AusAID PAC Education
Solomon Islands Education Sector Support

Concept Note

June 2010

1. Analysis

There are 163,000 students (Early Childhood to Tertiary) in the Solomon Islands. While the net enrolment rate is 94% the primary completion rate\(^1\) declined to 76% (2008).\(^2\) Secondary enrolment is 31% at junior secondary and 19% at senior secondary (of which 38.4% are girls, 2008).\(^3\) The recent introduction of a fee-free policy through year 10 is expected to increase enrolments, but completion rates may continue to decline as the system cannot retain them. As a result adult literacy rates are low and twice as many women are illiterate comparative to men\(^4\). A literacy assessment undertaken by the Asia Pacific Bureau of Adult Education\(^5\) found literacy rates of 17% overall (27.8% in Honiara and 7% in Malaita). Only 28.1% of students completing primary school were found to be literate, as were under half of secondary graduates.

Solomon Islands has a large youth population\(^6\). With an estimated 7,500 young people entering the workforce each year, only one in six school leavers will find paid employment. Job creation has not kept up with population growth. Women are disadvantaged as only 15% of workers in the formal sector are women.\(^7\) However, despite the lack of job opportunities, employers complain of low quality applicants and many jobs are re-advertised.

Solomon Islands is one of the highest per capita recipients of ODA (US$497). However education receives a small portion of this development assistance compared to other sectors. The 2009 Education budget was approximately A$70 Million\(^8\). Notably, SIG commits 25% of its recurrent budget to education, of which 57% goes to payroll.\(^9\)

The National Education Action Plan (NEAP) 2010-2012, has three strategic goals:
1) to achieve equitable access to education for all people in the Solomon Islands;
2) to improve the quality of education in the Solomon Islands; and
3) to manage resources efficiently and effectively.

AusAID support would be consistent with these goals and with its own Pacific Education and Training Framework (PETF – see below).

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\(^1\) With regards to MDG2 it is important to note that completion rates may be a pre-condition but improved learning outcomes are needed too, and this is where data is lacking.


\(^3\) PAF 2006-2008

\(^4\) Between ages 15-49, 21% of women and 11% of men are illiterate. Demographic and Health Survey 2006-2007. Note-the literacy rates reported in this survey differ significantly from the COESI survey results noted at the next footnote.


\(^6\) Asian South Pacific Bureau of Adult Education and Coalition on Education Solomon Islands. The assessment was conducted in Honiara and Malaita.

\(^7\) 44% of Solomon Islands population is under 15

\(^8\) 1999 Solomon Island Census


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AusAID, Solomon Islands, Education Concept Note

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Recognizing the challenge of maintaining the commitment to fee-free education, the Ministry of Education and Human Resource Development (MEHRD) has completed an education public expenditure review, which identified potential areas for savings. MEHRD has also costed the NEAP which highlights projected funding gaps and identifies the distribution of funding across the key areas of education financing. NZAID has been the lead donor in an education Sector Wide Approach (SWAP) which AusAID has the potential to be part of. AusAID support will be aligned to the SWAP in supports of the NEAP priorities.

Australia has supported education in the Solomon Islands from the early 1980s. Current Australian support to the sector has been through: scholarships provision (A$3mil/yr); a Global Economic Crisis in 2009 response initiative to increasing employment through school infrastructure development (A$1mil); and a performance linked aid incentive payment to the Ministry of Finance and Treasury (MOFT) for economic reforms who directed the funding (A$3mil) to the education budget to support the ‘fee free’ policy.10

Skills for employability are an important concern and a lack of a national qualifications framework, competency standards, and associated quality assurance mechanisms means the content and quality of skills training provision varies greatly between providers and there are no clear pathways between different forms of skills development. The EU has a long delayed program of support focusing on the non-formal rural training centres which has not yet made significant progress. Solomon Islands College of Higher Education (SICHE) needs to improve the quality of its graduates. Governance, management, policies, staffing and facilities all need review and support.

The Solomon Islands Government – Australia Partnership for Development (PPD) priority area 1: Service Delivery, currently focusing on health, notes that AusAID “...will also investigate options for provision of new Australian assistance to the education sector.” The PPD agreement is due for annual review this year with an expected October 2010 timeframe. The addition of an education program under priority area 1 requires an agreed implementation schedule before then.

AusAID’s Pacific Education and Training Framework (PETF)11 guides AusAID’s education program in the region focusing on improving learning outcomes and increasing employability. The framework also provides guidance on interventions and strategies to deliver on priorities including the importance of partnerships, strengthening accountability for service delivery outcomes and promoting evidence based decision making. The proposed program of support to the Solomon Islands education SWAp will be consistent with the PETF including that:
- a program of support will be long term, i.e. have at least a 10 year horizon,
- investments must be evidence based and benefit boys and girls
- incentive structures be considered to encourage and reward consistently high performance by government, and
- align with the ongoing SWAP.

In addition, key findings of inception visits by AusAID education staff12 to Honiara noted: evidence of:

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10 While performance incentive payments are considered a positive approach, careful consideration that budget support to the fee free policy may raise expectations in future years is noted in at 3.7 Risks below.
11 The PETF is expected to be internally endorsed by 1 July.
12 Initial visits in consultation with Post (Aileen Croghan) in May 2009 (Jerry Strudwick, Marlon Butler) followed by March 2010 and by a TVET specialist (Kaye Schofield) in May 2010. See relevant engagement strategy notes and report documents for details and findings of visits. The May 2010 visit by Kaye Schofield sought consultation from all stakeholders in the TVET sector and established a TVET Technical Working Group lead by MEHRD to develop a
- a strong and progressive relationship between MEHRD and donor partners, demonstrated by a commitment to see improvements and reforms of the education sector\(^{13}\)
- strong interest by partners and SIG that AusAID support:
  - complement existing programs,
  - be consistent with SIG priorities,
  - have low transaction costs,
  - avoid complexity,
  - and not place additional requirements on MEHRD resources
- concern that funding should be targeted to financing gaps, while considering absorptive capacity
- that there was common concern to address the quality of teaching and learning in basic education including teacher training and the provision of quality education resources
- acknowledgement of the skills gap needs for employment and the need to strengthen technical and vocational education provision
- a strong desire from MEHRD and donor partners for AusAID to engage in the sector as a major partner.

2. Activity Description

2.1 Learning Outcomes

*Performance Target:* To increase the quality of early grade learning for boys and girls.

*Performance Indicators:* 1) Increased primary completion rates of girls and boys. 2) Increased achievement in early grade literacy and numeracy.

Initial support will focus on improving learning outcomes in the early grades, in order to ensure that all students have the foundational skills for further development. To achieve this AusAID will support MEHRD’s strategy and action plans for the early grades in collaboration with other key donor partners in the SWAP, focusing on early grade assessments, early grade teacher development and supporting best practice in language policy implementation. The program will use Performance Linked Aid (PLA) as part of its budget support within the SWAP, which is based on achievable mutually agreed annual targets. AusAID will ensure targets are consistent with other donor agreements in the SWAP. The following areas will be considered.

2.1.1 *In-school teacher support in early grades*

Motivated and qualified teachers are the single most important factor to achieving learning outcomes, and as such AusAID would support MEHRD in efforts to improve teacher effectiveness in the early grades. Apart from general support to SICHE, this could include specific support to the School of Education by assisting with the in-service training of all un-qualified lower-grades teachers\(^{14}\) through adding an early grade literacy and numeracy module to the current primary teaching certificate training and providing resource materials to early grade teachers.

framework for advancing the TVET sector called ‘Haus Blong TVET’. The technical working group will complete action plans for the framework in August 2010 which will help to inform AusAID’s Design Document.

\(^{13}\) Recent examples include undertaking a PER, costing the NEAP, work on the Teacher’s establishment data, an active donor coordination group, desire to improve SICHE beginning with administration changes, and a government commitment to a fee free education policy supported by a school grants mechanism that was reviewed.

\(^{14}\) Currently 50% of all primary school teachers are unqualified.
2.1.2 Support best practice in early grade language policy

Early grade language policy and implementation is critical to an individual’s learning outcomes in higher grades. AusAID will consider supporting the implementation of a sound language policy in primary schools including technical input as needed and targeted resources. A language policy for the early grades is currently being finalised by the MEHRD.

2.1.3 Student assessment and learning diagnostic tools

Robust assessment systems are essential to monitoring and improving quality and relevance. Early grade assessment tools such as the WB EGRA tool or the SPBEA developed SISTA and ARTL tests need to be utilised effectively at grades 1-3, the results published and used diagnostically by MEHRD as well as to inform teachers in the classroom. AusAID will support the strengthening of MEHRD’s capacity in this area in collaboration with other donor partner inputs. AusAID has recently committed to significantly strengthening SPBEA in early grade assessments across the region and will ensure Solomon Islands is an early beneficiary of SPBEA’s program. As well as a diagnostic tool, early grade assessments will provide an evidence baseline from which to track progress in achieving improved learning outcomes. The MEHRD policy on Learning Assessment and the National Education Standards Unit within MEHRD will be progressing its implementation.

2.2 Skills Development for Employability

**Performance Target:** To increase the employability of Solomon Islander women and men

**Performance Indicators:** Increased number of Solomon Islanders with internationally valued qualifications.

AusAID will support SIG priorities within a MEHRD led Technical Vocational and Education Training (TVET) framework for skills development. The TVET framework is expected to encompass the current European Union program of support to Rural Training Centres, strengthening SICHE, and acknowledge the role of the Australia Pacific Technical College. The TVET framework, called ‘Haus Blong TVET’ and action plans currently under development by a MEHRD technical working group will inform AusAID’s program design focused on improving the quality of vocational and training courses and graduate skills for employability of both women and men.

2.2.1 Qualifications framework

AusAID will support completion of a national qualifications framework for the Solomon Islands. The MEHRD led TVET technical working group acknowledges that there are advantages of adopting a qualifications framework from a country in the region (eg Aus/NZ). Adopting or

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15 AusAID Pacific Education and Training Framework, p.3
16 EGRA - Early Grade Reading Assessment
17 SPBEA - South Pacific Board of Educational Assessment
18 SISTA is an SPBEA supported assessment done every 4yrs at grades 4 and 6. The next one is due this year.
19 Assessment Research Tool for Learning
20 The current National Education Action Plan states as one of its strategies:
   To strengthen technical and vocational education and training at all levels and ensure it is linked to labour demand in the work force and/or life skills for the rural areas.
21 Haus Blong TVET action plans are due for completion in August 2010, after which point AusAID will be able to complete a design document.
22 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).
adapting an existing framework would reduce time/costs and give instant regional recognition of certificates. In consultation with all stakeholders, an agreed qualifications framework and associated quality assurance mechanisms (provider registration, program accreditation and quality audits) would be a primary output of any program of support.

2.2.2 SICHE upgrading
SICHE is the primary provider of tertiary level qualifications though 6 schools in the technical fields of marine, industry, agriculture, business and the professional fields of nursing and teacher training. Support to human resource skills development in terms of quality of graduates and employability will have to address technical, resource and administrative weaknesses of SICHE. Governance, administration and management of SICHE and its schools will need to be reviewed, and a strategic planning process is being planned by MEHRD. AusAID will consider all identified options including that of a program of twinning with an Australian tertiary institution to provide management and quality oversight and/or capacity development.

2.2.3 Rural Training Centres development to ensure pathways to recognised certification
The EU program of support to RTCs and Community Training Centres intends to provide: a training grants scheme; instructor training; and curriculum development for non-formal sector TVET including in senior secondary schools. The EU program has been significantly delayed (2yrs) and has not yet started. The proposed Rural Livelihoods Program also intends to improve opportunities for livelihoods around value chains which will include vocational skills training. AusAID supports a holistic approach to TVET that strengthens training pathways from quality RTC providers through to SICHE certificates and beyond (e.g. APTC). 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.

2.2.4 Staff up-skilling in association with the Australia Pacific Technical College (APTC)
TVET trainers in RTCs, Technical Institutes and at SICHE will be targeted for professional and technical up-skilling. This will be through APTC training particularly the APTC Trainer and Assessor certificate IV course, and through strengthening the national TVET training system. A program of systematic selection and rotation of trainers through professional programs and through relevant technical programs in significant numbers will raise the quality of RTC training, which is also one of the intended outcomes of the EU program.

2.2.5 Links to industry
In order to increase demand-led skills development, greater linkages with local industry are needed. Industry based training providers, employers and the Ministry of Commerce will be an integral part of a holistic TVET development process in order to ensure training provision is more closely aligned with employer needs. Industry should be tasked with setting competency standards, a process which could draw on the resources of the Australian Chamber of Commerce and Industry.

2.3 HR capacity support to MEHRD

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23 The AusAID supported Rural Development Program has experienced delays in getting underway, but aims to improve vocational skills such as financial literacy and cocoa production with an intention to improve value chains in rural areas, and therefore will intersect with community and rural training centres.

24 The Vanga College trains RTC trainers, and would be reviewed for support.

25 Solomon Islands Chamber of Commerce is a potential partner who receive some support from the EU

26 National Trades Testing provides a certificate I type level qualification in certain trades for graduates from RTCs.
Performance Targets: To increase the capacity and performance of a cadre of current and future education leaders demonstrated by a) improved Public Financial Management, b) evidenced based decision making, c) whole of government policy dialogue engagement.

Performance Indicators: 1) Established cadre of potential leaders in the education sector through exposure to best practice. 2) Developed capacity in school leadership in resource management and performance targeting.

2.3.1 Developing Leadership of MEHRD staff
MEHRD has identified staff capacity shortfalls throughout its structure. Options to address these shortfalls will be considered including a mentoring program for women\(^\text{27}\) and men to identify and build the capacity of high potential employees including placements in education training programs and twinning arrangements with international education ministries. Short term placements and training will include public financial management, policy dialogue and encourage regional networking. The primary outcome would be a cadre of middle to upper management staff in MEHRD with demonstrated leadership skills and established networks to achieve reforms and ensure quality of education for all Solomon Islanders. Details of such a program would have to be examined carefully including cost-benefit analysis, selection processes, return of service commitments, career path development, etc. As well as MEHRD staff in the Ministry, this would extend to support to school principals in the medium term as key to minimum service standards performance under the school grants program. AusAID will look to draw on resources and experience from similar programs such as The Leadership Program\(^\text{28}\).

2.4 Cross Cutting
In developing a design document consideration of issues in the schools and training centres that preclude participation on the basis of a disability will be addressed within the context of AusAID’s policy position on disability. 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. Solomon Islands has one of the highest rates of gender based violence in the region, and alignment with current efforts and programs in place will be important. Environmental concerns across the region should be considered particularly with reference to skills training for ‘green jobs’ as organisations are gearing up to meet their environmentally oriented objectives. Specialised training will both raise environmental awareness and prepare graduates for jobs in this area.

3. Design, Implementation and Resourcing
The design process will have technical oversight from AusAID education advisors. The program will take a long term view and align with SIG priorities and the SWAP including budget support. Funding will increase annually premised on achievement of agreed performance targets using performance linked aid mechanisms. AusAID will limit the use of additional expatriate technical advisors and seek to ensure SIG ownership and engagement. Relevant reports to draw on in the design process

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\(^\text{27}\) The RAMSI Women in Government program includes mentoring and raising the voice of women in government and has made some gains in the education ministry through SINTA (Solomon Islands National Teachers Association). The new SIG policy of Gender Equality and Women’s Development calls for all Ministries to support leadership opportunities for women within the public service to ensure greater equality of opportunity within the government.

\(^\text{28}\) The AusAID supported leadership program aims to better understand the role of leaders, elites and coalitions in shaping institutions and building states. www.lpdlec.org
include the education Public Expenditure Review, SWAP Review, PEFA report, upcoming Fiduciary Assessment, NEAP costing and MEHRD Organisational Review.

The Pacific Partnership for Development, Implementation Schedule for Education with a performance assessment framework (under negotiation concurrently), will provide the basis for monitoring performance of the program.

While AusAID will wait until an agreed program design document is in place before committing funds to an overall program there are areas of preparatory support to consider, particularly in the TVET sector. They include:

- Support to the MEHRD and SICHE Council strategic planning process for SICHE.
- Support to strengthen the capacity of the MEHRD TVET Division which is tasked with taking forward the TVET framework and managing the implementation of the EU program of support to RTCs and Community Training Centres.
- Undertaking an assessment of the School of Education current program to train the large number of untrained teachers, and early grade teaching and assessment, in partnership with SPBEA.
- Advancing the urgent need for competency standards developed and endorsed by industry, drawing on the Australian Chamber of Commerce and Industry resources.
- Support for the MEHRD National Qualifications Framework (NQF) and the quality assurance regime that will arise from this work, including additional staffing resources needed.
- Engage with the APTC on preparatory work required pending plans to provide training in Solomon Islands.
- Strengthening research and analysis to support informed decision making in relation to MEHRD development priorities and reporting on educational outcomes.

### 3.1 Longer Term Considerations

After an initial phase of support focusing on quality in the early grades, future phases will extend to literacy and numeracy outcomes in upper primary and into junior secondary. The process will be based on a rolling forward plan, and informed by annual/periodic reviews of each section of work.

### 3.2 Indicative Budget Allocation

A possible allocation breakdown of up to $32 million over the next four years is suggested in the table below. The table suggests an initial focus on the high costs associated with improving the TVET sector including SICHE, with a move to ramp up support to the learning outcomes needs including future support to secondary education. The budget source is the Delivering Better Education budget measure. The allocations assume outcome targets are met each year on a program of increasing financial support.

<table>
<thead>
<tr>
<th>Year, FY</th>
<th>Learning Outcomes</th>
<th>Skills for Employability</th>
<th>HR leadership support</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/11</td>
<td>$5 mil</td>
<td>1.5 mil</td>
<td>3 mil</td>
</tr>
<tr>
<td>11/12</td>
<td>$7 mil</td>
<td>2.5 mil (PLA 30%)</td>
<td>4 mil</td>
</tr>
<tr>
<td>12/13</td>
<td>$9 mil</td>
<td>5 mil (PLA 50%)</td>
<td>3.5 mil</td>
</tr>
<tr>
<td>13/14</td>
<td>$11 mil</td>
<td>7 mil (PLA 65%)</td>
<td>3.5 mil</td>
</tr>
<tr>
<td>Total</td>
<td>$32 mil</td>
<td>17 mil</td>
<td>15 mil</td>
</tr>
</tbody>
</table>

Funding allocation in out years will be based on the principle of predictable aid to SIG in their budget planning cycle. AusAID will as much as possible align any support to SIG budget cycle processes in collaboration with other donor partners.
As already noted, the program will align with the SWAP and NEAP. The funding mechanisms will be budget support following/aligned with the NZAID mechanism²⁹ in the SWAP for 2.1 Learning Outcomes, but will remain separate for 2.2 Skills for Employability and 2.3 HR Capacity Support to MEHRD, as these programs may initially require activities not administered by MEHRD. It is intended that once a clear program in the Skills (TVET) sector is established, the funding mechanism will align with the SWAP funding mechanism.

The use of Performance Linked Aid (PLA) will be linked to budget support within the SWAP. A portion of each subsequent year’s allocation will be dependent on SIG-AusAID agreed performance/reform targets. The annual review process of the PLA percentage of the budget will be aligned with the Pacific Partnership for Development talks and based on the extent to which targets are met. Additionally, partnership and joint responsibility principles of the Cairns Compact will be included such as the NZAID requirement on SIG to allocate 20% of the annual budget to the education sector.

### 3.3 Timeframe
AusAID 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, in 3-4 year phases. Subsequent phases will consider expansion into the secondary education sector. The initial phase, following the SIG financial year will run from January 2011 to December 2014, although pending program approval agreement, preparatory activities could start in late 2010.

The design process for this program of support will build on the ongoing SWAP and take direction from developments in SICHE and the TVET framework ‘Haus Blong TVET’. The draft design document will be ready in September. See Annex for design process timeframe.

### 3.4 Capacity Considerations, Management Oversight
Management of the design process will be under the guidance of senior AusAID management at post and Canberra. The Counsellor and First Secretary at post overseeing the design process will be supported by AusAID staff in Canberra, with technical guidance by the AusAID Pacific education advisor, 3 part time advisors and the Education Resource Facility. It is expected that this will be sufficient resource capacity until an agreed design document outlines any additional resource needs. It is intended that implementation will seek to utilise existing SWAp management resources with draw-down part time short term TA as necessary, rather than using managing contractors and full time expatriate advisors.

### 3.5 Engagement with Partners
NZAID is the lead donor the education SWAp, and currently chairs the Education Donor Coordination Group, of which AusAID is a member. NZAID’s education support is primarily focused on basic education and MEHRD management system strengthening. The EU provides support to the TVET sector with a program currently focused on non-formal TVET in rural and community training centres. AusAID would want to join the SWAp as a key partner and align with SIG procurement, financial management and reporting procedures currently in place and utilised by other key donors as much as possible.

### 3.6 Monitoring and Evaluation
A Performance Assessment Framework to monitor and report against program objectives will need to be agreed before the signing of the PPD implementation strategy for the education service delivery

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²⁹ NZAID funds go into a Reserve Bank account controlled by the Ministry of Finance and Treasury, transferred into a MEHRD account upon request and acquittal.
priority area. The Performance Assessment Framework (PAF) of the education sector initiated by MEHRD in 2007 could provide the basis for negotiation of a common framework. There is a MEHRD Technical Working Group on Monitoring (including DP’s), that reflects on the monitoring of the education sector and a sub committee develops and prepares monitoring reports, including an annual PAF-report. These existing SWAP M&E arrangements should be the basis for joint development of the PAF and agreement on common specific indicators to satisfy all stakeholders in the education sector. See Annex 2.

3.7 Risks
A primary risk will be managing expectations of SIG and other stakeholders including the donor partners. This is due to the long expected entry of AusAID into the sector and the perception that AusAID has significant funding available. In addition, the interest to see SICHE improve and the possible expansion of APTC in-country delivery could easily consume disproportionate amounts of attention and funding to the exclusion of wider sector needs.

A second risk might be working to address the limitations and opportunities in areas that already have strategies and work plans underway, such as the Distance Flexible Learning30 program.

A third risk is to ensure balancing the needs in the TVET sector including the APTC, SICHE and its schools and the non-formal TVET area where the EU has focused its attention.

A fourth risk is the recent performance linked aid payment (A$3million) to SIG to support the fee free policy may create an expectation that a precedent has been set for future years.

As a large donor, AusAID will need to ensure it engages at the policy dialogue level with government while maintaining close coordination with other donor partner efforts to as much as possible minimize additional time resource demands on MEHRD staff.

30 The DFL program has significant momentum and is intended to address the in-service teacher training needs. AusAID will need to find ways to engage productively with established programs.
Annex 1: Timeframe

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30 April</td>
<td>Engagement Strategy Developed</td>
<td>Post, PAC</td>
</tr>
<tr>
<td>26-30 April</td>
<td>AusAID TVET Advisor, guidance visit on MEHRD TVET framework</td>
<td>Kaye Schofield, Post, PAC, MEHRD</td>
</tr>
<tr>
<td>1st week May</td>
<td>TVET Workshop Report prepared and presented</td>
<td>Kaye Schofield</td>
</tr>
<tr>
<td>18 June</td>
<td>Concept Note drafted</td>
<td>Marlon</td>
</tr>
<tr>
<td>August 16th</td>
<td>Education Sector Support ‘Design Approach Group in Country</td>
<td>PAC, Post</td>
</tr>
<tr>
<td>August 30th</td>
<td>Negotiation of Education Sector Implementation Strategy including an agreed Performance Framework.</td>
<td>Post, MEHRD,SIG (MDPAC)</td>
</tr>
<tr>
<td>Mid Sept</td>
<td>Engagement Strategy drafted</td>
<td></td>
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<tr>
<td>Mid Sept</td>
<td>Joint SIG-AusAID officials' discussions on PPD Implementation Schedule-Education.</td>
<td></td>
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<tr>
<td>Early Oct</td>
<td>Program Design Document Peer Review</td>
<td></td>
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<tr>
<td>Early Oct</td>
<td>Reaffirm Strategy with SIG Stakeholders</td>
<td></td>
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<tr>
<td>Late Oct</td>
<td>Program agreement SIG-Aus signed, and PPD Signed</td>
<td></td>
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</tbody>
</table>
### Annex 2: Performance Assessment Table

<table>
<thead>
<tr>
<th><strong>Performance Target:</strong></th>
<th><strong>Performance Indicators:</strong></th>
<th><strong>Activity Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Learning Outcomes</strong></td>
<td>To increase the quality of early grade learning for boys and girls.</td>
<td><strong>2.1.1</strong> In-school teacher support in early grades. <strong>Output target:</strong> X% increase in the # of early grade teachers completing training component. <strong>2.1.2</strong> Support best practice in early grade language policy. <strong>Output target:</strong> Early grades language policy following best international best practice endorsed and being implemented. <strong>2.1.3</strong> Student assessment and learning diagnostic tools. <strong>Output target:</strong> Early grade assessments are operational under MEHRD and utilised to inform policy and classroom instruction.</td>
</tr>
<tr>
<td><strong>2.2 Skills Development for Employability</strong></td>
<td>To increase the employability of Solomon Islanders</td>
<td><strong>2.2.1</strong> Qualifications framework <strong>Output target:</strong> 1) an NQF established and 2) a supporting quality assurance mechanism <strong>2.2.2</strong> SICHE upgrading <strong>Output target:</strong> (specific targets to be set following Strategic Planning process) <strong>2.2.3</strong> Rural Training Centres development to ensure pathways to recognised certification <strong>Output target:</strong> Competency standards and testing established, # providers registered, # courses accredited <strong>2.2.4</strong> Staff up-skilling in association with the Australia Pacific Technical College (APTC). <strong>Output target:</strong> % increase of TVET training establishment trained. <strong>2.2.5</strong> Links to industry <strong>Output target:</strong> increase # of industry based training courses. Effective linkages between</td>
</tr>
<tr>
<td><strong>2.3 HR capacity support to MEHRD</strong></td>
<td>To increase the capacity and performance of a cadre of current and future education leaders demonstrated by a) improved PFM, b) evidenced based decision making, c) whole of government policy dialogue engagement.</td>
<td><strong>2.3.1</strong> Developing Leadership of MEHRD staff <strong>Output target:</strong> A leadership and mentoring program established exposing a cadre of MEHRD staff and principals to international best practice.</td>
</tr>
</tbody>
</table>

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31 Unless otherwise stated, output targets timeframe apply to the program first phase (3yrs) or earlier.
industry, employers and training provision.

**Annex 3** Solomon Islands Education Sector Statement of Partnership Principles between Solomon Islands Government and Development Partners

**Annex 4** Copy of Letter of Arrangement between the Solomon Islands Government and the NZ Government: Joint Initiative for Achieving Universal Quality Basic Education

**Annexe 5** MEHRD National Education Action Plan 2010-12

**Annexe 6** MEHRD Performance Assessment Framework for the National Education Action Plan 2010-12

Annexe 7