

## Solomon Island-Australia Partnership for Development

### Implementation Strategy for Partnership Priority Outcome One – Service Delivery Part (B) Education

*The Solomon Islands-Australia Partnership for Development was formalised by Prime Ministers Sikua and Rudd in Port Moresby on 27 January 2009. The Partnership for Development initiative represents a new era of cooperation between Australia and Solomon Islands and other Pacific Island nations. The initiative provides the guiding and practical framework for the implementation of the Port Moresby Declaration announced by Prime Minister Rudd on 6 March 2008.*

*The Solomon Islands-Australia Partnership for Development (PfD) is founded on the principles of mutual understanding, mutual respect and mutual responsibility for improved development outcomes. The Partnership reflects the shared vision of the two Governments to work together in close cooperation to meet our common challenges and to achieve improved development outcomes and sustainable improvements in the quality of life of all Solomon Islanders.*

*Priority outcome one: Service Delivery, whilst focused on health notes that Australia “...will also investigate options for provision of new Australian assistance to the education sector.” This document reflects the joint priorities for Solomon Islands and Australia with regards to education.*

#### **(i) Aim of the Partnership**

##### **Policy Alignment**

The Solomon Island Government (SIG) **National Education Action Plan (NEAP) 2010-12** under the Education Strategic Framework 2007-2015, has three strategic goals:

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

To further develop education and training in the Solomon Islands, the Government of Solomon Islands and the Government of Australia have agreed to jointly support **three Focus Areas:**

1. Improving learning outcomes, especially in literacy and numeracy and especially for children in the early years (NEAP objectives);
2. Increasing the number of Solomon Islanders who possess technical and vocational skills in areas of demand, both domestically and abroad;
3. Increasing the capacity and performance of current and future leaders in the education and training sector.

#### **Solomon Islands Government’s Commitment**

##### **Financial Commitment**

Evidence of SIG’s commitment to the education sector and greater efficiency is apparent in their tackling of teacher payroll management, moves to identify gaps in service delivery, and a

commitment to maintain at least 22% of the SIG recurrent budget. Education received an estimate of only 6% of total ODA in 2009<sup>1</sup> despite the very high levels of aid funding Solomon Islands receives. In 2011 the education recurrent budget was SBD496 million of which 47% is for payroll. The Ministry of Education and Human Resource Development (MEHRD) recognises the need to operate more efficiently. The 2009 expenditure review identified policy and operational areas through which savings and cost efficiencies can be realized. In addition, MEHRD has committed to regular reviews of the NEAP and a cost efficient medium term expenditure framework to guide sector planning and financing for the period 2013-2015.

### **Quality of Basic Education**

The Government of Solomon Islands is committed to improving access to and the quality of schooling. Primary net enrolment rate is moving towards the MDG target of 100% (MEHRD currently reports 99% net enrolment rate for primary schools) but net enrolment rates for junior secondary schools which have improved from 31% in 2007 to 38% in 2009, are still relatively low which means many students don't complete a full cycle of Basic Education. Also, completion rates in primary schools have decreased from 91% in 2007 to 88% in 2009 and for junior secondary from 93% in 2007 to 89% in 2009. Senior secondary level net enrolment has improved, however completion rates show the same downward trend, from 52% in 2007 to 49% in 2009. Literacy rates and numeracy rates are still low. Just one out of every two learners meets the literacy standards for year 6 and more than half are underachievers in numeracy. SIG recognises that without a concentrated effort to increase schools' capacity to retain primary students and increase student learning outcomes, and to attract and retain secondary students it is unlikely that the school system will be able to adequately contribute to economic development and community wellbeing. Policies are in place or are being developed to address access and quality of schooling issues and to lower the costs of schooling for families.

In its National Education Action Plan, 2010-2012, the Ministry of Education and Human Resource Development (MEHRD) has formulated a set of comprehensive activities to improve the quality of education and completion rates. It is preparing curriculum for the training of untrained teachers by distance mode, in order that 800 unqualified teachers in Guadalcanal and Malaita can be supported to attain the Certificate of Primary Teaching. The distance mode will make this program available to more teachers in the whole country. Selected head teachers and principals will continue to participate in specific education management training and leadership training organised by the Ministry in cooperation with the University of the South Pacific. The Ministry will seek cooperation from development partners such as New Zealand and Australia to review existing or co-develop new courses for education management and leadership at different levels. The Ministry will continue to develop a more relevant outcome based national school curriculum for Basic Education and the first textbooks and teacher guides have been already published. The national assessment system will undergo a fundamental review by the recent Cabinet approval of the National Learners' Assessment Policy that will promote regular learners' assessment in the classroom particularly in the early years of primary education. Improvements in the quality of teaching will continue focusing on the improvement of learning processes and self assessment by teachers. Furthermore the findings of the 2011 'Barriers to Education' study will help to identify the main factors for school drop out and low completion rates. The findings of the study will assist with determining better strategies to increase access to, enrolment in and quality of education.

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<sup>1</sup> OECD DAC website

Also, the Ministry has finalised its Policy Statement and Guidelines for the use of the Vernacular Language and English in education in 2010 and will, after Cabinet approval of this policy, implement two pilots for a teaching in the vernacular and gradual introduction of English. EGRA in the vernacular could be used to see if the instruction language and the specific curriculum development for these pilots will have a positive impact on the literacy and numeracy and the general learning outcomes. At regional level the Ministry is involved in the Pacific Benchmarking for Education Results work which will assist the Ministry in developing tools for measuring progress in literacy and numeracy and for benchmarking education results by quality research.

### **Skills Training**

The Government of Solomon Islands is committed to improving access to and the quality of skills training. It is recognised that young people need improved skills for greater employability. Although job creation has not kept up with population growth, the Solomon Islands large youth population<sup>2</sup> has been particularly disadvantaged: of the estimated 7,500 young people entering the workforce each year, only one in six will find paid employment. Clearly, acquiring skills necessary for employment is a serious concern for many in the population. SIG has developed policies on rural technical and vocational training and tertiary education which recognise the shift towards demand oriented and responsive training systems to meet skill gaps and priorities of the government. It continues to support tertiary students through scholarships. The planned National Human Resources Development and Training Council (NHRDTC) by the Ministry of Development Planning and Aid Coordination (MDPAC) is expected to coordinate and supervise all professional training in the country and monitor the quality through a National Qualifications Framework. MEHRD has developed a National Planning Framework 'House along TVET', 2010-2015 (November 2010) in which the main priorities and plans for the TVET subsector in the medium term are highlighted. SIG has identified the need for significant support to the Solomon Islands College of Higher Education (SICHE). SICHE is the premier tertiary and skills training institution in Solomon Islands, with an intake of approximately 1,500 students per year.

### **Education Leadership**

There is a commitment towards developing a cadre of future leaders in the education sector. SIG is aware of the need to have in place sector management that is committed to good policy, good fiscal management and to results. Performance management and result oriented reporting have been frequently discussed in the Institutional and Organisational Assessment (IOA) which was initiated in the Ministry from 2007 onwards. This resulted in the production of Human Resource Development annual plans. The Ministry has also started an open appraisal process of staff where staff will be appraised bi-annually against agreed job descriptions. The Ministry undertook an education sector review (2010) in which involved all stakeholders. The purpose of this sector review was to identify on the basis of research evidence, where and how education services at national, provincial and school level can be best improved. MEHRD is now undertaking four pilots to implement the education sector review recommendations in two provincial authorities and two church education authorities. The focus will be on improving capacity and resources at the education authority level to support better education outcomes in schools.

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<sup>2</sup> 41% of Solomon Islands population is under 15

## Australia's Commitment

Australia has supported education in the Solomon Islands since the early 1980s. Current Australian support to the sector has been through: funding of scholarships (AUD3mil/yr); funding for maintenance and refurbishment of secondary school infrastructure (AUD1mil, 2009); and support for school grants through performance linked aid payments to the Ministry of Finance and Treasury (AUD3mil in 2009, and 2010).

Australia's support for education in Solomon Islands as described in this implementation strategy is wholly consistent with Australia's own Pacific Education and Skills Development Agenda (PESDA).<sup>3</sup> Alignment with the PESDA is demonstrated in a number of areas:

- It wholly reflects SIG's program priorities (as expressed in the NEAP).
- It addresses the quality of teaching and learning in basic education.
- It acknowledges and addresses the skills gap for employment and the need to strengthen technical and vocational education provision.
- It takes a long-term view and commits to at least a 10 year horizon.
- It is not overly complex.
- Its investments will be evidence-based and will benefit boys and girls and will support service delivery to marginalized populations including those with disability.
- It will gradually employ incentive structures to encourage and reward consistently high performance by government.
- It will embrace the ongoing SIG-led SWAp and align with the efforts of development partners.

Australia's commitment to the sector over the next three years is AUD31 million, as indicated in the table below. Funding will increase annually premised on achievements of agreed performance targets.

**Table 2**  
**Education and Training *Indicative* Resourcing Allocation from Australia**

Year		Learning Outcomes	Skills for Employability	HR leadership support
2011	AUD7mil	2.5 mil	3 mil	0.5 mil
2012	AUD11mil	5.5 mil	5 mil	0.5 mil
2013	AUD13mil	7 mil	6.5 mil	0.5 mil
<b>Total</b>	<b>AUD31mil</b>	<b>15 mil</b>	<b>14.5 mil</b>	<b>1.5 mil</b>

## (ii) Measurement

Based on a high level monitoring framework (see Performance Framework table attached), MEHRD will continue, with Development Partners' assistance, track program implementation and the meeting of performance targets of the NEAP. Progress will then be jointly discussed, as part of existing sector program progress reporting at the Annual Joint Review and Annual

<sup>3</sup> Australia's Pacific Education and Skills Development Agenda guides Australia's education program in the region focusing on *improving learning outcomes* and *increasing employability*. The agenda also provides guidance on interventions and strategies to deliver on priorities including the importance of partnerships and strengthening accountability for outcomes.

Partnership Talks. The success of this partnership between SIG and Australia in education will be measured against general progress reported by MEHRD, the NEAP Performance Assessment Framework (PAF) and three outcomes:

- Improved learning outcomes, especially in literacy and numeracy and especially for children in the early grades
- Increased employability of Solomon Islander women and men
- Increased HR leadership capacity in MEHRD and the education sector

In respect to the six Performance Indicators (see table attached) SIG and Australia will annually assess program progress against the three-year NEAP cycle as part of the Annual Joint Review of MEHRD's sector program. This process will allow progress to be assessed against long term targets and provide the opportunity for SIG and Australia to agree on program modifications, and adjustments of targets based on the past-year's performance. Assessing progress against a three-year rolling plan will also allow SIG and Australia to better plan program resourcing against trends and realistic performance referenced targets. .

The baseline information for each of the six high level indicators will be confirmed during the first year of this partnership. Recent primary completion rates suggest that there is a fairly consistent pattern of high drop out and subsequent low completion. Over time it will be important to reassess the appropriateness of target indicators as the impact on student learning outcomes becomes evident.

Current data suggests that learning in the early grades is unsatisfactory, especially in terms of literacy and numeracy. Grade 4 and grade 6 assessment data reveals from the SISTA (Solomon Islands Standardised Test of Achievements) in 2005 and 2006 for literacy and numeracy in Year 4 and Year 6 of selected schools were worrying, in particular for literacy the majority of the students did underachieve. Australia's efforts to strengthen early grade teaching and learning processes as well as improved measurement and assessment will gradually and consistently influence literacy and numeracy rates.

Performance in the skills training sector will be strongly influenced by the approach taken by SIG and its partners to establish an integrated approach to skills development and to supporting the necessary quality assurance mechanisms to ensure that qualifications offered in the Solomon Islands gain currency locally and become a recognised standard of quality training.

In advance of each Annual Joint Review, Canberra based education advisors will provide input on progress against the agreed targets. Additionally, periodic (every two to three years) independent assessments of progress against investments may be (if required) carried out with MEHRD and partners.

### **(iii) Implementation Approach**

Implementation of this priority outcome is based on partnership principles of joint responsibility and donor coordination as reflected in the Cairns Compact (2009). It will be integrated into the Solomon Islands Government existing Education Sector Wide Approach (SWAp) and Australia, as a signatory of the Partnership Principles (2009), will work closely with other development partners and stakeholders to achieve SWAp objectives and to meet the partnership principles of the SWAp.

### **Focus Area 1: Improving Learning Outcomes**

Initial support will focus on improving learning outcomes in the early grades in order to ensure that all students have the skills foundation for further learning and economic activity. To achieve this Australia will support MEHRD's strategy and action plans for the improved early grade education and learning outcomes. Emphasis will be placed on the early acquisition of literacy and numeracy, utilising diagnostic early grade learning assessments, early grade teacher development and supporting best practice in language policy implementation.

Recognising the importance of competent and motivated teachers in the classroom, support will focus on schools and the Provincial Authorities to better support the staff in schools. This will bring together previous and ongoing efforts at the central level to teacher training, assessments and testing, curriculum, and inspectors. Australia will also support the dissemination of good practice in early grade language instruction and language policy.

As robust assessment systems are essential to monitoring and improving the quality and relevance of schooling, Australia will support both MEHRD's use of early grade learning assessment tools and the analysis, publication and application of the results of those assessments to improve classroom learning and to track progress in achieving improved learning outcomes. Australia will collaborate with other donors to support MEHRD's capacity in this area.

### **Focus Area 2: Skills Development for Employability**

While the improvement of the quality and relevance of skills training for both women and men is the primary focus of this area of support, MEHRD's TVET framework Haus Blong TVET, 2010-2015, will guide how Australia's resources under this priority outcome are allocated to skills development. The framework encompasses the current program of support to Rural Training Centres (with funding by the European Union), the strengthening of the Solomon Islands College of Higher Education (SICHE), and will acknowledge the role of regional programs such as the Australia Pacific Technical College (APTC).

Recognition of the need for full sector development from quality Rural Training Centres (RTCs) through to SICHE certification and beyond (via APTC, for example) will include collaboration with other development partners. This will require work on development of national competency standards, training curriculum, registration of providers, accreditation of courses, national trades testing and training and assessment approaches that are competency based. An early priority will be the completion of the National Qualifications Framework<sup>4</sup>. An agreed qualifications framework and associated quality assurance mechanisms<sup>5</sup> will be completed in consultation with all stakeholders.

As SICHE is the primary provider of tertiary level qualifications through its six schools (in the technical fields of marine, industry, agriculture, business and the professional fields of nursing and teacher training), Australia will pay particular attention to assisting the SIG to ensure that the full range of technical, facility, administrative, management and governance capabilities of

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<sup>4</sup> These advantages include setting standards for all Providers to ensure they have the capability to deliver what they promise; setting standards for the design, delivery and assessment of all programs and their components; facilitation of portability of learning and mobility of learners and workers (either within Solomon Islands or the region).

<sup>5</sup> Mechanisms include: provider registration, program accreditation and quality audits.

the college are addressed in a well designed and properly sequenced manner. This process will be guided via a prioritised and costed strategic plan managed by the SICHE Council.

Key to the success of support for the TVET subsector will be the extent to which (i) trainers in RTCs, Community Learning Centres, Technical Institutes and SICHE can be professionally up-graded and (ii) demand-led skills development and greater linkages with local industry can be established. Resources will focus on these areas and will carefully monitor progress to ensure that a holistic approach to TVET development results in well qualified trainers, with relevant work experience, are delivering competency-based training and that training provision is closely aligned with employer needs.

### **Focus Area 3: HR capacity support to MEHRD**

MEHRD has identified staff capacity shortfalls throughout its structure. Australia is keen to help SIG address these shortfalls and is supportive of government's efforts to create and develop a well-prepared cadre of male and female leaders in the sector. Options to be explored include a mentoring program to build the capacity via placements in education training programs or through twinning arrangements with appropriate education ministries and departments and short term placements. Capacity development will place emphasis on public financial management, education leadership and developing evidence based policy. It will also foster regional networking. The primary outcome of these efforts will be a cadre of middle and upper management staff in MEHRD with demonstrated leadership skills and established networks capable of achieving and leading reforms and ensuring a better quality of education for all throughout the Solomon Islands.

### **Cross Cutting Drivers**

SIG is committed to improving access to all levels of education for those with special needs (NEAP objective 1) and will develop a plan for special education in 2012, based on an assessment of special needs in education in 2011. Australia and SIG recognize that all children must benefit from educational opportunity and that unless the needs of people with disability are met, it will not be possible for SIG to meet its MDG goals. Australia has committed, through, Development for All – Towards a Disability-Inclusive Australian Aid Program 2009-14, to increase access to education of people with disability, and will work with SIG to support an increase in access to schools and training centres for people with disability. It will also ensure that interventions to support people with disability are informed by sound analysis and engagement with local disabled peoples' organisations.

Girls' education and training remains a major priority for both SIG and Australia's development assistance program, including the implementation of MDG3. The NEAP objective 1 commits to improving access, reducing drop out rates of girls and maintaining an appropriate gender balance to all levels of education. Australia and SIG will support the reduction of gender disparities in education systems and is committed to ensuring that inequalities do not develop in the future, at all levels of the education system.<sup>6</sup>

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<sup>6</sup> Gender concerns will be taken into account including universal access to basic education for girls and boys; skills development opportunities for both male and female teachers; leadership opportunities for women within the Ministry and as school principals; support for equal participation rates of females in the TVET sector and expanding the ability through training and industry links for women to move into the formal employment sector. Increasing girl secondary school participation rates might be addressed through a number of ways including cash incentive/scholarships mechanisms.

### **Financial Arrangements**

In 2010 SIG committed 29% of its recurrent budget to education and training. Through the Core Economic Working Group and funding arrangements with NZ and Australia, SIG has commitments to maintain at least 22% of its recurrent budget to education each year. Realising that the SIG national budget is subject to serious pressures from a number of sectors and external demands, and that its commitment to education and training may vary, SIG agrees that any declines in government funding will be discussed with development partners well in advance of budget preparations and approvals.

The allocation of Australian support for the education sector will be based on the principle of predictable aid to SIG in their budget planning cycle. Australia will as much as possible align any support to SIG budget cycle processes in collaboration with other donor partners in the SWAP. In the current NEAP cycle, funding for MEHRD will follow the NZ MFAT education support mechanism in the SWAP. Funding support to Skills for Employability may include supporting stakeholders other than MEHRD and may initially require a different funding arrangement. However, in the future Australia will seek to align funding mechanisms.

In 2010 and 2011 Australia provided AUD3 million to SIG for achievement of national level economic targets agreed in the Core Economic Working Group. These funds were then allocated to the education budget in support of the fee free policy. MEHRD and Australia may consider using sector level performance incentives in education in future NEAP phases.

### **Commitments**

Solomon Islands and Australia are committed to the successful implementation of the education SWAP and NEAP, as a means of achieving improvements in learning outcomes and skills development.

This Implementation Strategy intends a long term commitment to the sector (10-15yrs). The program of support will be designed with this in mind including relevant annual performance targets, aligned with the NEAP cycle. Future phases will consider expansion into the secondary education sector. The initial phase will run from July 2011 to December 2012.

Australia's engagement will seek to minimise the use of additional expatriate technical advisors and seek to ensure SIG ownership.



**SOLOMON ISLANDS – AUSTRALIA PARTNERSHIP FOR DEVELOPMENT**  
**SUMMARY PERFORMANCE ASSESSMENT FRAMEWORK FOR EDUCATION SECTOR**

NOTE- WORDS IN ITALICS ARE IN ADDITIONAL INSERTS TO THE NEAP PAF TEXT.

<b>PRIORITY OUTCOME 1 – Improved Service Delivery, Part B - Education</b>			
<b>Partnership Outcome</b>	<b>Goals and outcomes of the National Education Action Plan (NEAP), 2010-2012</b>	<b>NEAP Performance Indicators</b>	<b>2011 -2012 Milestones</b>
	<p><b>Strategic Goal 1:</b> to achieve equitable <b>access</b> to education for all people in the Solomon Islands;</p> <p><u>Outcome 1:</u> all children in the Solomon Islands regardless of gender ethnicity religion location or disability have <b>access</b> to basic education</p> <p><u>Outcome 2:</u> People in the Solomon Islands regardless of gender, ethnicity, religion, location or disability have improved <b>access</b> to relevant, demand-oriented community, technical, vocational or tertiary education</p>	<p>1. <i>Increased net enrolment rate (by education level and gender).</i></p> <ul style="list-style-type: none"> <li>• <i>Improved net enrolment rate in basic education years 1 to 9.</i></li> <li>• <i>Increased enrolment rates for students with disabilities</i><sup>7</sup></li> </ul> <p>2. Increased basic education completion rates for boys and girls.</p> <ul style="list-style-type: none"> <li>• Increased completion rate Yr 1 – 6</li> <li>• Increased completion rate Yr 7 - 9</li> </ul> <p>3. <i>Increased number of TVET courses developed</i></p> <ul style="list-style-type: none"> <li>• <i>Increased student access to TVET courses</i></li> <li>• <i>Increase in the number of TVET trainers/instructors accessing training and development</i></li> </ul>	<p>Impact assessment of Fee Free Basic Education Policy completed in 2011            Needs assessment of students with disabilities carried out and a policy framework prepared for education of children with special learning needs.            Plan developed to increase access for <i>females</i> and students with disabilities after July 2012            Study on “Barriers to Education” completed 2011 and measures to improve survival rate at primary identified and implementation begun 2012</p> <p>National survey of TVET infrastructure status and demands completed end 2011            Plan for prioritised curriculum development in TVET produced in 2012            Strategic Action Plan for SICHE implemented in 2011            National Qualifications Framework finalised in 2012            National Training and Development for TVET trainers/instructors developed in 2012</p>

<sup>7</sup> The Needs Assessment to be carried out will include definitions, and identify the range of special learning needs to be catered for. This study will provide the basis for developing an appropriate policy framework for design and delivery of education programs to students will special learning needs.

<p>Focus Area 1 (FA1): Improve learning outcomes, especially in literacy and numeracy and especially for children in the early grades</p> <p>Focus Area 2 (FA2): Increase the employability of Solomon Islander women and men</p>	<p><b>Strategic Goal 2:</b> to improve the <b>quality</b> of education in the Solomon Islands <u>Outcome 3:</u> All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a <b>quality</b> education</p>	<p>4. Increased achievement in literacy and numeracy, <i>at primary year 4.</i></p> <p>5. Increased number of Solomon Islanders with locally and internationally valued qualifications</p>	<p><i>National assessments of literacy and numeracy (SISTA) at primary years 4 and 6 completed in 2010 and results reported in 2011.</i> <i>Low performing schools/provinces identified. Based on analysis of results, investigations of contributing factor carried out in different school contexts, and remedial actions to improve teaching and learning identified.</i> <i>Early Grade (1-3) Reading Assessment piloted in 2012</i></p> <p>NHRDTC<sup>8</sup> in place with active involvement of SICCI or industries in TVET in 2012. <i>Improvements in targeting of study support (including scholarship) aligned with identified National Human Resource Development priorities</i></p>
<p>Focus Area 3 (FA3): Increased HR leadership capacity in MEHRD and the education sector</p>	<p><b>Strategic Goal 3:</b> to <b>manage</b> and monitor resources efficiently and effectively. <u>Outcome 4:</u> The <b>management</b> of the Solomon Islands education system is effective and efficient</p>	<p>6. <i>Improved management of education:</i></p> <ul style="list-style-type: none"> <li>• Increased number of staff <i>in the Ministry, Province and Schools</i> that undergo practical and professional training in education leadership and/or education management and policy analysis.</li> <li>• Effective use of school grants</li> <li>• Improved teacher management</li> </ul> <p>7. <i>Improved system efficiency</i></p> <ul style="list-style-type: none"> <li>• Reduction in GER and increase in NER at primary</li> </ul>	<p>Specialised leadership training scheme(s) developed for staff which include internships and practical assignments Partnership agreements signed between MEHRD and professional/technical and/or academic education providers. <i>First 6 education and training staff participating in Education Leadership programmes in 2012 increasing to 12 in 2013</i></p> <p>Policy instruction for 40% of grants used on Teaching and learning Increased retirement rate</p> <p>Completion of Teaching Service Handbook (2011) Completion of OAG Teacher Absenteeism audit Increase in number of reported teacher absenteeism from EAs to MEHRD WSDS developed (2011) Implementation (2012)</p>

<sup>8</sup> Need to take this up with MDPAC for reporting

		<p>level.</p> <ul style="list-style-type: none"> <li>Increased expenditure of non-scholarships as share of annual budget allocation.</li> </ul>	Reduced total amount of virements as % of total budget
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**SOLOMON ISLANDS-AUSTRALIA PARTNERSHIP FOR DEVELOPMENT  
SUMMARY PERFORMANCE ASSESSMENT FRAMEWORK FOR EDUCATION SECTOR  
PROGRESS REPORT<sup>9</sup>**

NEAP 2010-2012 STRATEGIC GOAL	MILESTONES <i>Extrapolated from Partnership Performance Assessment Framework</i>	PROGRESS as at 12/2011
<b>Goal 1. To achieve equitable access to education for all people in the Solomon Islands.</b>	<p>Impact assessment of Fee Free Basic Education Policy completed in 2011</p> <p>Needs assessment of students with disabilities carried out and a policy framework prepared for education of children with special learning needs.</p> <p>Plan developed to increase access for <i>females</i> and students with disabilities in 2012</p> <p>Study on “Barriers to Education” completed 2011 and measures to improve survival rate at primary identified and implementation begun 2012.</p> <p>National survey of TVET infrastructure status and demands completed end 2011</p> <p>Plan for prioritised curriculum development in TVET produced in 2012</p> <p>Strategic Action Plan for SICHE implemented in 2011</p> <p>National Qualifications Framework finalised in 2012</p> <p>National Training and Development for TVET trainers/instructors developed in 2012</p>	<p>Assessment completed. Recommendations from report used by CT to update Grant policy and submitted to Cabinet in November 2011. A financial manual for schools has been developed</p> <p>ToRs developed (2011).</p> <p>See below. Action plan as a result of ‘barriers’</p> <p>‘Action plan drafted’, approved by MEHRD and will be integrated into AWP.</p> <p>Within EU supported project<sup>10</sup></p> <p>TVET Action plan which includes curriculum development already done</p> <p>In progress</p>
<b>Goal 2. To improve the quality of education the Solomon Islands</b>	<p><i>National assessments of literacy and numeracy (SISTA) at primary years 4 and 6 completed in 2010 and results reported in 2011.</i></p> <p><i>Low performing schools/provinces identified. Based on analysis of result, investigations of contributing factors of low performance carried out in different school contexts, and remedial actions to improve teaching and learning identified.</i></p> <p><i>Early Grade (1-3) Reading Assessment piloted in 2012</i></p> <p>NHRDTC in place with active involvement of SICCI or industries in TVET in 2012.</p> <p><i>Improvements in targeting of study support (including scholarship) aligned with identified National Human Resource Development priorities</i></p>	Completed
<b>Goal 3. To manage and monitor</b>	Specialised leadership training scheme(s) developed for staff which include internships and practical assignments	

<sup>9</sup> This provides a record of progress in achieving milestones. Attached tables provide quantitative data relating to NEAP Performance Indicators. These are extrapolated from MEHRD’s Performance Assessment Framework statistical reports.

<sup>10</sup> Follow up with John Wate (TVET Director)

<b>resources efficiently and effectively.</b>	Partnership agreements signed between MEHRD and professional/technical and/or academic education providers. First <i>6 education and training staff</i> participating in Education Leadership programmes in 2011 increasing to 12 in 2012	
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## Solomon Island-Australia Partnership for Development - Performance Assessment Framework for Education Sector

Base year for year 4 lit/num is 2005/06, for all other it is 2009/10

		2009	2010	2011	2012	2015* PAF target
<b>NEAP Goal 1</b>	<i>Net enrolment</i>					
<b>Access</b>	primary					
	female		99			
	male		98			
	total		99			100
	jss					
	female		39			
	male		37			
	total		38			100
	ss					
	female		21			
	male		24			
	total		23			40
	<i>% of total enrolments, are children with special learning needs</i>					
	primary					
	female			nya		
	male			nya		
	total	1,988	as % of total enrolments=		2	
	jss					
	female			nya		
	male			nya		
	total	166	as % of total enrolments=		1	
	ss					
	female			nya		
	male			nya		
	total	28	as % of total enrolments=		less than 1	
<b>Goal 1</b>	<i>% Completion, primary 1-6</i>					
	female			nya		
	male			nya		
	total				80.52	
					**transition to year 7	100**



