person's rights or interests. The MEHRD and its partners are expected to adhere to this principle when responding to concerns or allegations of child exploitation and abuse.

### **Senior Secondary Expansion Planning**

Annually, many students leave their school before completing their full education i.e. PPY to Senior Secondary. Senior Secondary expansion is predicated on addressing the barriers to student 'push out' through primary to junior secondary to senior secondary. MEHRD is addressing one of the main issues contributing to this, with the major initiative in 2019 being the removal of the year 6 exam which has prevented progress for around 1,000 students annually. The system will absorb these students in its existing facilities and from the end of 2019 every year 6 student will have a place to begin their secondary education in 2020. We want these children to continue their education into senior secondary level, but we need to plan for this expected expansion.

The next major challenge for the system is the transition from junior secondary, year 9 (form 3) to senior secondary, year 10 (form 4). Although there are many contributing reasons to students not progressing past junior secondary, the annual high stakes examination is a major factor. The exam (SIY9E) has been used as a selection process to allow progress to senior secondary for the number of students for whom facilities are available.



Each year since 2016 there have been around 2,600 students unable to commence a senior secondary education. Given the population growth that is occurring in the Solomon Islands, it is anticipated that by 2023 the numbers of students sitting the year 9 exams and not gaining a place in year 10 will increase annually by approximately 1,000 students. That is, in total, annually there will be around 3,600 students not able to progress to a senior secondary education.

As MEHRD’s global and SDP goal is to enable increased numbers of students who complete a senior secondary education there is a need to address the main factors behind not permitting students to continue their education annually. A fundamental factor affecting this is the lack of facilities in schools which offer senior secondary years of education. Projections based on SIEMIS data, to immediately accommodate the above numbers, there is a critical need for at least 76 additional classrooms, associated facilities and teachers employed as soon as possible.

By 2023, another 30 classroom and associated facilities will be required, to accommodate the normal population growth. These numbers do not take into account geographical location nor other factors such as choice of faith schools.

**School Infrastructure Development**

School Infrastructure support was provided to 131 primary, 28 secondary and one TVET institution this year, totalling 161 projects.

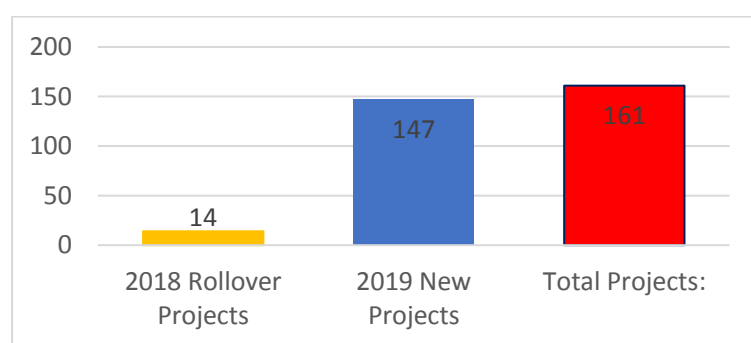


Figure 15: Infrastructure Projects 2019

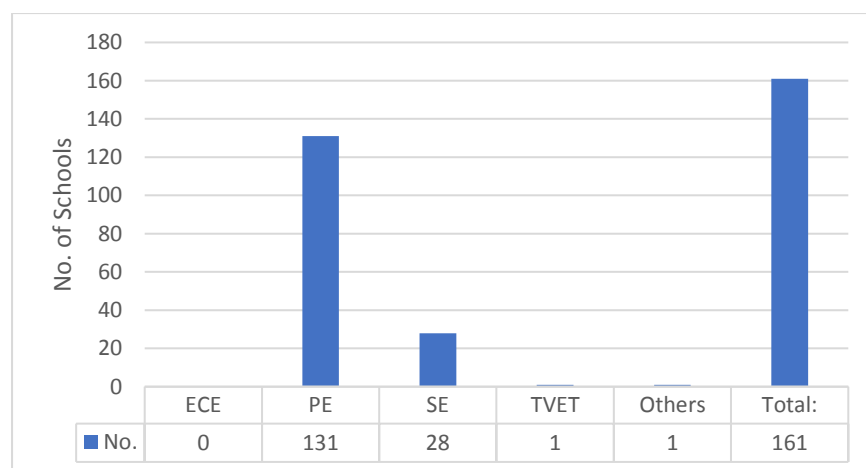


Figure 16: Infrastructure Support to School Levels 2019

| Provinces     | Schools    | Classroom | Dormitory | Staff house | Toilet    | Water tank |
|---------------|------------|-----------|-----------|-------------|-----------|------------|
| Temotu        | 9          | 2         | 13        | 0           | 0         | 0          |
| Makira        | 6          | 6         | 0         | 6           | 0         | 0          |
| Renbel        | 1          | 0         | 1         | 0           | 0         | 0          |
| Guadalcanal   | 11         | 7         | 9         | 30          | 12        | 4          |
| Central       | 9          | 4         | 0         | 24          | 0         | 0          |
| Isabel        | 6          | 5         | 4         | 5           | 0         |            |
| Malaita       | 42         | 37        | 3         | 27          | 0         | 4          |
| Western       | 22         | 7         | 35        | 17          | 0         | 0          |
| Choiseul      | 6          | 5         | 1         | 8           | 4         | 7          |
| Honiara       | 4          | 2         | 0         | 6           | 1         | 0          |
| <b>TOTAL:</b> | <b>116</b> | <b>75</b> | <b>66</b> | <b>123</b>  | <b>17</b> | <b>15</b>  |

Figure 17: Infrastructure Support Type and Province 2019

Infrastructure support was provided to all provinces this year. Some of the highlights included:

- Papara CHS Girls Dormitory and Ablution Block completed and handed over by the New Zealand High Commissioner and the Deputy Secretary of MEHRD.
- Mbokonavera CHS Classroom Building Project commenced construction.
- Waimapuru NSS Staff Building Project commenced construction.
- Bwagarei CHS, Muana CHS, Guguha CHS, Pawa PSS Girls Dormitory & Ablution Blocks completed and handed over.
- Site Assessment for new capital works completed for Illia PS, Vonunu PSS & Ngari CHS.
- Makira Disaster Repairs completed for Navote RTC, Mwakorukoru PS, Tawaraha CHS, Tetera PS & Apurahe PS.
- The Leusalmeba PSS girls' dormitory and ablution block commenced construction.
- Site Assessments conducted and completed for all new 2019 Capital Works.
- Tenders were re-advertised for the last three Makira Disaster Rehabilitation schools – FM Campbell CHS, Apuraha PS and Marogu PS.
- 13 new capital project awards recommended to CTB for approval and finally approved.

One of the ongoing challenges to improving the quantity and quality of school infrastructure is MEHRD's capacity to deliver many projects in a timely cost-effective manner. We have limited resources and the current procurement and contract management processes is not nimble enough to meet the urgent needs of our schools. The implementation of the SISEE phase out this year gave us the opportunity to trial a decentralised delivery model where projects are implemented by Education Authorities and/or schools. MEHRD signed agreements and provided funds to the relevant PEAs. PEAs signed agreements with their respective schools. The SISEE Taskforce members then monitored the implementation. The advantage of this model is the ability to provide a rapid response to the schools' needs. The model also ensures local materials and local people are involved in the construction process. Lessons learned from this trial will assist in future project management approaches to infrastructure development.

## Pathway 2: Quality Education

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

### Quality Education 2019 Priorities



Figure 18: Quality Priorities

### Curriculum Development

A new Curriculum on its own does not create jobs, better citizens or happy individuals. However, it lays the educational foundations to develop life-long learners who can adapt to the rapidly changing national and global environment. It can promote and develop the attitudes, values, competencies and skills which are valued by the people of Solomon Islands. It can also support the development of educated, happy, responsible, engaged and productive individuals who are secure in their language(s), culture and identity.

### SIX Capabilities (Values and Competencies, 2018)



Figure 19: MHERD Curriculum Capabilities

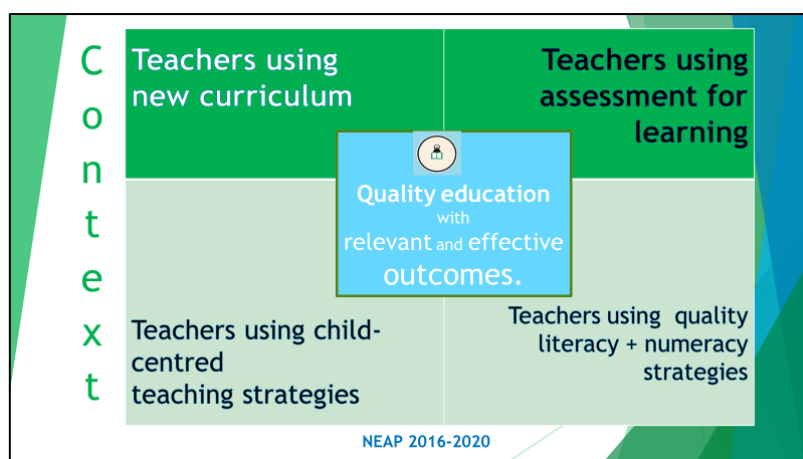


Figure 20: Context for improvements to quality of education

### Senior Secondary Curriculum Reform

Senior Secondary Curriculum Framework was approved by MEHRD SMT in 2018 providing the direction for senior secondary curriculum reform in 2019. The framework outlines the vision/principles, Capabilities for Secondary Education, structure, pathways and subjects to be offered. It includes a curriculum profile and sets the basis for senior secondary curriculum development.

### Arts and Social Sciences and STEM

Current subjects are in the process of being re-developed to ensure they promote student capabilities. Current subjects will be substantially re-structured, re-oriented or combined with new subjects which need to be developed.

### Primary and Junior Secondary

Cognition Education provided excellent support in developing English Y5&6; Mathematics Y3&4, (Teacher Guides & Learner Books). This is well underway and expected to be completed by May 2020. Local TAs/Experts were contracted by Cognition to assist with quality assurance and some of the writing. A total of eight titles are ready for desktop publishing and printing, with the contracting process commenced. 12 draft readers were also developed for PPY using local contracts.

### Development and completion of remaining syllabus, Learners Books and Teachers Guides

Mathematics, Practical Mathematics -Y1-6, Health and PE-Y1-6, Christian Life Y1-6, STEM -Y1-6, Digital Technologies (Y4-6)-Work Stream 3. Mathematics – Development and review, including local inputs to Year 1 Teacher Guide and Learner Books was completed and ready for quality assurance checking and piloting. Year 2 Teacher Guide and Learner Book are in progress with Cognition Education and local TA contracts supporting the outputs.

Primary Art, Christian Life Education and Culture and Digital Technologies syllabuses received from schools in Honiara with quality assurance feedback and now ready for re-submission to NCAB. Physical Education syllabus also completed and received quality assurance feedback from schools in Honiara. Health Year 1 and 3 are completed. Year 9 English Teachers Guide was and awaiting editing. A further 21 titles have been approved for development.

### Subject Working Groups Established

Establishment of Subject Working Groups for above subjects and recruitment of writers (Local and International)-Work Stream 1 & 2. Completion of short listing of applicants for Subject Working Group membership (2-year period) to support primary curriculum review and development.

### Syllabus Completion

Have commenced the DTP for Year 9 English Teachers Learners Guide and completed 10 units. There was scoping of International Computer Science/Digital Technology syllabuses to support the Junior Secondary curriculum development.

### Curriculum Rollout

MEHRD facilitated Pre-Primary Years teacher training in Munda, Vonunu, Taro, Kirakira, Shortlands, Panarui and Honiara.

### Stakeholder Consultation for Vocational Pathways Curriculum Development with S4EG

Stakeholders' consultations with S4EG and subject scoping workshop is in progress for Senior Secondary Schools.

### Digitising Learning Materials

A demonstrated prototype iResource was developed and confirmed with ICT as a possible host. Uploaded most Nguzu'Nguzu (80%) of primary curriculum earlier versions (re Nguzu'Nguzu project books) has been done. Continued the sourcing of resources (supplementary) from the web – mapping to SI Curriculum learning outcomes and documenting copyright licence and permission types.

### Pre-Primary Curriculum Implementation

The key strategy this year for implementing the new curriculum is preparing our teachers. Teachers need to be familiar with the curriculum, understanding what is in the curriculum and strategies to implement in their classrooms. A significant amount of professional development was provided throughout the year as shown in the table below.

Table 15: Number of provincial PPY trainers and teachers trained in new Curriculum

| Province     | PPY provincial Trainers |    | PPY Teachers |     |
|--------------|-------------------------|----|--------------|-----|
|              | M                       | F  | M            | F   |
| Honiara      | 0                       | 5  | 5            | 65  |
| Guadalcanal  | 2                       | 4  | 11           | 122 |
| Central      | 3                       | 2  | 4            | 39  |
| Isabel       | 1                       | 3  | 7            | 76  |
| Choiseul     | 0                       | 4  | 5            | 84  |
| Western      | 2                       | 7  | 15           | 142 |
| Malaita      | 2                       | 6  | 22           | 260 |
| Renbel       | 0                       | 2  | 3            | 11  |
| Makira       | 2                       | 3  | 11           | 100 |
| Temotu       | 1                       | 3  | 7            | 53  |
| Total – M/F  | 13                      | 39 | 90           | 952 |
| <b>TOTAL</b> | <b>52</b>               |    | <b>1,042</b> |     |

Follow up support visits were also conducted in 153 schools in Malaita and Honiara. Some interesting and promising findings were identified during the follow ups. Teachers have displayed and decorated their classrooms with learning resources. PPY teachers have commented that PPY materials/strategies have help them to teach their learners effectively. Strong evidence that within a short period of time learners, previously unable to read, are now able to read 2-4 letter words. Parents have also expressed that their children can read at this early stage.



Use of improvised resources



### Teacher Professional Development

Delivery of final two courses (ED170 and ED184) of the Certificate in Teaching Primary program were conducted successfully by USP in Kirakira for Makira untrained teachers in January and February. Delivery of Pre-Primary Year (PPY) curriculum INSET was conducted successfully in four venues (Nazaret, Lepi, Buala and Kobesali) in March, in Western, Isabel and Central islands provinces.

The Central Tender Board (CTB) has approved the application for waiver submitted by TPDD for USP to deliver the Certificate in Teaching Primary/Secondary for untrained teachers in Choiseul and Western provinces.

Primary Curriculum INSET proposal was approved by SMT. Delivery of Pre-Primary Year (PPY) curriculum INSET was conducted successfully in eight venues i.e. in Munda, Vonunu, Rarumana, Taro Group 1, Taro Group 2 –Short lands, Panarui, Kirakira Group 1 and Kirakira Group 2 and from 22nd April to 24 May in Choiseul, Western, and Makira provinces.

A contract to govern the delivery of the Certificate in Teaching Primary/Secondary for the Western and Choiseul Teacher in Training (TiT) was signed by USP, PS of MEHRD and PS of MoFT.

78 TiTs from Makira have completed and submitted their application for Graduation with USP.

Delivery of Pre-Primary Year (PPY) curriculum INSET was conducted successfully in eight venues i.e. in Munda, Vonunu, Rarumana, Taro Group, Taro, Shortlands, Panarui, Kirakira in April and May in Choiseul, Western, and Makira provinces.



## **Teaching and Learning Resources**

### ***Lack of Books in Schools***

A constant challenge for teachers and students is the lack of access to books in their schools. This is well documented over many years but continues to be inhibit the capacity to improve literacy in our schools.

The previous books replacement program was undertaken five years ago. With natural attrition, wear and tear, it is likely that many of these books are no longer available in their schools or do not reflect the teaching and learning needs of the school.

### ***New Schools and Changing of School Levels***

There have been new schools registered since 2015. None of these schools have been provided with books. Over the previous five years some schools have increased the number of year levels available in their schools but have not been provided with extra books or learning resources to support the extra year levels. Also, some schools have transitioned from primary school to community high schools.

### ***Simple and Effective Way to Increase the Number of Books in Schools***

With donor support, the provision of a significant number of books was a simple and effective way to address a constant challenge for schools. The lack of books is constantly identified by schools and EAs as major barrier to improving the quality of teaching and learning in their schools. It has an immediate impact on the teachers' capacity to teach literacy and the many subjects within the curriculum.

### ***Align, Support and Enhance New Curriculum Implementation***

The 5-Year Curriculum Framework Plan outlines when, what and how the new curriculum will be rolled out. The plan is well underway but needs to be supported with the provision of relevant teachers guides/books and student books.

### ***Aligned to and Enhancing Teacher Professional Development***

This is an opportunity to support the new curriculum professional development ensuring teachers have access to the relevant curriculum related books prior to and during their PD.

### ***Outsourcing of Printing Resolves Local Printing Issues***

MEHRD has a local Printery but does not, at this stage, have the capacity to print the significant scope and scale of the proposed printing of books. No other local production is currently available for such a large task. The support from donors has allowed MEHRD to seek and identify an international publisher and printer with global experience and reputation and an understanding of the context of Solomon Islands education system.

The Books Distribution Project was unable to be completed this year and rolled on to 2020 because of only one distributed selected to deliver books to all the schools in the whole country.

There were other printings of Curriculum materials that were printed.

The PPY Materials for training were printed and used in the trainings delivered.

Local texts (including syllabuses) and readers for new community high schools and 2 tenders' variations were completed in December for 70 Schools altogether.

Purchase of Pearson Books, Sunshine Books and Fitzroy Books were made and are expected to arrive in January 2020.



### **Language and Literacy Development - Innovation Unit**

The LPMU was reformed as the Innovation unit during the mini restructure in 2019 retaining the aim of effectively managing and coordinating the increased number of activities designed to improve literacy outcomes of the MEHRD's Schools Literacy Strategy (MEHRD, 2015). A key enabler of LPMU's work has been the working and reporting relationship between LPMU staff and the Provincial Literacy Trainers (PLTs). This relationship has focussed on the provision of training and support to teachers and Education Authority staff and to report on progress of literacy activities that can be used by MEHRD to plan further support and program development.

In November, MEHRD's Innovation Unit commenced the development of a draft Language and Literacy Acquisition Framework that outlines the language and literacy understanding required by teachers and refocuses language development toward the child as the learner. The initial stage was completed with contributing support from LEAP and Solomon Islands National University (SINU).

### **Language and Literacy Development - Pilots**

MEHRD, has for many years, developed and implemented a range of pilots to support the development of effective, culturally appropriate and practical language and literacy strategies. The key language and literacy pilots are:

- MEHRD's Vernacular Education Program
- Leaders and Education Authority Project (LEAP)
- Pacific Literacy and School Leadership Program
- MEHRD's Literacy Project Management Unit (LPMU) Program
- READ SI's Honiara Primary Schools Professional Development in Oral English and Phonics program

The pilots have all shown promising results and positive shifts in teachers' language and literacy practices. School leaders also play a critical a critical role in enabling and sustaining positive changes to teachers' language and literacy teaching.

### **Review of Vernacular Pilot Projects**

Under the 2010 *Policy Statement and Guidelines on the Use of Vernacular Languages and English in Education in Solomon Islands*, MEHRD established full-scale vernacular education programs in four schools each of two vernacular language communities (Arosi on Makira Island, and Sa'a on Small Malaita Island) in 2013. The pilot projects were intended to inform the anticipated expansion of the use of vernacular language instruction in Solomon Islands schools, with lessons learned from the pilot being used to ensure the success of later initiatives.

The review of the pilot was conducted this year providing key findings and report the achievements, impacts, challenges and lessons learnt to MEHRD for possible review of the vernacular policy and Implementation plans and other related policy reviews.

The analysis of learning outcome data verifies the observations of teachers and parents that the vernacular approach delivers better learning by students. These results may be the first time that home-grown empirical evidence demonstrating the effectiveness of the vernacular approach has been produced for the Solomon Islands. This evidence is of huge significance as it matches precisely the claims of improved learning outcomes for vernacular-taught students that are found all around the world. The use of the vernacular has not hindered the learning of English and has produced better learning outcomes in other content subjects, where understanding of concepts is so important, like Maths.

The report found that the use of vernacular languages in instruction and learning leads to positive learning outcomes for learners and that MEHRD has a role in guiding Education Authorities and teacher training providers in the provision of language programmes that are integrated with existing programs in curriculum development, teacher professional development and community-based initiatives.

The report recommended MEHRD should take decisive steps to more fully implement the vernacular education policies and plans that are already anticipated in the 2010 policy statement and the current National Education Action Plan, in regard to mainstreaming and expanding vernacular education in Solomon Islands schools.

**Language and Literacy Development - Provincial Literacy Trainers**

The MEHRD Innovation Unit provides the leadership and coordination of professional learning and development to support improvements in literacy. The introduction and implementation of provincially based Literacy Trainers (PLT), along with the LEAP project are two significant contributors to the improvements we have experienced in literacy at PPY and primary school levels this year. Our key aims this year were to:

- To improve learning through Language for Early years
- To improve the quality of Teaching in Early Years Literacy
- Implementation of Literacy strategies to support teaching and learning in Early Years Primary
- Using revised English Nguzu Nguzu materials

**Activities Based on Literacy Model**

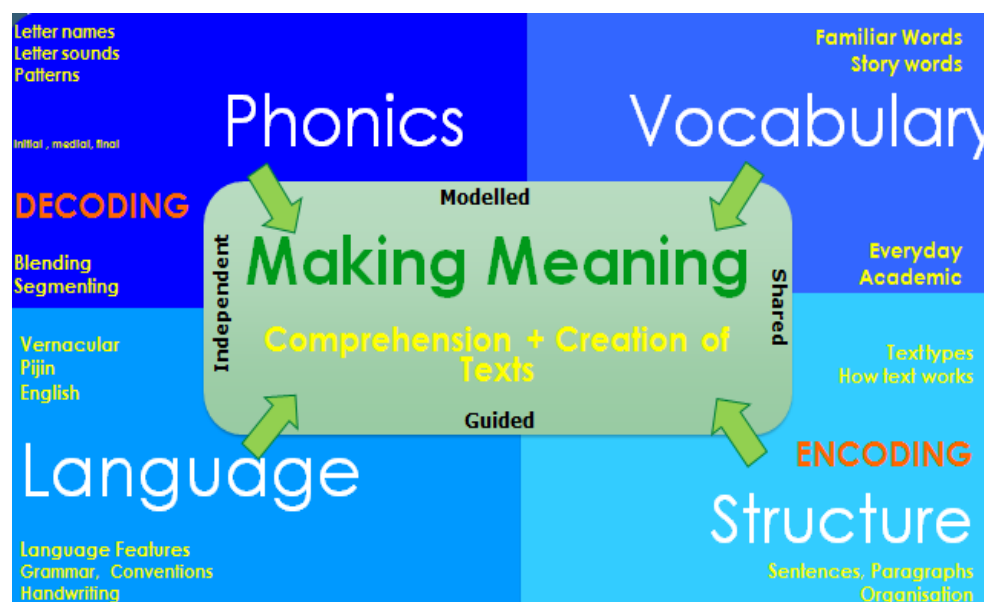


Figure 21: Literacy Model

**Early Years Training 2017-2019**

Table 16: Early Years training for Teachers 2017-2019

| Year  | Provinces | Total No of Teachers Trained |
|-------|-----------|------------------------------|
| 2019  | 4         | 439                          |
| 2018  | 3         | 266                          |
| 2017  | 2         | 412                          |
| Total | 9         | 1,117                        |

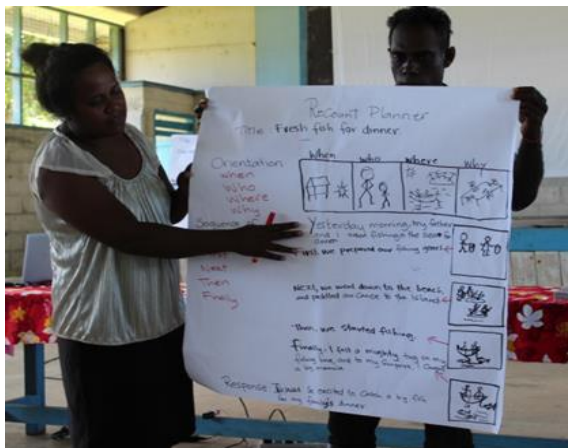
Setting up literacy model classrooms and schools



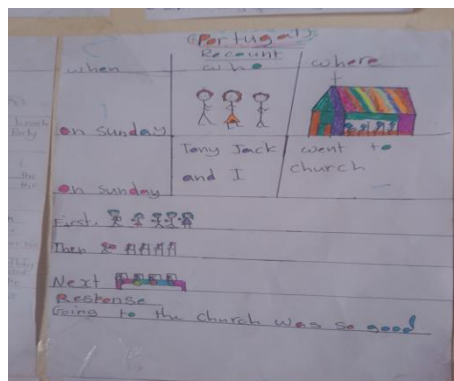
Improved Classroom Environment



Teachers can now use simple approaches and strategies



Improvements in students reading and writing



## Results: Using Multilingual Strategies

Classroom instructions are understood



New content and concepts understood



### Leaders and Education Authority Project (LEAP)

LEAP commenced in 2017 in six provinces and focussed on improving literacy learning, PEA leadership and management, school leadership and school management, and relationships between schools and their communities. A key component within this project were the roles and functions of the LEAP manager, LEAP Facilitators (Schools and PEAs), and two types of LEAP mentors that had specific roles in supporting teachers, school leaders, and Education Authorities. The approach undertaken by LEAP required a fairly long development period before it was expected to see tangible literacy outcomes – 2019 was the year where some results became evident.

LEAP conducted professional learning and development in the areas of literacy. These areas were identified through evidence collected within the project. Sessions were planned to draw on identified strengths and to address identified needs, and ongoing sessions were formative in providing feedback to leaders and teachers about the effects of their practices on the students' learning.

The LEAP team's findings indicate large shifts have been achieved to improve literacy learning in 88% of LEAP schools, as shown by our school by school analysis, which draws information from tok stori data, School Leadership Mentor quarterly reports and the workshop evaluation surveys feedback. School leaders and teachers have consistently reported high appreciation for the LEAP PLD as being responsible for their improved knowledge and skills, confidence and motivation to teach and assess writing in the classroom. They further attribute their expanded knowledge, skills and confidence directly to the improvements in literacy and learning of children in their classrooms.

As a result of the LEAP professional learning sessions, teachers are now using different literacy strategies to teach writing in their classrooms. Feedback from the evaluation surveys indicate high



levels of teacher appreciation for the following PLD literacy strategies: ‘Teach me to Write’ (267), ‘Multi-Lingual Learning Strategies 1 -7’ (260), ‘Steps to Writing’ (254) and ‘Writing assessment and rubrics’ (244). The sensemaking workshops which followed each profiling/reprofiling activity were also rated highly as very useful, particularly for identifying further teaching and learning areas for improvement and strengthening.

There are a few teachers who are already applying the skills learned from LEAP in other subject areas, such as English and Social Science but the majority of teachers are still learning to implement within their own classrooms before extending the skills to other subjects or other year levels. Interestingly, some teachers who are also parents of primary or even secondary school aged children have used some of the LEAP literacy strategies and have reported improvements in their own children’s writing abilities.

It is imperative that LEAP’s School Leadership Mentors continue to follow-up and monitor the implementation of the taught PLD strategies at the school level and to provide support as required. Further implementation and application that leads to sustainability of these PLD strategies at the school and classroom levels will be dependent on the ongoing support from the School Leadership Team (SLT) in each school. As shown through the LEAP experience, further development of the school clustering model is necessary to grow and nurture the concept of professional learning communities. Teachers consistently reported that the cluster workshops (where teachers and school leaders from two to four schools participated together in a 3 to 4-day workshop) were very useful and allowed opportunities for them to learn together but also from each other and has encouraged and motivated them to try different and new literacy and learning strategies.

### **School Results**

The following were results for the schools.

- Profiling data shows some strong shifts/improvements in literacy achievement, some variability across clusters and schools
- Professional learning communities ( PLC’s) using cluster learning approaches encourage teachers to build on learned strategies
- Improved teacher confidence and competence to teach and assess writing
- Whole school participation in improving , e.g. writing competitions, speech contests
- Tok stori evidence indicates positive shifts in student literacy ability and teacher confidence to teach writing in English
- Use of School Improvement Plans to track and monitor school progress
- Shifts of thinking in effective use of school resources (cost-sharing and parents / communities contributions
- Schools develop practical systems of accountability, working with School leadership team (Head Teacher, School Board Chairman and Treasurer)

### **Lessons**

The following were lessons learnt.

- Alignment of goals and work plans at all levels(MEHRD,EA and Schools)
- Consistency in selection of baseline information, e.g. EA standards, SISTA
- Cascade model of knowledge transfer does not work
- Importance of documentation, reporting and dissemination – e.g. Teacher Attendance records, school grants disbursement
- Targeted PLD support is required for EA officers e.g. leadership and planning skills, data collection, analysis and application

- Better communication and coordination required at various levels
- Regular and ongoing mentoring and mentorship
- Organisational and ethical leadership – team and individuals
- Adaptive systems and structures of working
- Since April 2019, the non-government organisation READ Solomon Islands has been conducting an activity titled, *Honiara Primary Schools Professional Development in Oral English and Phonics* (Martin, 2019). The activity is a case study into the deliberate use of English as the language of instruction and as a means of classroom communication, and the use of phonics as the foundation of reading, according to the students' needs and abilities.



### Pathway 3: Management

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

#### Management 2019 Priorities

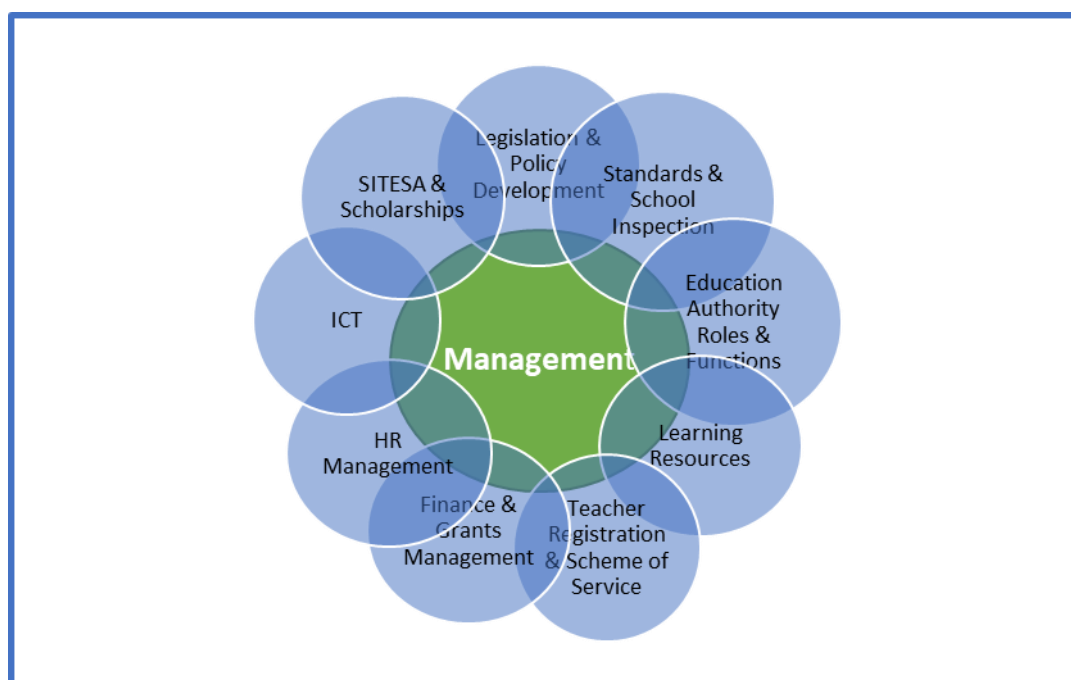


Figure 22: MEHRD 2019 Priorities Management

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

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

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

Improving teacher management is a priority for MEHRD. It is important that teachers understand their roles, responsibilities and tasks and are managed in an effective and professional manner. There are already many instructions in the current Teacher Service Handbook however some of these are either outdated or unclear. This critical areas of management are only effective if instructions are implemented at all levels i.e. within schools , Education Authorities and MEHRD. Ineffective communication between schools, EAs and MEHRD and ineffective systems has hindered the

progression of improvements. The major areas of teacher management that are out of date or not functioning well include the National Scheme of Service for Teachers, teacher data management, teacher attendance, appraisals and clear procedures.

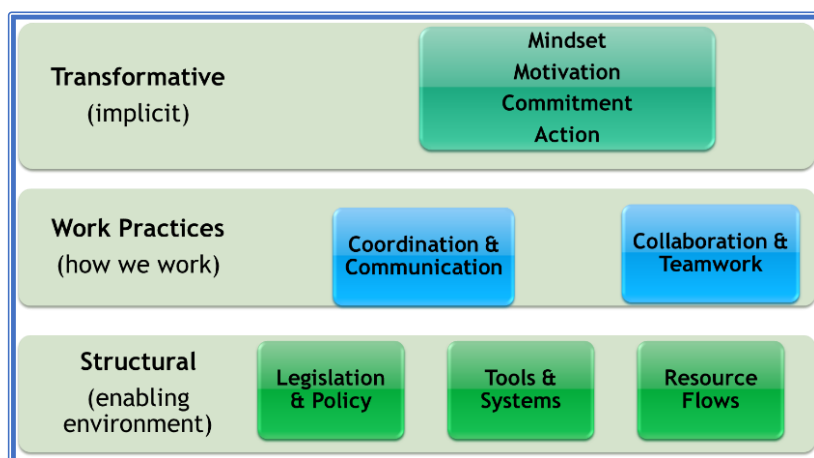


Figure 23: MEHRD Transformative Approach to MEHRD Systems Improvement

### Legislation and Policy Development

Development of a new Education Bill in the Solomon Islands is highly significant in the reform of the country’s education system. Much has changed in the 41 years since the current Act, 1978 Education Act (Cap 69), was passed, even though revisions were made 21 years ago. Drafting of the Education Bill and its accompanying documents is a result of extensive consultation, reporting, analysis, review and drafting which commenced in 2013, by a special Taskforce who commissioned a series of lengthy and comprehensive consultation processes. The Bill once enacted will be the foundation for a robust education system.

In August 2019, a final Education Bill Forum was successfully conducted with around 110 key stakeholders actively involved in providing feedback to refine the final draft Bill and inform the implementation plan. It had been planned to present the Bill before Parliament in November 2019 however, due to circumstances out of MEHRD’s control, this was postponed until 2020.

Work was undertaken to commence the development associated subordinate documents, including Regulations and Funding Codes addressing school and Education Authority grants. Administrative Instructions from the Permanent Secretary to relevant stakeholders will form a key component of clarity to enable implementation of the legal requirements, procedures and processes.

### Standards and School Review

Setting and implementing standards for high quality performance are at the heart of the Government’s plan for achieving long term education goals. Significant progress was achieved in developing a standards approach to school improvement. The Education Bill will outline the standards in legislation and the school review process will utilise these. The standards provide clarity for teachers, leaders and Education Authorities. The standards will provide a common language for effective teaching, learning and leadership across the sector. The intent is that they will provide clear expectations and provide a road map to improve outcomes.

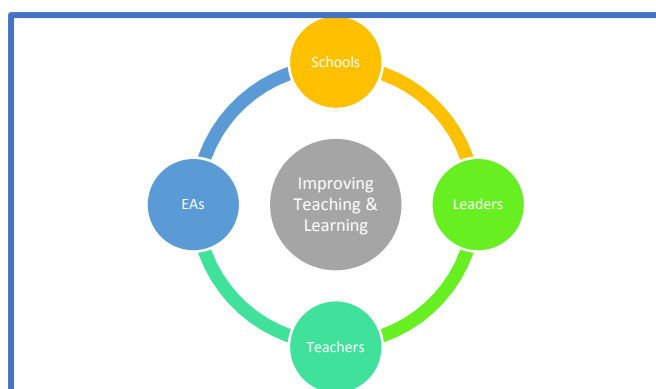


Figure 24: Whole School Evaluation (Review) Model

The review process will contain three key components:

- Self-evaluation
- Peer evaluation
- External Review (Whole School Inspection)

School Leaders and Education Authorities will play an important role in this process. The evaluations will be made as judgements on the quality of performance against each Standard for all school leaders and teachers. This will be ongoing during the course of a teacher's employment, from the provisional registration period to an ongoing process during a teachers a career. The standards support the development of professionalism and improvement of each teacher's practice.

School leaders and teachers will be accountable for their performance and it is anticipated that meeting the required standards may contribute to increased remuneration and possible promotion opportunities, while failure to meet the standards will require an action for improvement. Repeated failure to meet the standards may place a teacher or leaders' employment at risk.

The beginning of the implementation of Standards has been supported by a socialisation programme and ongoing training delivered in provinces. Eventually, workshops for leaders will be offered in provincial centres.

### **Whole School Inspection System Reviewed**

The Whole School Inspection (WSI) process was designed to gather valuable information about how well schools are performing and their impact on the progress of student learning. The effect of this work on improvement across the school system has not been as substantial as intended. The WSI process was reviewed this year to address some of the issues arising from the current WSI process to create a more useful and practical system.

The main recommendation from the review was to adapt external evaluation strategically to support targeted sector developments, initially over the next three years (2019-2021). The School Review and Standards (SRS) Division plays a valuable role in improvement by contributing to the monitoring the progress of key developments across schools. This role includes quality assurance based on the new School Self Evaluation (SSE) process, analysis of teacher appraisal and performance against the Standards, along with a targeted sample of whole school reviews. WSI reviews will be targeted to fit the development needs of underperforming schools, who will be the main target of WSR. It is anticipated there will be 100 WSI reviews conducted annually commencing 2020.

### **School Self Evaluation Process Developed**

The development and use of a school self-evaluation (SSE) tool and process is a new integral component of MEHRD's approach to school improvement and accountability. It is planned that schools will take responsibility for monitoring and measuring progress themselves and use their

results to continually improve performance. The SSE is based on the new School Standards five key areas as illustrated in the figure below.

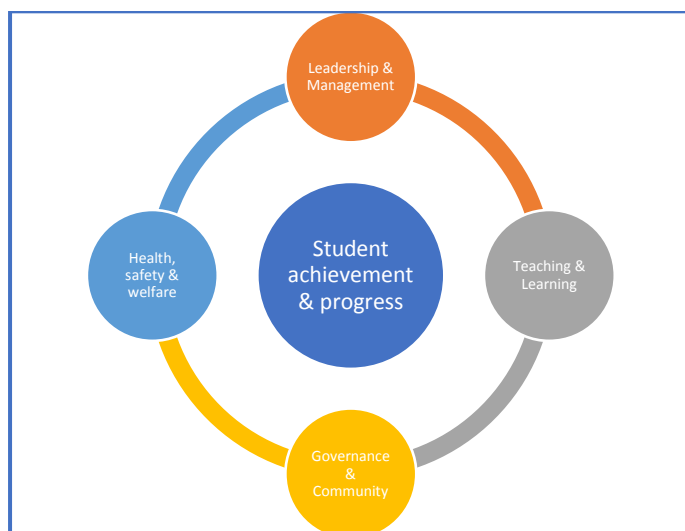


Figure 25: School Standards

A trial of the SSE was completed during 2019 with the intent of full implementation in 2020. The trial was from mid-August to early November, beginning with training of participating schools across all provinces, except RenBel. About 100 schools attended the training, including school leaders and board members. School inspectors and EA staff also attended.

The trial found that it is highly likely that most schools will benefit over time from the introduction of the SSE tool. From the results of the mid-year leaders' survey and the findings of this trial, it appears that most schools are at an early stage of using internal review/evaluation to inform planning and decision-making, and to drive improvements in teaching and learning. Strengthening school planning and review, through the application of new professional standards and evaluation tools is intended to support successful outcomes. Further refinements to the tools and processes were undertaken in light of the trial participants' feedback in readiness for use next year.

### Teacher Appraisals

Clearing the backlog of teacher appraisals remained a priority in 2019. From February to June 1,255 Teachers Appraisal Reports were submitted to Teachers Service Commission through the Teaching Service Office.

A review of the current teacher appraisal process was undertaken to identify where improvements can be made and ongoing. Teachers' appraisal activity (Self Review) was conducted with visits in all Provinces. The activity was conducted from May to June except for RenBel, South Choiseul and Isabel. A total of 556 teachers completed the self-appraisal process. The new Education Bill will contain further clarity on probationary teacher's appraisal.

### ICT Master Plan

MEHRD has included ICT as a key strategy to work towards achieving progress across several areas under its core strategic documents, the Education Strategic Framework 2016-2030 and the National Education Action Plan 2016-2020. The ICT in Education Master Plan 2019 – 2023 was prepared and commenced this year to ensure we have a clear pathway and strategies to achieve our vision of "Children of the Solomon Islands are equipped with the skills and confidence to thrive into the 21<sup>st</sup> Century".

|                |   |   |  |
|----------------|---|---|--|
| <b>Vision</b>  | Children of the Solomon Islands are equipped with the skills and confidence to thrive into the 21 <sup>st</sup> Century |   |  |
| <b>Mission</b> | ‘Improve equitable access and management towards a quality and relevant education for all, supported by ICT’.           |   |  |
| <b>Goals</b>   | 1: “Enhance ICT infrastructure and connectivity to facilitate equitable access to learning.”                            | 2: “Create an effective teaching and learning environment supported by quality digital resources and pedagogy.” | 3: “Enhance EMIS to improve effectiveness and efficiency of education management resources.” |

Table 17: ICT Master Plan Mission and Goals

MEHRD acknowledges that bringing this ambitious plan to fruition will require extensive creativity, collaboration and coordination between all stakeholders. This is necessary not only at the Ministry and SIG levels, amongst the divisions and ministries. Strong partnerships with service providers, suppliers, donors and technology experts are crucially important and welcomed.

### OpenSIEMIS

MEHRD’s current data management system is called SIEMIS and was established in 2004. It was built using older technology and no longer meets the requirements of MEHRD for accurate, complete, detailed and timely information that is directly assessable for planning, evaluation and trend analysis. EAs and schools do not have access to their own data or the ability to update their information during the year. To address these challenges, MEHRD undertook an assessment of current use and needs and researched possible solutions to enhance Education Management Information System (EMIS) to improve effectiveness and efficiency of education management resources.

The proposed new EMIS is an open-source solution and will allow MEHRD’s Information Service (IS) Division to develop and maintain EMIS to support the Ministry’s, Education Authorities (EA) and Schools evolving information needs. OpenSIEMIS is an open-source EMIS designed in partnership with UNESCO. MEHRD signed the OpenEMIS license agreement and become a member of the OpenEMIS Initiative. The MEHRD also signed a contract with CSF for technical support and the capacity building. Initial trials are expected to commence in 2020.

### Education Authority Roles and Functions

Education Authorities (EAs) play a crucial role in the management and ensuring delivery of high-quality teaching and learning experiences in schools. The new Education Bill is addressing this area and once passed will provide a clear roles and responsibilities for EAs.

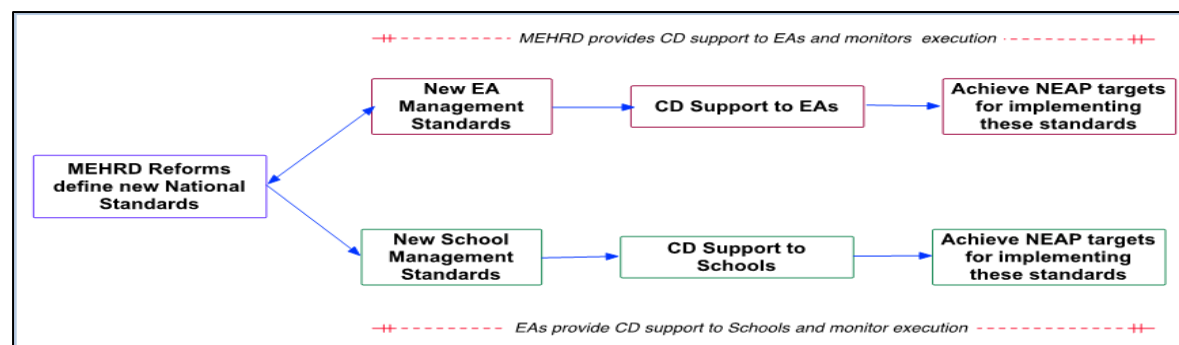


Figure 26: MEHRD Management Reforms Flow Chart

EAs were provided grants from the SIG through MEHRD. All Provincial Education Authorities (PEAs) received grants in 2019. Some church and private EAs were also provided grants in 2019. EAs

access grants only when they acquit the previous grants received. These grants should assist them to manage their offices and visit their schools.

Additionally, EAs were provided small grants for special projects that they submit to MEHRD for funding.

There was an annual EA conference that happened in Marau in 2019 which many educational stakeholders attended. The conference was an avenue to share the yearly experiences of the different EAs and MEHRD divisions.

## LEAP

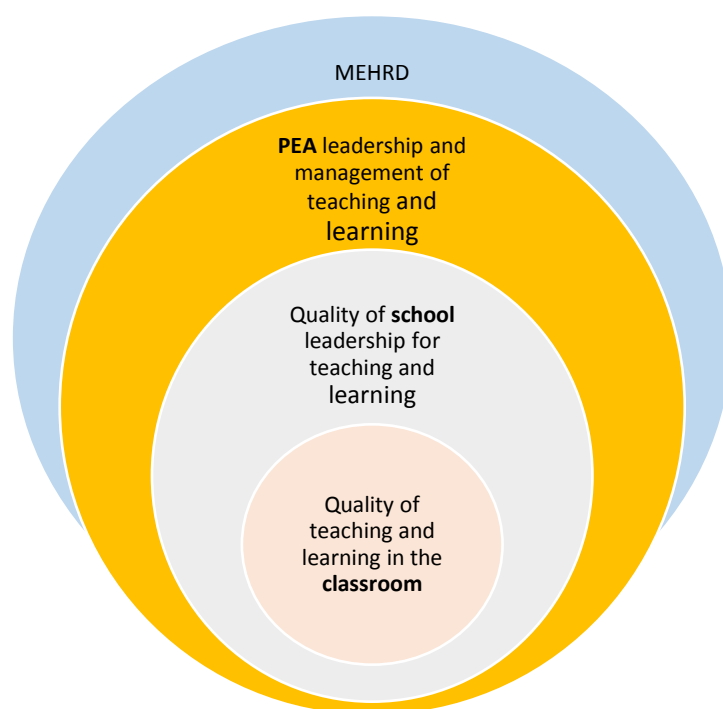


Figure 27: LEAP Model

## Methods and approaches

The following methods and approaches were used this year

- Clear governance partnerships and systems
- Design-based research (cycles of iteration –profiling, re-profiling, sense making, co-design, local ownership of solutions)
- Tok Stori - engagement and relationship building
- Targeted mentoring (ongoing/regular planning/reflection)
- Structured PLD programme based on profiling and sense making data
- School Improvement and PEA Improvement plans
- School Leadership teams, School Clusters, Professional Learning communities
- Using data to inform practice
- Community awareness and engagement
- Engagement of Solomon Islanders at critical points of project, eg FFM
- Access to funds



### **PEA Results**

The following were the results for the Provincial Education Authorities (PEA).

- PEA Improvement Plans were based on re-profiling, sense-making, co-construction
- EA Standards Self-Assessment and Individual staff goals survey
- Structured PLD and mentoring program targeting PEA as organization and staff as individuals
- Understandings the importance of teacher attendance
- Understanding School Grants - Process and Reporting
- Clarity surrounding School Board functions
- Improved relationships between PEA staff
- Improved communication with School Leadership team
- Improved community/parent engagement to support Schools and teaching/learning
- EA Small Grants – PLD on grant applications, implementation and acquittal

### **Learning Resources**

A Special Books Project was initiated in 2018 and curriculum books from Pearson and Curriculum Division printed ones were delivered to all primary and secondary schools in the Solomon Islands in 2019. A total of 598,572 books was distributed to 790 primary schools and 260 secondary schools. Each primary school received 17 boxes and each secondary school received 35 boxes. A contractor i.e. Anolpha Shipping was engaged to distribute all the books to the different schools in the country. The project rolled over to 2020 as only one distributor was selected to deliver all the books to all schools.

### **Teacher Scheme of Service**

In February 2019 work began on reviewing the Teachers Scheme of Service (TSOS) and developing a more equitable remuneration framework that also provided a career path for teachers and school leaders. The TSOS working group developed a system that considered factors for remunerating Teachers and School Leaders with meeting the Standards for Teachers and /or School Leaders being one of the factors. The Scheme has been drafted but, as yet, has not been costed nor fully discussed with major stakeholders. This will be undertaken in 2020. Teacher registration process was successfully completed with all newly probationary and appointed teachers to the Teaching Service Commission.

## Finance and Grants Management

| School Grant Disbursements by School Type |                         |                        |                            |                         |                        |                            |                         |                        |                            |                         |                        |                            |
|---|-------------------------|------------------------|----------------------------|-------------------------|------------------------|----------------------------|-------------------------|------------------------|----------------------------|-------------------------|------------------------|----------------------------|
| School Type                               | First Grant 2018        |                        |                            | Second Grant 2018       |                        |                            | First Grant 2019        |                        |                            | Second Grant 2019       |                        |                            |
|   | Total Number of Schools | Number of Schools paid | Percentage of schools paid | Total Number of Schools | Number of Schools paid | Percentage of schools paid | Total Number of Schools | Number of Schools paid | Percentage of schools paid | Total Number of Schools | Number of Schools paid | Percentage of schools paid |
| Early Childhood Education (ECE)           | 304                     | 193                    | 63%                        | 304                     | 182                    | 60%                        | 303                     | 181                    | 60%                        | 303                     | 202                    | 67%                        |
| Primary Education (PE)                    | 751                     | 699                    | 93%                        | 751                     | 700                    | 93%                        | 751                     | 719                    | 96%                        | 751                     | 687                    | 91%                        |
| Secondary Education (SE)                  | 273                     | 263                    | 96%                        | 273                     | 258                    | 95%                        | 274                     | 263                    | 96%                        | 274                     | 264                    | 96%                        |
| Rural Training Centre (RTC)               | 46                      | 44                     | 96%                        | 46                      | 42                     | 91%                        | 47                      | 45                     | 96%                        | 47                      | 45                     | 96%                        |
| <b>Total</b>                              | <b>1374</b>             | <b>1199</b>            |                            | <b>1374</b>             | <b>1182</b>            |                            | <b>1375</b>             | <b>1027</b>            | <b>75%</b>                 | <b>1375</b>             | <b>1198</b>            | <b>87%</b>                 |

Table 18: School Grants Disbursements

### Source: MEHRD Finance

181 ECE out of 303 were paid their school grants in first biannual 2019, this was 60% of all ECE in the country. The second biannual had increase to 202 of the 303 received school grants which increases to 67%. For primary schools 719 of the 751 schools received their first biannual in 2019 that was 96% and in the second biannual 687 of the 751 were paid their school grants which is 91% of the total primary schools and was reduced by 5% from the first biannual. The decreased is due to unretired school grant or unreturned of annual school census form from the schools. For the secondary 263 of the 274 secondary schools received their first biannual which was 96%. For the second biannual 264 of the 274 secondary schools received their school grants which is about 96%. For the RTC 45 (96%) of the 47 centres received their grants in the first biannual as well as second biannual which is a 100% retirement of the first biannual.

| 2019 EA Grants Disbursement |                    |           |                 |                    |           |                 |
|-----------------------------|--------------------|-----------|-----------------|--------------------|-----------|-----------------|
| EA Type                     | 1st Biannual Grant |           |                 | 2nd Biannual Grant |           |                 |
|                             | Number of EAs      | Total EAs | % Grant Receipt | Number of EAs      | Total EAs | % Grant Receipt |
| Private & Churches          | 10                 | 20        | 50%             | 15                 | 20        | 75%             |
| Provincial                  | 8                  | 10        | 80%             | 10                 | 10        | 100%            |
| <b>Total</b>                | <b>18</b>          | <b>30</b> | <b>65%</b>      | <b>25</b>          | <b>30</b> | <b>88%</b>      |

Table 19: 2019 EAs Grants Disbursement

### Source: MEHRD Finance

For 2019 1st Biannual Grant Disbursement 10 Private and Church EAs and 8 provincial EAs received their EA Grants while in the 2nd Grant Disbursement 15 Private and Church EAs and 10 Provincial EAs received their Grants. This was an increase of 25% in Private and Church EAs from 1st Biannual to 2nd Biannual 2019 while there was 100% disbursement in Provincial EAs. Those EAs that did not retire their 2018 2nd Biannual Grants were not able to access 2019 1st Biannual Grant and those that did not retire their 2019 1st Biannual Grant were not able to access their 2019 2nd Biannual Grant

### **Education Authorities Small Grants Facility**

The Education Authorities Small Grant Facility is a contestable fund that provides small grants (up to \$100,000) to Education Authorities (EA) for innovative, results-focused activities aimed at building EA capability to support improved student learning at the basic education level. The Facility is managed by the Ministry of Education and Human Resource Development, with financial support from the New Zealand Aid Programme (MFAT).

### **Human Resource Management**

In recruitment, there were 5 SITESA vacant posts that were filled with; CEO, Director Quality Assurance, Director Strategic Planning and Performance, Director Qualification & Standard and Manager Corporate Services. Additionally 3 MEHRD vacant posts were filled with; Under Secretary Corporate, Principal Program Developer and Principal Reporting and Monitoring Officer.

In employment financial budgeting, the 2020 Establishment bid was submitted to the Ministry of Public Service. Also, the Workforce Budget was submitted to the Budget Implementation Committee for consideration.

For training, 26 officers were selected to apply for admission to attend courses under ITEC which are courses offered by various Universities in India (Officers are expected to apply individually online). 4 officers were recommended for 2020 Scholarship by MTC for further process with MPS. 12 officers approved to be under Ministerial training budget for various part-time training either SINU or USP- SI Campus. 8 officers graduated and awarded with Master Business Administration (MBA), Postgraduate Diploma in Business Administration (PGDBA) and Postgraduate Certificate in Business Administration (PGCBA).

## **2. SITESA**

The Solomon Islands Tertiary Education Skills Authority (SITESA) is a newly established institution aimed at maximising the Government's investment in tertiary education. The SITESA does this through supporting skills development through labour market driven scholarships and creating a high quality, industry led and labour demand driven tertiary education and training system.


SITESA works with stakeholders of the tertiary and skills system to increase private sector investment developing a high performing domestic tertiary and skills sector, including SINU and Rural Training Centres.

SITESA's goals and outcomes are closely aligned with the Government's Education Strategic Framework 2016-2030 and the National Education Action Plan 2016-2020. The organisation takes the lead on preparing and implementing a National Tertiary Education and Skills Plan (NTESP).

SITESA will:

- Support economic and social growth and prosperity
- Be sustainable with less reliance on long term donor support.
- Achieve equitable participation in training, especially for women and provinces
- Be driven by the labour market demand and expectations
- Regulate and quality control the tertiary sector at all levels
- Achieve increased private sector investment
- Prepare more capable graduates to enter the workforce
- Improve tertiary institution courses and delivery
- Regulate and improve teacher quality and qualifications
- Reform and manage the SIG Scholarships program
- Create a national qualifications framework (SIQF)

The SITESA is governed by a Board with appointments currently in progress. The Organisational and Functional Structure is also being established with all senior positions now filled. The Solomon Islands Labour Market Studies (LMS) 2016-2017-2018 was updated to include 2019.

|  | 2016 LMS  | 2017 LMS   | 2018 LMS  | 2019 LMS   |
|--|---|--|---|--|
| <b>Number of questions</b>                     | 21  | 25   | 10  | 11   |
| <b>Number of responses</b>                     | 47  | 52   | 18  | 35 (after two days)  |
| <b>SI Sectors surveyed</b>                     | Private   | Private & SIG  | Private   | Private, SIG, NGOs   |
| <b>Survey medium</b>                           | Online & Print  | Online weblink & Print   | Weblink   | Weblink, Print   |
| <b>Most needed skills over next five years</b> | Tradespersons especially: carpenters, joiners, shopfitters, electricians, engineers, scaffolders, plumbing and sanitation workers, plasterers, painters and decorators- and hospitality and tourism workers | Skilled professionals, managers and tradespersons including: carpenters, mechanics, electricians, plumbing and sanitation workers, and trained tourism and hospitality workers | Skilled professionals, managers and tradespersons especially: project managers finance and accounting staff, engineers and IT workers. electricians, builders, mechanic and plumbers. | <div style="text-align: center;"> <b>QR Code</b><br/>  </div> |

Solomon Islands Tertiary Education and Skills Policy 2019 was reviewed and updated, along with the National Tertiary Education and Skills Plan (NTESP). The Solomon Islands Apprenticeship and Traineeship Policy was redrafted this year and the Solomon Islands Qualification Framework 2019 (SIQF) finalised.

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

The review and updating of the Solomon Islands Scholarship Procedures commenced this year along with the drafting of SITESA Act 2017 Regulations.

### Fiji Higher Education Commission MOU

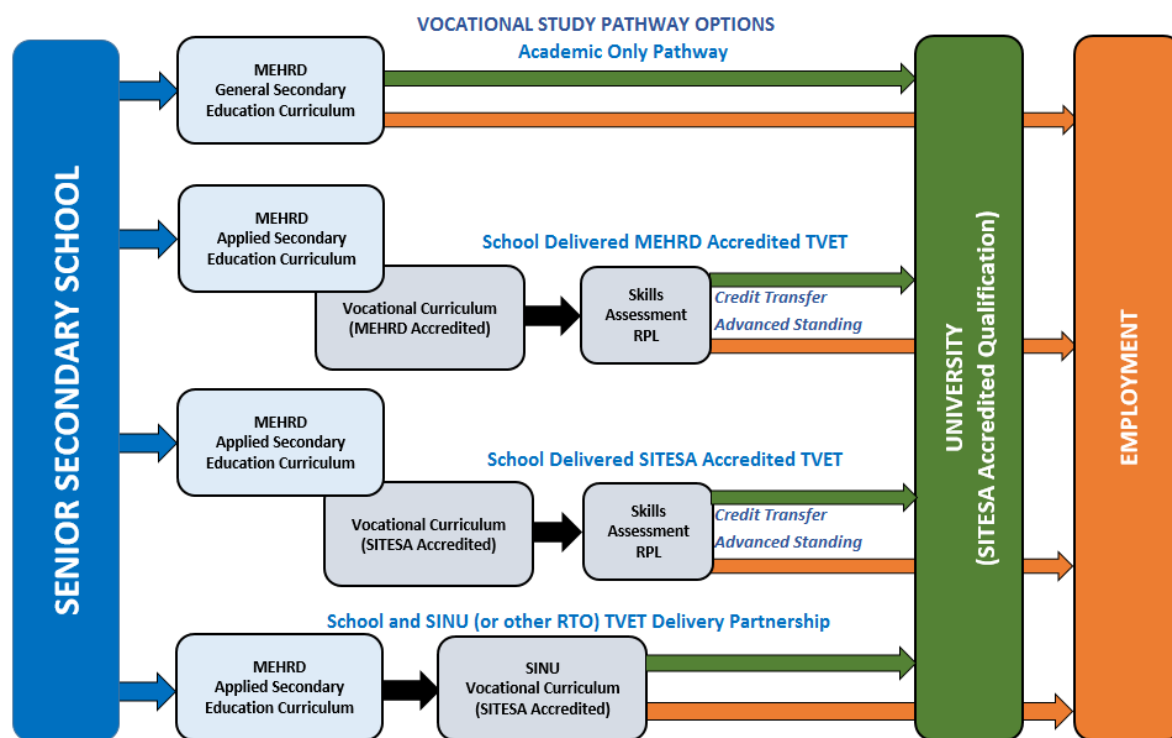
A Memorandum of Understanding was agreed this year between Fiji Higher Education Commission (FHEC) SITESA with the intent to work collaboratively under this agreement to:

- Assist in the accreditation works of qualifications until the SITESA is fully operational,
- Provide advice and support where appropriate for developing SITESA’s provider regulatory systems, and
- Enter into other third party commercial arrangements to support SITESA’s implementation including for capacity building and business systems

### Scholarships

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

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



### Schools Based TVET – Capacity Development Plan Concept

A high priority of SITESA is to build the capacity of schools based TVET. A Capacity Development Plan is at concept stage and will be further developed next year. The objective is to improve school leadership, management and administration through the professional development of school principals and other personnel who are actively engaged in the delivery and supporting new TVET courses. Some of the important areas for support and improvement are:

- Student administration, record keeping and data management.
- Implementing new or upgraded business and quality management systems to support (accountable) data management, student records, CBT assessments and course management.
- Teacher training, pedagogy and skills development.

- The creation of a ‘workforce development strategy’ encapsulating innovative teaching and learning techniques, on and off the job CBT delivery and assessment practices.
- Industry training and experience for teachers in specialist disciplines.
- Formal training and skills upgrading for teachers and return to industry schemes for technical updating, competency-based skills training approaches, on and off the job.
- Simulated workplace training experiences for students and teachers in lieu of actual worksite options.
- Teaching and learning resources development and flexible delivery options.
- Train teachers in the resource development and supporting research, new and innovative teaching and learning systems and practices, flexible and mixed mode delivery and assessment and the use of ‘learning management systems.’
- ICT infrastructure and computing equipment and internet access.
- Training all teachers and providing access to students to computers and other teaching and learning technologies.
- Introducing a minimum standard for teacher ICT training.

**Scholarships Awarded for 2020**

Table 20: Scholarships Awarded for 2020

A total 968 new scholarships were awarded in 2019, to commence studies in 2020 academic year with 38% being awarded to females. This is an increase of 120 scholarships from the previous year.

| 2019 Scholarships    |            |            |            |            |            |
|----------------------|------------|------------|------------|------------|------------|
| Scholarship Category | Male       | Male %     | Female     | Female %   | Total      |
| Merit                | 544        | 62%        | 333        | 38%        | 877        |
| Additional           | 60         | 66%        | 31         | 34%        | 91         |
| <b>Total</b>         | <b>604</b> | <b>62%</b> | <b>364</b> | <b>38%</b> | <b>968</b> |

| Year              | Number of Scholarships Awarded |
|-------------------|--------------------------------|
| 2009              | 4                              |
| 2010              | 49                             |
| 2011              | 153                            |
| 2012              | 132                            |
| 2013              | 268                            |
| 2014              | 1792                           |
| 2015              | 1411                           |
| 2016              | 1702                           |
| 2017              | 2756 (only 2283 verified)      |
| 2018              | 848                            |
| 2019 <sup>2</sup> | 968                            |

Table 21: Scholarships awarded 2009-2019

<sup>2</sup> Awarded in 2019 to commence studies in 2020



### SITESA Vocational Scholarships

A new initiative in this year's round of scholarships was the introduction of Vocational Scholarships (Skills Development). The scholarships are labour market driven (2018-2019 LMS) with funding in 2020 for 10 qualifications at SINU (Certificate III to IV).

## 3. STUDENT PERFORMANCE

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

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

### External Examination Results 2019

Annual National Examinations: Solomon Islands Year 9 (SIY9), Solomon Islands Secondary Certificate (SISC) and Solomon Islands National Form 6 School Certificate (SINF6SC) held in November 2019. The Solomon Islands Secondary Entrance Exam (SISEE) was phased out with all year 6 students now progressing to Year 7 in 2020. Students aspiring to attend high-demand high schools undertake a merit select application process on their academic school-based assessment. This summary report will focus only on SIY9 and SISC. SINF6SC will be provided in a separate report later this week.

School participation – below is the total number of schools participated and enrolment by province in SIY9 and SISC in 2019 National Examination cohort.

| SIY9 2019     | Nat  | Cen | Choi | Gua  | Hon  | Maki | Mal  | Tem | Wes  | Isa | Ren |
|---------------|------|-----|------|------|------|------|------|-----|------|-----|-----|
| No of schools | 257  | 16  | 16   | 38   | 20   | 22   | 81   | 15  | 37   | 8   | 4   |
| Total enrol   | 9497 | 402 | 431  | 1532 | 1969 | 881  | 2193 | 321 | 1227 | 488 | 53  |

Table 22: SIY9 Student Participation by Province

| SISC 2019     | Nat  | Cen | Choi | Gua  | Hon  | Maki | Mal  | Tem | Wes | Isa | Ren |
|---------------|------|-----|------|------|------|------|------|-----|-----|-----|-----|
| No of schools | 139  | 7   | 6    | 23   | 16   | 11   | 41   | 8   | 17  | 8   | 2   |
| Total enrol   | 6914 | 224 | 231  | 1059 | 2052 | 598  | 1286 | 201 | 852 | 371 | 40  |

Table 23: SISC Student Participation by Province

National overall candidate enrolments in SIY9 and SISC continues to increase annually. Fig. 1 (below) indicates increasing enrolment numbers for SIY9 from year to year. However, in 2019, the enrolment number decreased by 3%. The number of candidates that continue to leave school for various reasons continue to increase as well, resulting in lesser number of candidates who actually sat the examinations annually in November.

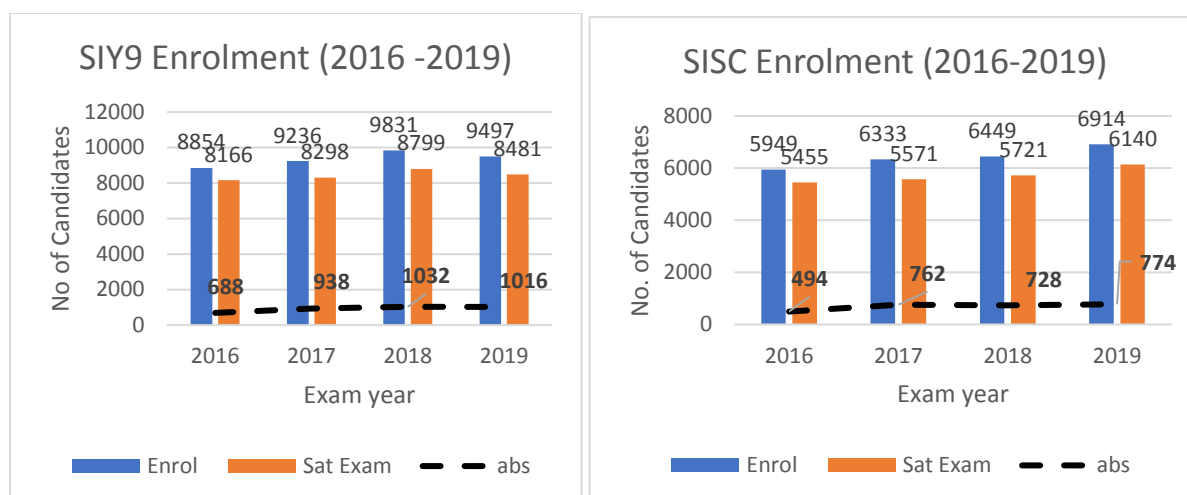


Figure 28: SIY9 and SISC Enrolments 2016-2019

Enrolment by gender – enrolment for both gender is increasing every year, with male enrolment slightly higher than female. In 2019, more female candidates have been placed to Form 4 and 6 than their male counterparts.

|                     | SIY9 2018 | SIY9 2019 |  | SISC 2018 | SISC 2019 |
|---------------------|-----------|-----------|--|-----------|-----------|
| <b>Total enrol</b>  | 9831      | 9497      |  | 6449      | 6914      |
| <b>Female</b>       | 4816      | 4698      |  | 3023      | 1284      |
| <b>Male</b>         | 5015      | 4799      |  | 3426      | 1414      |
| <b>Total Placed</b> | 6417      | 7751      |  | 2695      | 3297      |
| <b>Female</b>       | 3231      | 3913      |  | 1281      | 1691      |
| <b>Male</b>         | 3186      | 3838      |  | 1414      | 1606      |

Table 24: SIY9 and SISC 2018 and 2019 Student Enrolments

The total number of candidates placed to Form 4 and 6 has increased by 21 % for to Form 4 and 22% for Form 6.

| SIY9               | 2016 | 2017 | 2018 | 2019 | SISC            | 2016 | 2017 | 2018 | 2019 |
|--------------------|------|------|------|------|-----------------|------|------|------|------|
| <b>Total Enrol</b> | 8854 | 9236 | 9831 | 9497 | <b>Enrol</b>    | 5949 | 6333 | 6449 | 6914 |
| <b>Sat Exam</b>    | 8166 | 8298 | 8799 | 8481 | <b>Sat Exam</b> | 5455 | 5571 | 5721 | 6140 |
| <b>Placed</b>      | 5492 | 5677 | 6417 | 7751 | <b>Placed</b>   | 1999 | 2188 | 2695 | 3297 |
| <b>ABS</b>         | 688  | 938  | 1032 | 1016 | <b>ABS</b>      | 494  | 762  | 728  | 774  |

Table 25: SIY9 and SISC Student Placement 2016-2019

Placement rate to Form 4 and 6 continues to increase (Fig 3 and Fig 4) along an increasing trend line. It is predicated that the placement rate will be close to 90% for SIY9 in 2020 as an increasing number of schools continue to expand their capacity to accommodate increasing number of students.

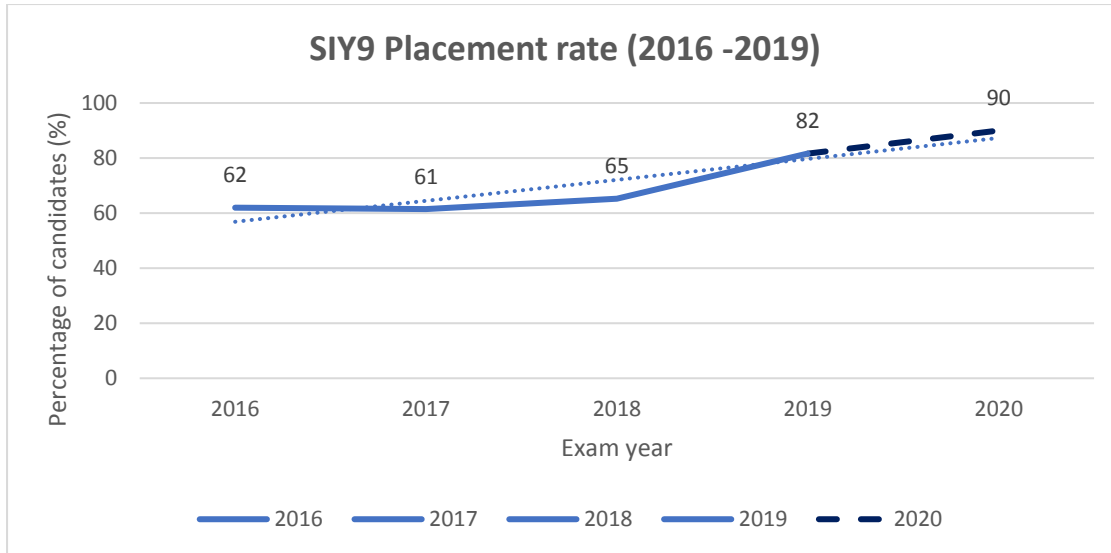


Figure 29: SIY9 Student Placement Rate 2016-2019 Trend

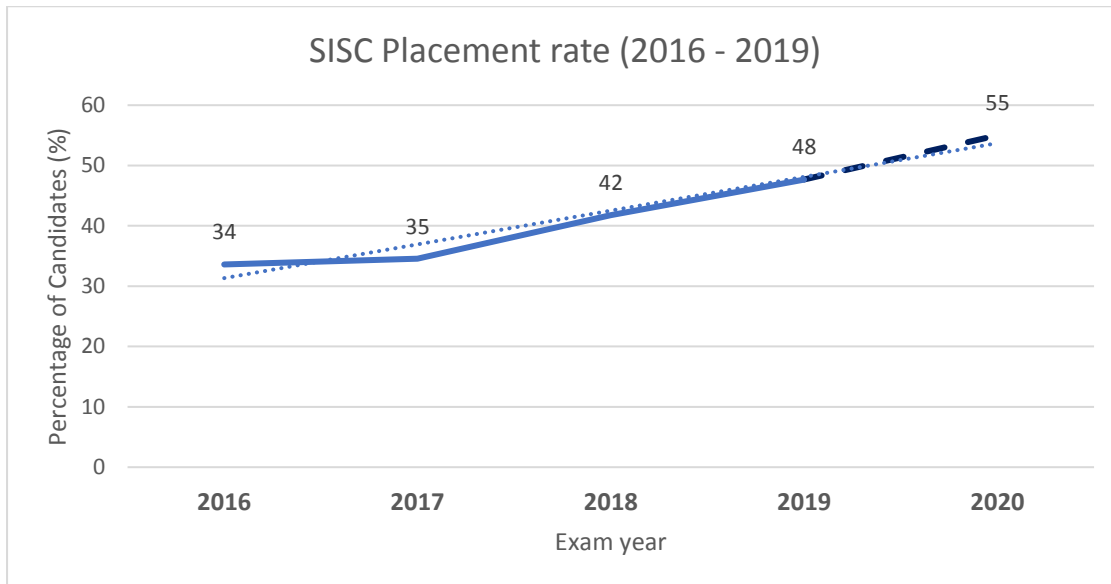


Figure 30: SISC Student Placement Rate 2016-2019 Trend

This year it shows more candidates obtaining better grades (G1-4) than poorer grades (G7-9) for both national exams. This indicates improvements are happening in school programs across the country or it also indicates the increasing challenge to manage national examination administrations at school levels.

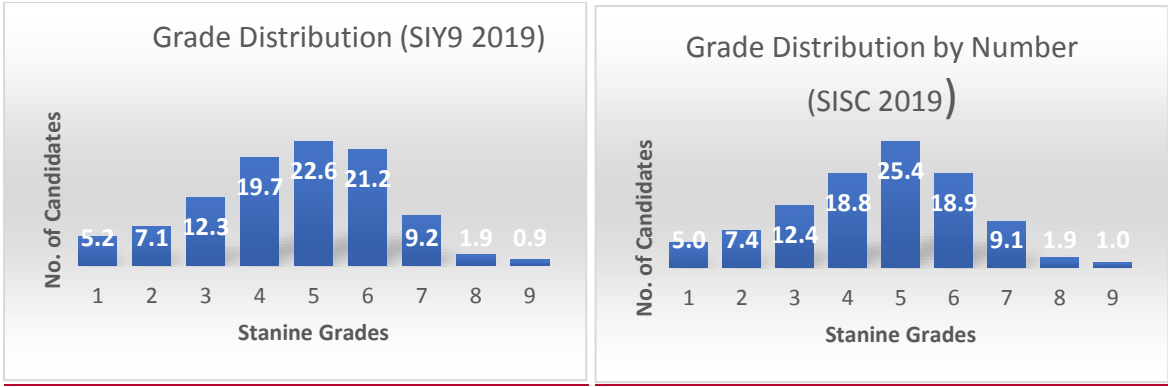
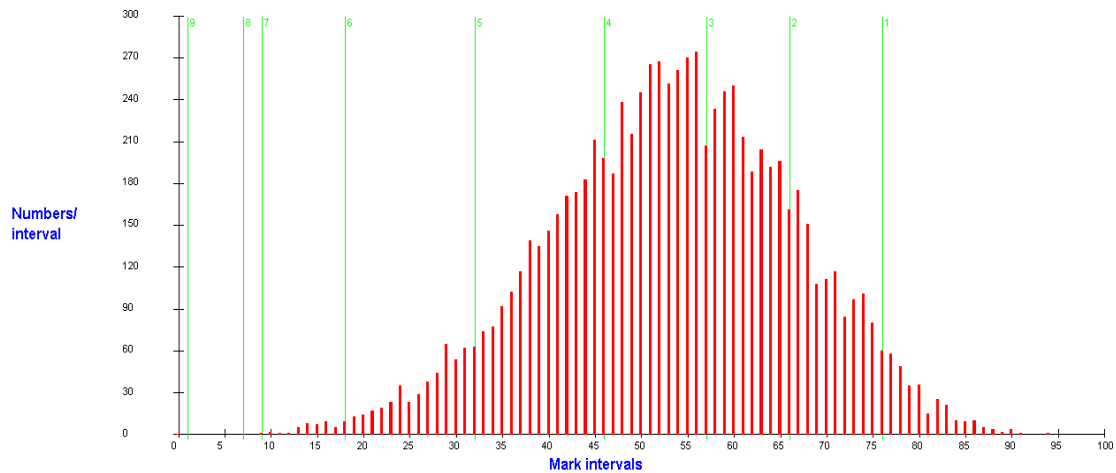
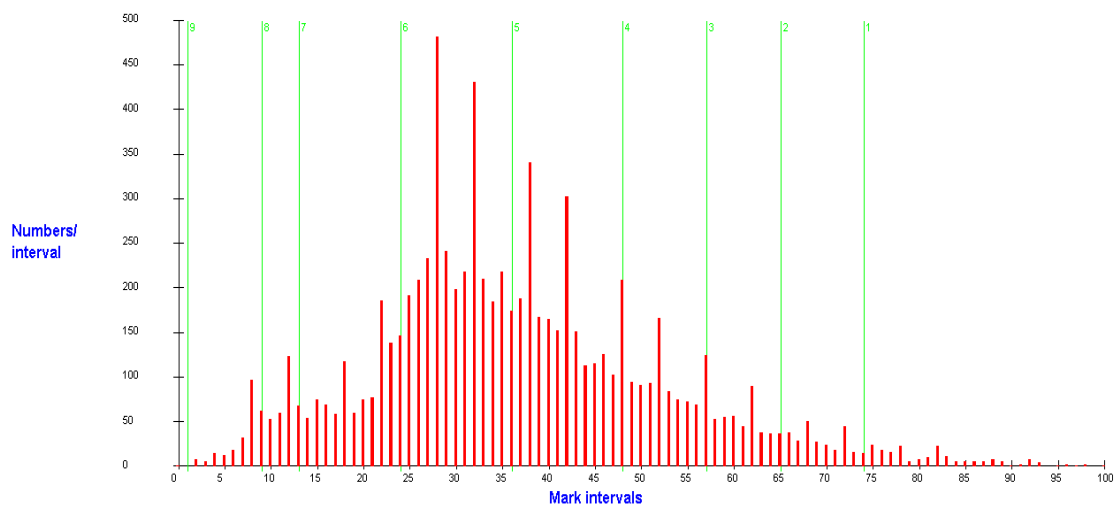


Figure 31: SIY9 and SISC Student Grades Distribution

SOLOMONS SIY9\_DATABASE 2019 TO BE PROCESSED  
201 ENGLISH



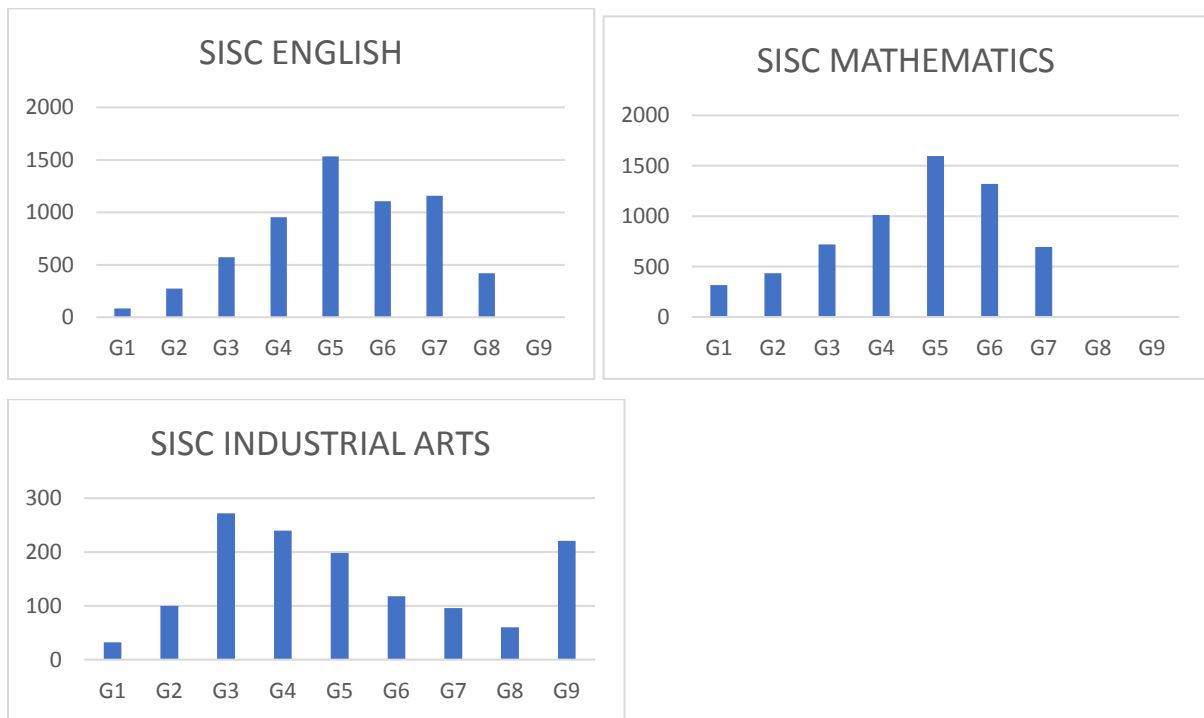
SOLOMONS SIY9\_DATABASE 2019 TO BE PROCESSED  
202 MATHEMATICS



SOLOMONS SIY9\_DATABASE 2019 TO BE PROCESSED  
203 SCIENCE



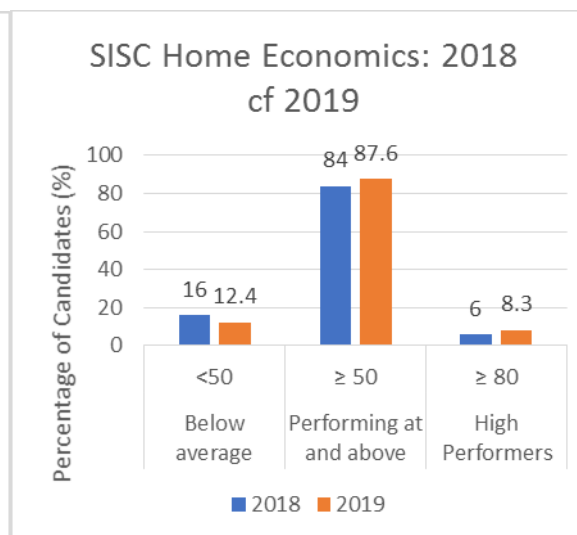
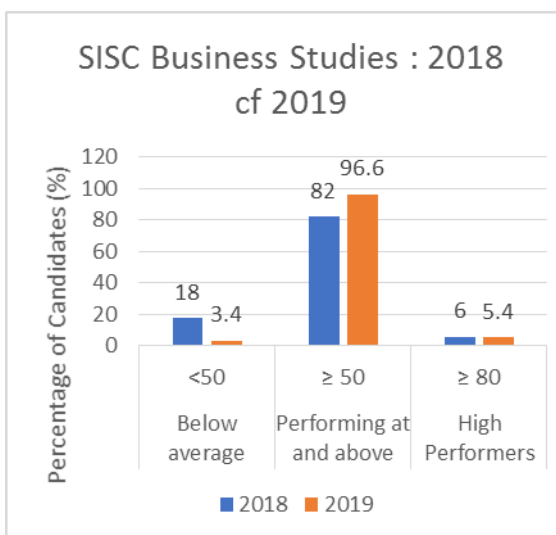
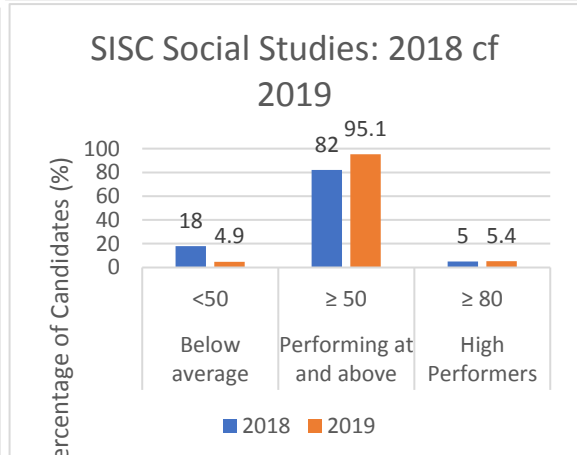
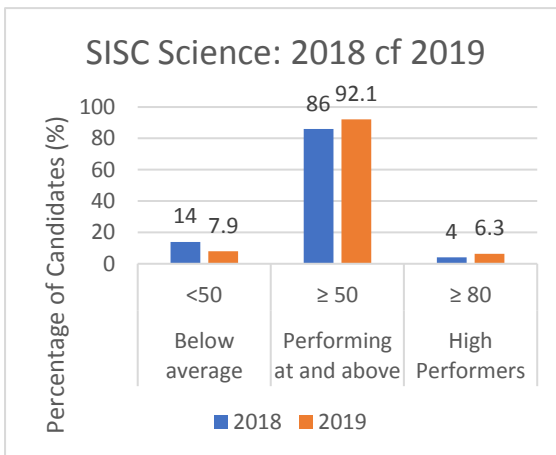
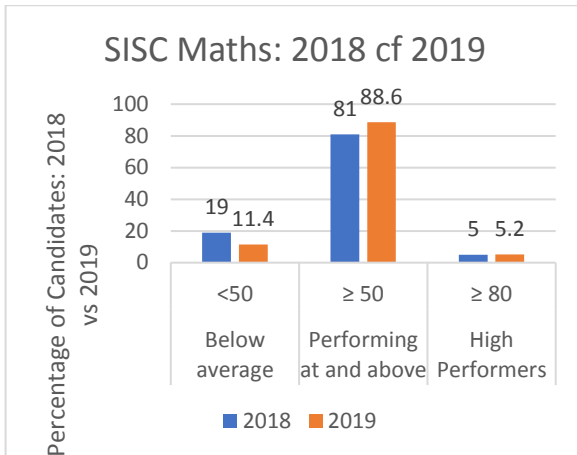
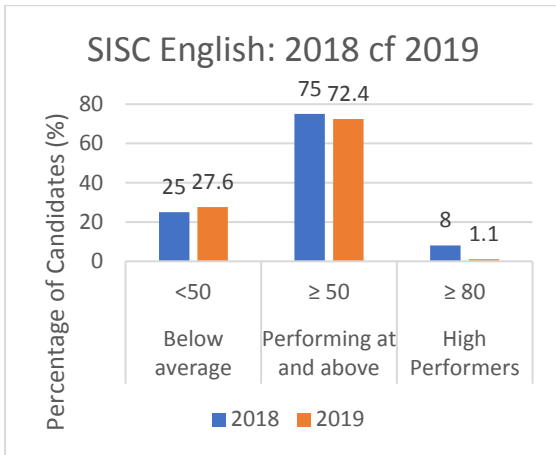
Grade distribution in SISC indicates improved performance in Mathematics, Science, Social Studies, Business, Home Economics and New Testament Studies. Industrial Arts showed more students with grade 9 confirming evidence from school visits that most schools were not able to complete their school practical projects. Some schools just purchased materials weeks before external moderators’ October visits.

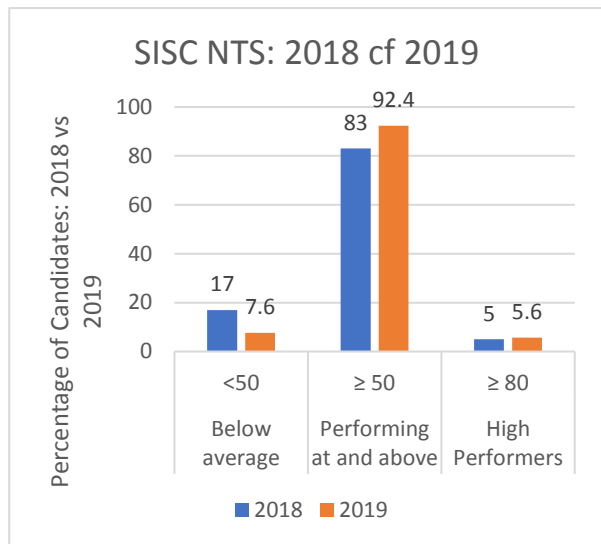
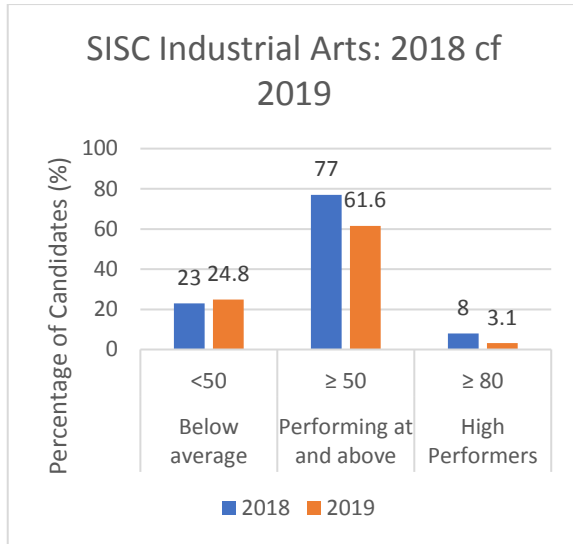


Figures 32: SISC English, Mathematics & In-Arts Grade Distribution



SIY9 and SISC are norm-referenced examinations. The focus is on interpreting the performance of a candidate (or group) relative to other candidates (or groups) that participated in the exam. The analysis showed all candidates divided into 3 groups; those that got standard scores below 50 (<50), at and above 50 ( $\geq 50$ ) and high performers ( $\geq 80$ ). Overall, the percentage of candidates performing at and above 50 in SISC English and SISC Industrial arts have dropped in 2019 compared to 2018 cohort. Improved performance in 2019 for SISC Mathematics, Science, Social Studies, Business Studies, Home Economics and New Testaments Studies in all three groups compared to 2018 cohort. The high percentage of candidates obtaining standard scores  $\leq 50$  in SISC Industrial Arts is highlighting the limited support that schools have to teaching and learning programs, especially in senior secondary.

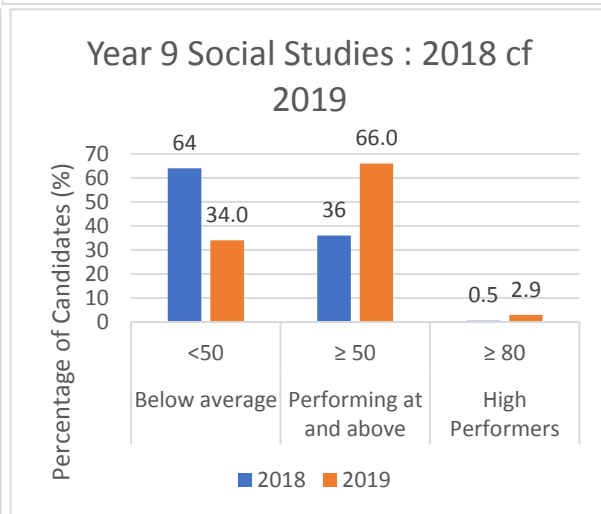
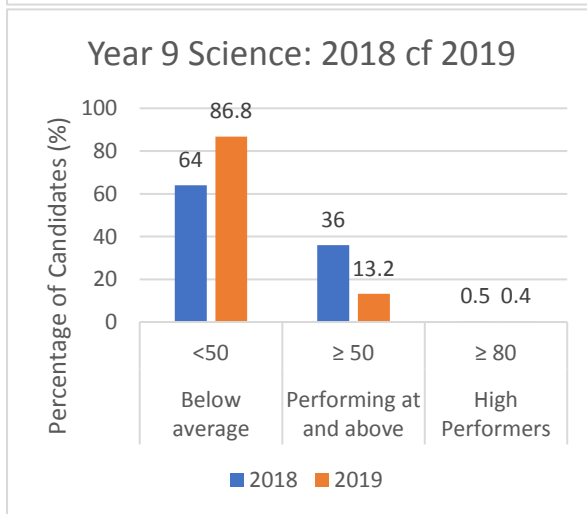
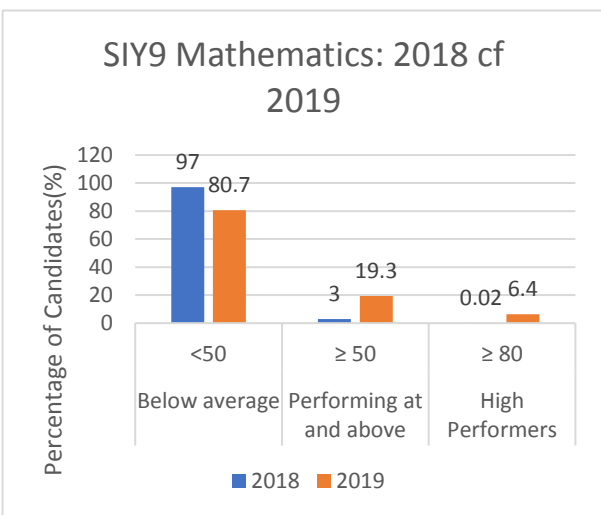
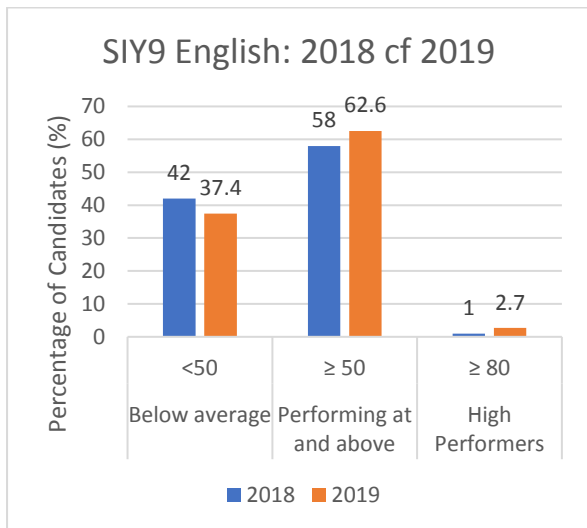




Figures 33: SISC 2018 & 2019 Subject Performance Levels

**SIY9 Subject Performances**

General improvement in group performance across the SIY9 subjects, except for SIY9 Science. Most improvement in performance by 2019 cohort is in SIY9 Social Studies.



Figures 34: SIY9 2018 & 2019 Performance Levels

## Pacific Islands Literacy and Numeracy Assessment (PILNA) Results

PILNA is endorsed by the UNESCO Institute of Statistics as one of only nine cross-national learning assessments in the world that meets the criteria to measure the literacy and numeracy indicators as stated in SDG 4. The assessment shows significant year on year improvements in literacy and numeracy levels and puts the Solomon Islands 14% above the regional average in numeracy and above average in literacy.

Comparative results of PILNA Assessment

| % at or above expected proficiency level |        |      |      |        |      |      |
|--|--------|------|------|--------|------|------|
|  | Year 4 |      |      | Year 6 |      |      |
|  | 2012   | 2015 | 2018 | 2012   | 2015 | 2018 |
| <b>Numeracy</b>                          | 92     | 97   | 97   | 82     | 93   | 96   |
| <b>Literacy</b>                          | 50     | 50   | 54   | 67     | 66   | 70   |

Table 26: PILNA Solomon Islands Years 4 & 6 Comparative Results

Regional Comparison:

| % at or above expected proficiency level |        |                 |        |                 |
|--|--------|-----------------|--------|-----------------|
|  | Year 4 |                 | Year 6 |                 |
|  | Region | Solomon Islands | Region | Solomon Islands |
| <b>Numeracy</b>                          | 83     | 97              | 83     | 96              |
| <b>Literacy</b>                          | 53     | 54              | 63     | 70              |

Table 27: PILNA 2018 Solomon Islands Years 4 & 6 Results

Solomon Islands' exceptional results in numeracy earned high praise from the Education Quality and Assessment Program of the SPC. The report encouraged MEHRD to identify the curriculum approaches and instructional practices responsible for the leap in achievement so as to share lessons with other Pacific nations through the Pacific Regional Education Framework (PacREF). The consistent jump in literacy levels between years 4 and 6 is considered a strong indicator of the success of new literacy programs.

The report also identified new avenues for future improvement by highlighting the importance of the early stages of a child's development, specifically caregiver involvement and support as well as Early Childhood Education (ECE). Children attending ECE achieved noticeably higher scores across the board while there was also a strong correlation between high care giver involvement and above average literacy. The results highlight the success of the Early Years Literacy project that was launched in 2015, with support from donors, in response to the findings of the previous PILNA Assessment.

| Mean achievement score of students |              |                    |
|------------------------------------|--------------|--------------------|
|                                    | Attended ECE | Did NOT attend ECE |
| <b>Numeracy</b>                    | 572          | 562                |
| <b>Literacy</b>                    | 494          | 470                |

Table 28: Mean Achievement of students attended and did not attend ECE

## 4. MEHRD PERFORMANCE

During this current NEAP period we have strived to develop a continuous improvement approach in all we do. This means taking time to reflect on our past achievements and identify areas for improvement. We do this through regular monitoring and targeted assessments and evaluations, but also undertake two key review processes during the year – the Mid-Year Review and the Annual Joint Review. Results from these two interactive meetings provide an opportunity to reflect, learn and plan. We also harness a range of internal and external assessment and review processes to help us measure our performance. Regular monitoring of AWP progress is undertaken through the quarterly progress reporting process. The use of evidence to assess how well we are performing and identifying opportunities for improvement ensures a high level of accountability keeps us focussed on achieving the NEAP goals and outcomes.

### ***Performance Linked Aid Independent Assessment of MEHRD Education Performance***

Under the Solomon Islands Education Sector Program 2, a performance linked aid payment is provided yearly to the Ministry of Education and Human Resource Development (MEHRD) on the achievement of agreed targets set out in the Education Performance Matrix (EPM). The 2018 EPM included 14 targets (and 22 indicators with 30 Expected Results Statements) across three priority areas: access, quality, and management systems. For 2018, based on the sources of information received and consultations with relevant officers on the EPM, the independent assessor recommended 68.36% of the performance-linked aid payment be disbursed to MEHRD. This is an increase from 64% the previous year.

The assessment report noted MEHRD had made significant progress in areas of management reform. MEHRD has the most direct control over management systems and changes are more evident on an annual basis. MEHRD performed better here, than on Access and Quality indicators where they have less direct control and change can take longer to achieve.

### ***MEHRD Annual Joint Review***

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

#### *Access*

- Use lessons learned from SISEE Phase out infrastructure support to find more efficient and effective ways to provide school infrastructure.
- Develop a clear education pathway from Year 1 to Year 12 and into TVET and Rural Training Centres at appropriate levels.
- Further study and analysis required to better understand the distribution and equity of the scholarships. This should include analysis of distribution of overseas and local scholarships.

#### *Quality*

- Harness and apply some of the successful structures of development that LEAP has devised and use across the schools and EAs it had covered.
- Curriculum development to maintain as a priority.
- Teacher professional development is critical to improving the quality of teaching and learning.

#### *Management*

- Costing for sub-sectors remains inequitable. Fair balance needs to be determined in terms of resourcing each subsector of the education system.

- Support to build the capacity of all EAs to operate effectively should remain a high priority in 2020.
- AWP should be completed by October yearly rather than January (beginning of the year).
- Identify and address the ongoing implications and opportunities associated with the SISEE Phase out.

All recommendations were reviewed by MEHRD SMT and cross-referenced against current priorities and the draft AWP 2020.

## 5. FINANCIAL PERFORMANCE

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

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

### SIG BUDGET AND EXPENDITURE 2019

| Total SIG Recurrent Budget including Statutory Expenditure (2019) | Total Funds Appropriated through the Development budget (2019) | Total SIG Appropriated Funds (2019) |
|---|--|-------------------------------------|
| 3,308,428,135   | 480,250,750  | 3,788,678,885                       |

Table 29: Overview of Total Education Budget

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

### Expenditure on Education in 2019

| 2019         |                      |                      |
|--------------|----------------------|----------------------|
| Budget Code  | SIG + MEHRD          | MEHRD                |
| 272          | 3,308,428,135        | 1,183,107,911        |
| 372          | 313,992,332          | 94,396,819           |
| 472          | 480,250,750          | 58,000,000           |
| <b>Total</b> | <b>4,102,671,217</b> | <b>1,335,504,730</b> |

Table 30: SIG and Donor Expenditure on Education 2018

Note:

272 = SIG Recurrent budget

372 = Donor budget through DFAT administered through SIG

472 = SIG Development budget

**Education Budget and Expenditure 2016-2019**

| Appropriated Recurrent and Development | 2016             |  | 2017             |  | 2018             |  | 2019                                     |                  |                              |                                      |
|--|------------------|--|------------------|--|------------------|--|--|------------------|------------------------------|--------------------------------------|
|  | Estimated budget | Education expend. as % of SI Expenditure | Estimated budget | Education expend. as % of SI Expenditure | Estimated budget | Education expend. as % of SI Expenditure | Education expend. as % of SI Expenditure | Estimated budget | Actual Education expenditure | Education expend. as % of SIG budget |
| 272                                    | 871,552,570      | 24.2%                                    | 1,198,288,453    | 29%                                      | 1,165,536,028    | 1,134,244,648                            |  |                  |                              |                                      |
| 372                                    | 90,000,000       |  | 70,373,837       |  | 81,570,700       | 44,889,137                               |  |                  |                              |                                      |
| 472                                    | 77,000,000       | 6.5%                                     | 77,000,000       | 5%                                       | 48,000,000       | 42,209,423                               |  |                  |                              |                                      |

Table 31: Total Education Budget and Expenditure, 2016-2019 (MEHRD)

**SIG expenditure on education by education sector 2017 - 2019**

| Sectors      | 2017               |     |                    |     | 2018               |     |                    |     | 2019               |     |                    |     |
|--------------|--------------------|-----|--------------------|-----|--------------------|-----|--------------------|-----|--------------------|-----|--------------------|-----|
|              | Budget             | %   | Actual             | %   | Budget             | %   | Actual             | %   | Budget             | %   | Actual             | %   |
| Admin        | 43,267,097         | 5%  | 35,395,093         | 5%  | 43,089,495         | 6%  | 37,917,996         | 6%  | 51,594,065         | 7%  | 46,433,916         | 7%  |
| ECE          | 21,596,007         | 3%  | 12,307,293         | 2%  | 26,582,849         | 3%  | 16,319,999         | 2%  | 25,46,040          | 3%  | 19,445,569         | 3%  |
| Primary      | 113,784,853        | 14% | 84,946,369         | 13% | 105,868,668        | 14% | 90,308,209         | 14% | 138,381,091        | 17% | 115,593,090        | 17% |
| Secondary    | 111,225,732        | 14% | 86,974,679         | 13% | 111,266,608        | 14% | 105,450,678        | 16% | 122,754,964        | 15% | 110,588,521        | 16% |
| TVET         | 9,131,650          | 1%  | 4,476,589          | 1%  | 10,864,028         | 1%  | 5903,599           | 1%  | 11,708,457         | 1%  | 8,878,543          | 1%  |
| Tertiary     | 515,669,081        | 63% | 425,489,225        | 66% | 478,568,015        | 62% | 409,000,515        | 62% | 443,848,225        | 56% | 371,342,383        | 55% |
| <b>Total</b> | <b>814,674,420</b> |     | <b>649,499,248</b> |     | <b>776,239,663</b> |     | <b>664,900,996</b> |     | <b>793,702,843</b> |     | <b>672,282,022</b> |     |

Table 32: SIG Expenditure on Education by Sector, 2017-2019 (MEHRD)



### ***SIG allocation for per unit cost per education sector***

Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education. This indicator shows how financial resources for education have been distributed across the different levels or stages of education (early childhood, primary, secondary, tertiary/vocational). It measures the relative emphasis of government spending on a level of education within the overall educational expenditure. The figures below are based on SIG 2019 actual expenditure divided by the number of students enrolled in each education sector.

| <b>Sub Sector</b> | <b>Expenditure</b> | <b>No of Students enrolled</b> | <b>Unit Cost</b> |
|-------------------|--------------------|--------------------------------|------------------|
| <b>ECCE</b>       | 52,214,491         | 16,067                         | 3,249.80         |
| <b>Primary</b>    | 251,423,077        | 130,140                        | 1,931.94         |
| <b>Secondary</b>  | 330,789,415        | 54,012                         | 6,124.37         |
| <b>TVET</b>       | 22,119,425         | 19,835                         | 1,115.17         |
| <b>Tertiary</b>   | 548,643,906        | 3,977                          | 137,954.21       |

*\*This is an estimate only*

*Table 33: Expenditure by Sub Sector*

### **MEHRD OVERALL 2019 BUDGET AND EXPENDITURE**

The table below shows the overall budget and expenditures for MEHRD over the 2015 to 2018 period. In 2018, the recurrent (272) budget decreased by approximately \$33M from 2017. There were significant challenges with the implementation of activity against budget, resulting in an underspend. This could partly be attributed to the budget delay in 2018 due to the change in government triggered by the Vote of No Confidence in December 2017.

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

| Year | 272 Revised Budget | 272 Actuals   | % Expended |
|------|--------------------|---------------|------------|
| 2015 | 799,603,681        | 756,866,837   | 95%        |
| 2016 | 975,774,378        | 882,525,384   | 90%        |
| 2017 | 1,198,288,453      | 1,079,030,717 | 90%        |
| 2018 | 1,165,536,028      | 1,134,244,648 | 97%        |
| 2019 | 1,198,107,911      | 1,150,758,474 | 96%        |
| Year | 372 Revised Budget | 372 Actuals   | % Expended |
| 2015 | 122,266,716        | 98,927,432    | 81%        |
| 2016 | 90,000,000         | 58,051,989    | 65%        |
| 2017 | 70,373,837         | 30,019,851    | 43%        |
| 2018 | 81,570,700         | 44,889,137    | 55%        |
| 2019 | 94,396,819         | 64,771,063    | 73%        |
| Year | 372 Revised Budget | 372 Actuals   | % Expended |
| 2015 | 82,000,000         | 80,892,184    | 99%        |
| 2016 | 77,000,000         | 73,657,232    | 96%        |
| 2017 | 77,000,000         | 61,325,652    | 80%        |
| 2018 | 48,000,000         | 42,209,423    | 88%        |
| 2019 | 58,000,000         | 53,966,048    | 93%        |

Table 34: MEHRD Budget and Expenditure 2015- 2019

#### ***Budget and Expenditure by MEHRD Divisions***

There are three Groups within the MEHRD Organisational Structure where budget allocation and expenditure are tracked; Corporate Services, Education Authority Services, National Education Services. In addition, SITESA has a transitional operating budget, as does the National Training Unit. Each has spent an amount under the recurrent budget to implement its activities. The amount spent is shown in the table below. This shows the budget allocated and the actual spend. Detailed departmental expenditure is provided in the Appendices.

| <b>MEHRD SIG Funds by Divisions (Recurrent 272) 2019</b> |                              |                          |                            |
|--|------------------------------|--------------------------|----------------------------|
| <b>Education Divisional Services</b>                     | <b>Sum of Revised Budget</b> | <b>Sum of YTD Actual</b> | <b>Sum of Budget to go</b> |
| <b>Corporate Services</b>                                | <b>43,249,346.00</b>         | <b>40,288,159.60</b>     | <b>2,731,002.50</b>        |
| <b>National Education Services</b>                       | <b>186,385,503.00</b>        | <b>176,912,538.01</b>    | <b>9,301,485.99</b>        |
| <b>Teaching &amp; Learning</b>                           | <b>11,852,017.00</b>         | <b>9,231,376.10</b>      | <b>2,573,180.90</b>        |
| <b>SITESA</b>  | <b>453,605,256.00</b>        | <b>378,651,221.52</b>    | <b>74,505,065.95</b>       |
| <b>SSU</b>   | <b>4,213,902.00</b>          | <b>3,757,399.79</b>      | <b>430,702.21</b>          |

Table 35: 2019 SIG Funds, Budget and Expenditure by Divisions

**Donor Supported Budgets**

| <b>372 Budget Allocations 2019</b>               |             |             |                     |
|--|-------------|-------------|---------------------|
| <b>Cost Centre</b>                               | <b>DFAT</b> | <b>MFAT</b> | <b>Total Budget</b> |
| <b>Asset Management Unit</b>                     | 17,991,934  | 3,000,000   | 20,991,934          |
| <b>Central Headquarters &amp; Administration</b> | 3,000,000   |             | 3,000,000           |
| <b>Curriculum Development Unit</b>               | 29,771,042  | 12,992,000  | 42,763,042          |
| <b>EA Performance and Standard</b>               | 1,417,900   |             | 1,417,900           |
| <b>Literacy Program Management Unit</b>          |             | 3,974,276   | 3,974,276           |
| <b>Makira Ulawa Province</b>                     | 998,521     | 998,521     | 1,997,042           |
| <b>Provincial Support</b>                        |             | 5,784,197   | 5,784,197           |
| <b>Teacher Training and Development</b>          | 10,467,900  | 4,000,527   | 14,468,427          |

Table 36: 2019 Donor Funds, Budget and Expenditure by Divisions

**Budget and Expenditure Education Authorities**

Provincial Education Authorities receive funds under the recurrent budget to undertake activities. This is reflected in the Provincial Support budget line. The table below shows the budget allocated per PEA for payroll and the actual expenses incurred this year and balance unspent for this year. Some have overspent their budget in implementing their activities.

| Provinces             | Revised Budget | YTD Actual | Budget to Go |
|-----------------------|----------------|------------|--------------|
| Central Province      | 251,363.00     | 113,481.01 | 137,881.99   |
| Choiseul Province     | 306,131.00     | 309,055.67 | -2,924.67    |
| Guadalcanal Province  | 256,829.00     | 177,463.67 | 79,365.33    |
| Honiara City Council  | 200,101.00     | 255,181.63 | -55,080.63   |
| Isabel Province       | 312,922.00     | 323,159.56 | -10,237.56   |
| Makira Ulawa Province | 305,464.00     | 299,337.80 | 6,126.20     |
| Malaita Province      | 653,729.00     | 650,297.01 | 3,431.99     |
| Rennel & Bellona      | 281,881.00     | 240,095.77 | 41,785.23    |
| Temotu Province       | 238,607.00     | 244,721.65 | -6,114.65    |
| Western Province      | 358,620.00     | 362,546.65 | -3,926.65    |

Table 37: Provincial Education Authority Budget and Expenditure, 2019

| Account                           | Budget     | Actual     |
|-----------------------------------|------------|------------|
| <b>Provincial Grants<br/>2018</b> | 12,220,500 | 11,229,214 |
| <b>Provincial Grants<br/>2019</b> | 14,800,500 | 14,528,334 |

Table 38: Provincial Grants, 2018 - 2019

**Budget and Expenditure Schools (School Grants) 2018 - 2019**

| School Location                    | Sum of Revised Budget | Sum of YTD Actual |
|------------------------------------|-----------------------|-------------------|
| MP Scholarships Award Grant        | 5,000,000             | 4,900,000         |
| ECE Grant                          | 2,300,000             | 1,922,895         |
| SINU Grant                         | 22,000,000            | 22,000,000        |
| Church Education Authorities Grant | 3,922,121             | 3,670,330         |
| Provincial Grants                  | 10,578,379            | 10,558,644        |
| T.V.E.T. Grant                     | 3,861,200             | 2,764,978         |
| Basic Education Grant              | 58,841,350            | 56,762,712        |
| Senior Education Grant             | 70,060,936            | 66,008,042        |

Table 39: 2019 Grants to Schools and Education Authorities

***Budget and Expenditure Scholarships***

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

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

| <b>2019</b>     |               |               |                      |
|-----------------|---------------|---------------|----------------------|
|                 | <b>Budget</b> | <b>Actual</b> | <b>Unspent Funds</b> |
| <b>Tertiary</b> | 418,642,999   | 347,143,696   | 71,069,007           |

*Table 40: Budget and expenditure on Scholarships, 2019 (MEHRD)*

## 6. WORKING WITH PARTNERS

MEHRD works with many education partners and stakeholders. The relationships and commitment to shared goals and objectives remains strong. Our two key donor partners, Government of Australia (DFAT) and Government of New Zealand (MFAT) have once again contributed significantly in ensuring the key education priorities and strategies were addressed during 2019. Both donors undertook reviews of their education programs during 2018 and undertook the design of a joint (MFAT/DFAT) education program to commence in 2020.

### Government of Australia (DFAT) Support

#### Education Sector Program 2 2015-2019 – Basic Education

Australia provides budget support to MEHRD to support basic education. Eighty per cent of the total is provided as tranche payments paid on a reimbursable basis while the remaining 20 per cent is performance based. The performance payment is paid to the MEHRD (in full or partially depending on performance) on achievement of agreed performance targets. Under the relevant Direct Funding Agreement between Australia and the Solomon Islands Government (SIG), SIG has agreed to meet a number of conditions including: maintaining an allocation to the education sector of at least 22 per cent of the SIG budget; increasing SIG's own spending on basic education; and containing risks related to spending on scholarships and payroll. More information is available at <http://dfat.gov.au/about-us/publications/Pages/solomon-islands-education-sector-program-2-investment-design.aspx>. Australia's budget support focuses on:

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

Over the course of 2019, Australia and New Zealand designed the new, joint Education Sector Support Program 2020-2023. More information is available at [www.dfat.gov.au/about-us/publications/Pages/australia-and-new-zealand-joint-solomon-islands-education-sector-support-program-2020-2023-investment-design](http://www.dfat.gov.au/about-us/publications/Pages/australia-and-new-zealand-joint-solomon-islands-education-sector-support-program-2020-2023-investment-design).

#### Skills for Economic Growth (2015-2019)

Skills for Economic Growth strengthened the capacity of Solomon Islands' Technical and Vocational Education and Training (TVET) system. More detail is available at <http://dfat.gov.au/about-us/business-opportunities/tenders/Pages/education-sector-program-skills-for-economic-growth-solomon-islands-investment-design-document.aspx>.

The program provided support to:

- the Solomon Islands National University to improve the quality of skills training;
- Rural Training Centres in Malaita, Guadalcanal and Western provinces to improve the quality of courses aligned to provincial economic development priorities;
- MEHRD on National Systems Development including post school education and training systems design, enabling legislation and the establishment of the Solomon Islands Tertiary Education and Skills Authority.

At the completion of Skills for Economic Growth, Australia's bilateral aid program to Solomon Islands transitioned its support to the skills sector to the Australia Pacific Training Coalition.



### **Australia Awards Scholarships**

Each year Australia awards around 30-40 Australia Awards scholarships for Solomon Islanders to undertake tertiary study in Australia or the Pacific. The scholarships are awarded equally to women and men and can cater for undergraduate or postgraduate study. More information is available at: <http://solomonislands.embassy.gov.au/honi/study.html>.

### **Technical Assistance**

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

Australia also supports education via funding to:

(i) *Save the Children*

Two Save the Children projects:

- Literacy Boost – supporting 20 schools in Choiseul Province. The program works together with teachers, pupils (mainly in grades 1 to 3), parents, and communities to build children's literacy (reading and writing) skills in and outside of schools;
- Play to be School Ready – works in 35 communities in Choiseul, Western, Guadalcanal and Malaita provinces to provide children with a nurturing, play-based, early childhood development program that prepares them for primary school.

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

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

### **Volunteers**

Annually Solomon Islands receives around 45 volunteer placements funded by the Australian Government. The volunteers fill a range of roles including as trainers, mentors, coordinators and technical advisers. They play a significant part in supporting host organisations.

In 2019, four education-sector volunteers served in four organisations (MEHRD, Don Bosco Technical Institute, Solomon Islands National University and Bethesda Disability Training and Support Centre).

### **Other Regional Programs**

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

### **New Zealand Government Support to Solomon Islands Education**

Since 2003, New Zealand (MFAT) has partnered with the Solomon Islands Government to improve education outcomes for Solomon Islanders. New Zealand's support is targeted to MEHRD priority areas and to areas where New Zealand can add most value.

In 2019, New Zealand's support largely focused on improving access to quality education. New Zealand's support to basic education was delivered through budget support to MEHRD; programmes with contracted partners, such as the 'Leaders and Education Authorities Project' (LEAP); and technical assistance.

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

Another core focus of 2019 was developing the joint design for New Zealand and Australia's ongoing partnership with Solomon Islands in the education sector. The new Education Sector Support Programme commenced in 2020 for a four year period. It will continue to support improving access to quality basic education for all Solomon Islands children, in line with the priorities of the Education Sector Framework and the National Education Action Plan.

### **Budget Support**

New Zealand's budget support to MEHRD contributed to the following areas in 2019:

- Supporting improved literacy outcomes, through the implementation of the Innovation Unit's Annual Work Plan, including capacity building of Innovation Unit staff, support for Provincial Literacy Trainers, teacher training and resource development;
- Provincial support to Education Authorities including through the EA Small Grants Facility;
- Infrastructure improvements, including support to the rebuild efforts following the Makira earthquake and the planning and construction of classrooms, girls' dormitories and ablution blocks at targeted Primary and Community High Schools;
- In-service teacher training and school leader professional development;
- The development and distribution of teaching and learning resources. This include an extraordinary learning resources initiative, jointly supported with Australia and MEHRD, that saw over 500,000 extraordinary learning resources printed and distributed to every school in Solomon Islands.

### **Leaders and Education Authorities Project**

New Zealand supports the Leaders and Education Authorities Project (LEAP) delivered by Auckland University and the University of the South Pacific. The goal of LEAP is to strengthen the capability and capacity of Provincial Education Authorities (PEAs) to lift the performance of the primary school sector. This project also provides professional mentoring to school leaders and teachers to support leadership and professional change in a way that drives literacy outcomes. The programme is delivered in Guadalcanal, Malaita, Temotu, Rennell and Bellona, Isabel and Central Provinces and 90 schools are directly supported.

### **Technical Assistance and Volunteer Assignments**

New Zealand's technical assistance in 2019 was targeted to supporting literacy improvements and strengthening whole school review and improvement processes. Additionally, volunteer assignments through the New Zealand Volunteer Service Abroad programme, positioned a Data Manager and Quality Adviser with the MEHRD ICT Division, and a rotation of volunteers from Downer Construction within the MEHRD Asset Management Division. Other volunteers were attached to NGOs working in the education sector, including World Vision and UNICEF.

### **NGO partnerships**

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

### **Regional Programmes**

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

Quality Assessment Programme. New Zealand also progressed the design and tender of an ‘e-learning for Science’ initiative, to which Solomon Islands is a partner country.

**New Zealand Scholarships**

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

**Other Education Partners**

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

| International Organisations/ Countries assisting the Education Sector in Solomon Islands |                                     |  |                                   |
|--|-------------------------------------|--|-----------------------------------|
| Name of Organisation/ Countries  | Form of Assistance                  | Brief assistance description   | SIG Status/ Memberships/Treaties  |
| Education Quality Assessment Program (EQAP)  | Examination and Assessment          | Design & assessment of Year 13 exam, supporting assessment (SISTA). Support for Literacy and Numeracy Assessment (PILNA) Technical assistance for ICT in Education and Education. Management Information System (EMIS)         | Solomon Islands is a member State |
| University of the South Pacific  | Institution Scholarships            | University Scholarship for SI high achievers,  | Member                            |
| UNESCO   | Technical, Project funding          | Support to ICT in Education Master Plan, Data training, funding of Minister participation in UNESCO high level meetings, Technical Support to LASI, Culture Training, Capacity Building Trainings ICH, Assessment in RTCs. UIS | State member                      |
| UNICEF   | Project Funding, Technical          | Support to Pre-Primary Year, ECE reform, curriculum, WaSH in schools   | Member                            |
| UNDP   | Project Funding, Technical          | Support to School Disaster Projects and WaSH in schools  | Member                            |
| Commonwealth of Learning   | Project Funding, Technical          | Support to SINU Distance Learning, Community Education Radio Program in Isabel, Commonwealth Leadership Management Framework   | Member State to Commonwealth      |
| European Union   | Project funding, Technical          | Assistance to classroom buildings to provincial schools through Provincial budget (PGSP joint program)   | Member                            |
| Japan  | Project Funding, Scholarship        | Fund grassroots programs in schools  | Bilateral                         |
| JICA   | Scholarships, Volunteers, Technical | Technical support, volunteers in schools in the specific subject areas of STEM and support to Education Administration Offices.  | Bilateral / Friend of SI          |
| Korea  | Bilateral Scholarship               | Capacity Building Training especially for youth and young women  | Bilateral                         |
| Koica  | Bilateral Scholarship               | Scholarship and Training   | Bilateral                         |
| Taiwan   | Bilateral Scholarship               | Scholarship and Training   | Bilateral                         |
| Cuba   | Bilateral Scholarship               | Scholarship and Training   | Bilateral                         |
| Morocco  | Bilateral Scholarship               | Scholarship and Training   | Bilateral                         |
| Papua New Guinea   | Bilateral Scholarship               | Scholarship and Training   | Bilateral                         |
| Canada (Canadian International Training and Education Corp)                              | Skills Development and Training     | Assistance to Guadalcanal, Makira and Temotu Provincial Human Resources Development  | Bilateral                         |
| China  | Scholarships                        | High Achievers awarded institutions scholarships to study in UK (China Great Wall Scholarship)   | Mutual Understanding              |
| United Kingdom   | Bilateral Scholarship               | High Achievers awarded institutions scholarships to study in UK (Chevening Scholarship)  | Bilateral                         |

Table 41: Summary of Partners in Education, 2019 (IEC)

## 7. CHALLENGES AND LESSONS LEARNED IN 2019

Challenges are opportunities to learn and improve. MEHRD's approach to continuous improvement and learning by doing ensure we capture achievements, but just as importantly, identifies areas in which we can improve. We experienced many challenges and learned many lessons about what works and what doesn't work during 2019. Through our monitoring, review and reporting processes we identified and reflected on these, then looked at ways to effectively address them. Some of our important lessons from 2019 are described below.

### **Inclusivity**

*Inclusivity is more than including children with disabilities – we need to be thinking, developing and implementing strategies to ensure ALL children have access to and education that suits their needs and capabilities.*

We now understand that inclusivity is not just limited to disability but should capture and address all the barriers to including children to achieve their potential through education. We will ensure new curriculum and teacher professional development builds an understanding of inclusive practices in the classroom and work more effectively with stakeholders within and outside of MEHRD. We need to further raise awareness of MEHRD's support of 'Inclusive Education' as a cross-cutting issue, particularly targeting (vulnerable) priority groups.

### **Infrastructure**

*Devolving the management of school infrastructure projects to Education Providers and school communities can help to deliver quicker results.*

There is an uneven project distribution by education sub-sector and we only report on projects implemented i.e. not other providers of school infrastructure projects. We should further utilise data to support evidence-based planning to ensure limited resources are used in the right places. We continue to struggle with low project completion rates and low budget execution. Further progressing the devolved construction management process undertaken during the SISEE phase out and establishing a Project Management Team should be further developed. There are many education partners providing school infrastructure but we have not taken a holistic and comprehensive approach to infrastructure support that captures everything. Collecting and utilising infrastructure project data and information from all education infrastructure providers will help us to better plan and provide.

### **Curriculum**

*Recruitment of new Project Manager Position would alleviate some of the challenges we experience in developing and implementing the new curriculum.*

Project management continues to be a big challenge. Admin support is required to reduce the amount of time that curriculum development specialists are spending on project management, procurement and other administrative tasks. Use of School Grants for the supply of teaching resources could help improve the limited supply currently available to schools. Limited budget for school resourcing – prescribed tools and equipment

Use of assessment and school visits data could be harnessed to inform curriculum review and development. Encourage interactions with other stakeholders in development of curriculum materials from 2020 onwards. Planning now for introduction of new subjects into the Education system – stakeholders need to collaborate in resourcing of schools. Current National Curriculum Policy (2011) is out of date and needs to review to support changes.

## **SISEE**

***With good evidence-based planning and teamwork we can achieve anything.***

The initial mindset to accept the transition of Year 6 to Year 7 was a challenge. It was a new initiative to be undertaken by EAs and schools. This was mostly overcome by communication, visits and advocacy by EAs and SISEE Taskforce. Accurate student enrolment data is important and collaboration between all major stakeholders makes significant change possible. Involving and engaging with communities is so important. Communities have been highly engaged in supporting this change.

## **Literacy**

***A decentralised and regular professional learning and development for our classroom teachers by PLTs is having a very positive impact on early years' literacy.***

Regular school visits by PLTs is impacting on improving teacher capacity to teach literacy. Provincial Literacy Teachers are our biggest asset – they need ongoing training and professional development opportunities to continuously build their capacity to do a brilliant job. MEHRD and EA need to continue to work together and invest in high support to sustainability of literacy improvement programs in schools.

## **Vernacular Pilot**

***Mainstreaming vernacular literacy programs through MEHRD and PEAs will increase the results seen in the pilots.***

The pilot projects faced many challenges, partly because they were structured as stand-alone trials outside of the normal functioning of MEHRD. While expanding vernacular education will be a massive task, mainstreaming it as part of the normal operations of MEHRD and the PEAs will go a long way to overcoming some of the challenges faced by the pilot project. All the usual operational sections, support structures and MEHRD resources already in place would then be directed towards the successful implementation of this approach, no longer as a pilot, but as the usual everyday action plan of the Ministry.



## 8. SOURCES

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