**Education Sector Support Program (ESSP) Mid- Term Evaluation Recommendations and Management Response**

DFAT welcomes the findings of this review and agrees with the recommendations aimed to further improving the Program. DFAT will also reflect on the seven ‘considerations of the design of any future program’, as part of DFAT’s design for a new education partnership, to be undertaken in 2024. The management response outlines next steps by DFAT and partners in response to the MTR recommendations.

| Recommendation | Response | Next Steps | Timeframe |
| --- | --- | --- | --- |
| Recommendation 1  In preparation for the Education Bill and implementation of the Education Legislative Framework (ELF):   1. the program should support MEHRD to undertake a sector and organisational review of current versus future accountabilities. This can commence in the final six months of the Program but will likely need to continue into any new Program. | Agree | The Program will support MEHRD to undertake sector and organisational reviews of current verse future accountabilities. These reviews will help the Program identify areas of focus to consider for future programs. | March 2024 |
| Recommendation 2  The Program should increase its focus on GEDSI and safeguarding:   1. Provide specialist TA to support MEHRD to progress the implementation of the GEDSI tool and prepare for ELF implementation. 2. In any future iterations of the Program, this could include support to MEHRD to strengthen engagement with other SIG agencies in this space (e.g., Ministry of Women, Youth, Children and Family Affairs, Ministry of Health, Ministry of Environment, Climate Change, Disaster Management and Meteorology). | Agree | The Program agrees to support provide a specialist TA to support MEHRD increase focus on GEDSI and safeguarding and strengthen engagement with SIG agencies in this space. | December 2024 |
| Recommendation 3  The Program should support MEHRD to develop more strategic approaches to school infrastructure, data management and prioritisation that aligns with long- term SIEMIS plans.   1. The Program should continue to support MEHRD and MFAT’s role as EDPCG co-chairs. Provision of local TA to MEHRD’s Strategic Services Division can help bolster the capacity of MEHRD in executing its development partner co-ordination functions. | Agree | The Program agrees to support MEHRD to develop more strategic approaches to school infrastructure, data management that align with the Ministry’s Annual Workplans. | March 2024 |
| Recommendation 4  MEHRD’s key role is policy formulation and system monitoring under the ELF requires increased sector coordination within Solomon Islands education entities and with development partners:   1. Program should continue to support MEHRD and MFAT’s role as EDPCG co-chairs. Provision of local TA to MEHRD’s Strategic Services Division can help bolster the capacity of MEHRD in executing its development partner co-ordination functions. | Agree | The Program agrees to support MEHRD formulate a system monitoring to increase sector coordination with Solomon Education entities with Development Partners to execute development partner co-ordination functions. | February 2024 |
| Recommendation 5  The Program should support MEHRD to develop a transparent and equitable process for selecting school- based infrastructure projects and examine environmental risks (related to geographical location) prior to authorising building.   1. Include developing a process for confirming commitments to asset maintenance and local buy- in with schools and setting explicit expectations (e.g., through a memorandum of Understanding). | Agree | The Program agrees to support MEHRD develop an equitable process for School infrastructure projects considering environmental risks, geographical location and adhere to approved building standards. | March 2024 |