



**SOLOMON ISLANDS EDUCATION SECTOR
SUPPORT PROGRAM**

**PERFORMANCE LINKED AID
ASSESSMENT REPORT
2019**

August 2020



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Acronyms and Abbreviations

AHC	Australian High Commission
AWP	Annual Work Plan
DFA	Direct Funding Arrangement
DFAT	Department of Foreign Affairs and Trade (GoA)
EA	Education Authority
EACI	Education Authority Coordination and Improvement
EO	End Outcome
EPM	Education Performance Matrix
ESF	Education Sector Framework
EQAP	Educational Quality and Assessment Programme
EYP	Early Years Program
GoA	Government of Australia
GPI	Gender Parity Index
IE	Inclusive Education
KO	Key Output
LEAP	Leadership for Education Authorities Program
M&E	Monitoring and Evaluation
MEHRD	Ministry of Education and Human Resource Development
MEL	Monitoring, Evaluation and Learning Plan
MOFT	Ministry of Finance and Treasury
MSC	Most Significant Change
NDS	National Development Strategy
NEAP	National Education Action Plan
NEAD	National Examinations and Assessment Division
NEB	National Education Board
NER	Net Enrolment Rate
PAR	Performance Assessment Report
PEA	Provincial Education Authority
PEDF	Pacific Education Development Framework
PFM	Public Financial Management
PILNA	Pacific Islands Literacy and Numeracy Assessment
PPY	Pre-Primary Year

PLD	Professional Learning and Development
SSE	School Self-evaluation
SIEMIS	Solomon Islands Education Management Information System
SIMS	Scholarship Information Management System
SISEE	Solomon Islands Secondary Entrance (Examination)
SIG	Solomon Islands Government
SINU	Solomon Islands National University
SIRF	Solomon Islands Resource Facility
SISTA	Solomon Islands Standardised Tests of Achievement
SITESA	Solomon Islands Tertiary Education and Skills Authority
SMT	Senior Management Team
SSU	Strategic Support Unit – MEHRD
TG	Teacher Guide
TSOS	Teachers Scheme of Service
TVET	Technical, Vocational Education & Training
WSI	Whole School Inspection

1. Executive Summary

Under the Solomon Islands Education Sector Support Program, Australia provides a performance linked aid (PLA) payment yearly to the Ministry of Education and Human Resource Development (MEHRD) on the achievement of agreed targets¹ set out in the Education Performance Matrix (EPM). This report details the findings from the assessment and suggestions for future PLA processes.

The findings, assessment and recommendations in this report are provided to AHC and MEHRD for consideration to assist with allocation of the PLA funding and to provide some guiding thoughts on how the PLA process can be further developed and applied as a performance improvement strategy.

The 2019 EPM includes three priority areas: access, quality, and management systems. The current Direct Funding Arrangement (DFA) allocates a maximum payment of AUD\$1,560,000.00 with equal weighting given to each of 8 outcomes i.e. $1/8 = \$195,000$. A percentage of each allocation per outcome is then distributed to achievement towards 14 expected results statements. The payment recommendation was calculated by applying weighting to the 8 outcomes, 11 performance indicators and 14 expected results statements.

This year the assessment was undertaken by the MEHRD M&E Adviser in collaboration with the MEHRD M&E Manager and Monitoring Officer to validate findings and where possible, supplement MEHRD's existing data collection processes. An initial findings report was prepared in July and shared with DFAT, MFAT, MEHRD officers and technical advisers. A feedback and consultation process was then undertaken to ensure the validity of the initial findings and gain some input on how the PLA process could be further enhanced. The results were then reviewed and consolidated within the initial findings report and supplemented with data to make accurate assessments against each indicator and result statement.

For 2019, based on the evidence received and consultations with relevant officers on the EPM, **the assessor has recommended 82.3 per cent of the performance-linked aid payment be disbursed to MEHRD. This equates to AUD\$1,283,880.00.**

This report also provides suggestions to inform the development and agreement on EPM indicators and targets for 2020 and beyond. Obviously, eight months of the year have passed already, so the targets should be commensurate with the context in which MEHRD has operated this year. It should be noted that MEHRD and their many education partners have done a tremendous job in pivoting, realigning and responding to the many challenges associated with the COVID-19 pandemic. Their prime ambition is to keep schools (children, teachers and community) safe and to ensure student learning is continued. To this aim MEHRD and education partners have been remarkably successful.

¹ Targets are referred to as Expected Result Statements in the 2019 EPM.

ESSP PERFORMANCE LINKED AID ASSESSMENT REPORT 2019

Table 1: Summary of Assessment²

RF/MELP Outcomes	Proposed 2019 Performance Indicators & AWP outputs for Performance Payment	Expected Results Statements	Assessment
1.1 Transition rates by level and gender SIG Policy to end SISEE	By the end of 2019, the Solomon Islands Secondary Entrance Exam (SISEE) is terminated, and a plan to cater for increased Year 7 enrolments as of 2020 are developed, approved by SMT and socialised with EAs Transition rates for year 6 to 7 from 2018 to 2019 show an increase over year 6 to 7 transition rates from 2017 to 2018	• SISEE does go ahead (60%)	100% (of 60%)
		• SMT Minute endorsing SISEE Implementation Framework (20%)	100% (of 20%)
		• EAs socialisation completed (10%)	100% (of 10%)
		• Transition Rates increase (10%)	100% (of 10%)
2.1 More teachers using new improved curriculum	By the end of 2019, roll out of the Pre-Primary Year (PPY) Curriculum and training to the 7 remaining provinces completed and evaluated (i.e. Temotu, Makira, Central, Choiseul, Western, and Rennell & Bellona)	• PPY Monitoring Report received by MEHRD and UNICEF (100%)	75% (of 100%)
2.2 Number of students achieving at or above the expected literacy and numeracy level	By the end of 2019, 2019 SISTA test review and main study conducted By the end of 2019, PILNA 2018 test results disseminated through school visits, Education Authorities, and online	• Evidence of 2019 SISTA test review and main study having been conducted (50%)	100% (of 50%)
		• Evidence of PILNA 2018 dissemination to national, provincial and school level (e.g. meeting minutes, back to office reports) (50%)	50% (of 50%)
2.3 Percentage of certified (trained) teachers by gender	By the end of 2019, delivery of USP Certificate in Teaching Primary (courses ED152 and ED100) to be rolled out in Choiseul and Western provinces, and completed in Makira Province	• Untrained teachers in Choiseul and Western provinces complete both courses (67%)	75% (of 67%)
		• Cohort of untrained teachers in Makira Province complete their studies (33%)	100% (of 33%)
3.1 Retirement percentage of 2019 Second Biannual School Grants improved and 2019 first tranche disbursement on time	At least 65% of 2019 School grants are retired by 31 March 2020 (2019 Second Biannual) At least 85% received the first tranche of their 2020 grant by 31 March 2020	• MEHRD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 – retirements (50%)	0% (of 50%)
		• MERHD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 - disbursement of first tranche for 2020 (50%) (NB: ECCE to be phased out)	100% (of 50%)
3.2 Education Authorities operate to agreed standards	By the end of 2019, analysis and peer review of initial EAs self-assessments completed, with results and feedback on usage shared at EA conference	• Analysis and peer review of initial self-assessments completed and shared to EAs by EACI (100%)	75% (of 100%)
3.3 The 2019 recurrent expenditure for Basic Education is maintained or improved	Recurrent expenditure for per-unit cost per student at Primary and Secondary School in 2019 is equal or greater than 2018	• Calculate using real prices, recurrent allocation includes primary (50%) and secondary (50%) grant component. (2019 Annual Report, expenditure report (actuals))	100% (of 100%)
3.4 Solomon Islands Government scholarships budgeting and expenditure is sustainable	2019 MEHRD Scholarship expenditure is not higher than 2018 MEHRD Scholarship expenditure	• SIEMIS Expenditure Report as per 2019 Annual Report (100%)	100% (of 100%)

² See Annex A: Assessment Compilation Table for full details.

2. Background

Under the Solomon Islands Education Sector Support Program, Australia provides a performance linked aid payment 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). This report details the findings and assessment relating to the 2019 EPM indicators.

In previous years, the PLA assessment was conducted by independent assessors contracted through the Solomon Islands Resource Facility (SIRF). This year the assessment is being undertaken by the MEHRD M&E Advisor in collaboration with the MEHRD M&E Manager and Monitoring Officer. This approach was derived from previous independent assessment report recommendations to build a more collaborative approach to PLA. This approach is also well aligned to the principles and approaches described in the new Australia and New Zealand Joint Solomon Islands Education Sector Support Program Design (2020 -2023).

The emergence of the COVID-19 pandemic in March 2020 has had a profound effect on MEHRD's operations and will continue to disrupt the 'business as usual' approach for at least the remainder of the year. Consideration is given in the assessment process to the implications and impact on MEHRD's operations, especially cognisant of the time available for MEHRD staff to contribute to the consultation and validation processes. The current situation has also required the assessors to rethink and adjust the proposed assessment methodology. Initial findings were shared with key stakeholders for consultation, verification and feedback. The feedback was consolidated to support the assessment process and preparation of this report.

The findings, assessment and recommendations in this report are provided to AHC and MEHRD for consideration to assist with allocation of the PLA funding and to provide some guiding thoughts on how the PLA process can be further developed and applied as a performance improvement strategy.

3. Assessment Methodology

Data Collection

Background and contextual information was collected through the review of key documents and interviews with key informants at MEHRD and AHC including relevant technical advisers. MEHRD developed a Monitoring, Evaluation and Learning Plan (MEL Plan) in 2017 to collect data and report against their Annual Work Plans, NEAP 2016–2020 and the Education Strategic Framework 2016–2030, as well as international goals such as the Pacific Education Development Framework (PEDF) 2019-2025 and the Sustainable Development Goals (SDGs). The EPM is aligned to the NEAP Results Framework outcomes and most performance indicators.

The 2019 Performance Assessment Report (PAR) is produced according to the MEHRD MEL Plan providing quantitative data to assist in reporting on NEAP 2016-2020 intermediate and end-of-program outcomes. The Annual Report for 2019 also reports on outputs. These two draft documents provided the key data required for assessment. A range of other documents were also reviewed including policies, plans, meeting records and MEHRD Quarterly Progress Reports.

The assessor worked closely with the Strategic Support Unit (SSU) M&E Team to validate findings and where possible, supplement MEHRD's existing data collection processes.

An initial findings report was prepared in July and shared with DFAT, MFAT, MEHRD officers and technical advisers. Feedback and consultation processes were undertaken to ensure the validity of the initial findings and gain some input on how the PLA process could be further enhanced. The results of the consultation were then reviewed and consolidated within the initial findings report.

Measuring Performance

The 2019 EPM includes 8 outcomes, 11 performance indicators and expected results statements across three priority areas: access, quality, and management systems. The current Direct Funding Arrangement (DFA) allocates a maximum payment of AUD\$1,560,000.00 with equal weighting given to each outcome i.e. $1/8$ of \$1,560,000 = \$195,000. A percentage of each allocation per outcome is then distributed to achievement towards 14 expected results statements.

Where Expected Results Statements are only partly achieved, a pro-rata performance-linked aid payment is made based on verification of progress. The 2019 EPM provided guidance on what kind of source documents support the indicators, and the assessor weighted the evidence or the stage at which the evidence was at, to show partial achievement of an indicator.

4. Access General Findings

- MEHRD has a sound understanding of the barriers to students completing their full education (primary, secondary). The contextual analysis provided within the current NEAP and other reviews and planning reports provides the basis for strategies to tackle the challenges.
- The development of new policies including Gender Equality and Child Protection continue to be socialised and integrated into MEHRD, EA and school procedures and practices. For example, an Inclusive Education (IE) Taskforce was established with the aim of coordinating, advocating and championing the proposed changes. This group led to the completion of IE Implementation Plan, developing actions and directing MEHRD officers and those providing technical assistance to ensure the policy is fully implemented. The draft of the new Education Bill contains inclusivity as one of its guiding principles with practical implementation directed through the related Administrative Instructions.
- MEHRD collects a range of quantitative data about schools and students. A key source of the data is the annual school survey. The survey is completed in June each year and once collected, is then collated and stored in SIEMIS. Analysis of SIEMIS data is proving to be a useful tool in better understanding the points in the school system when children fall out of education however the SIEMIS has limitations. Access to annual data is not generally available until 12 months after the survey is completed and the accuracy of the data is not regularly or routinely verified. A change in the survey completion process³ has improved the efficacy of the data this year but makes data comparability with previous years tenuous.
- The collection and use of qualitative data remains limited with most access related data predominantly gained from the annual school survey returns. There is no regular or systematic data collected on teacher and student attendance. There remains a lack of qualitative data to draw on to demonstrate the encouraging improvements being noted anecdotally, especially at the school level. MEHRD is aware of this and commencing to integrate some qualitative M&E tools into their activities. For example, the Innovation Unit is trialling the use of the Most Significant Change (MSC) technique this year and learning from the qualitative approaches undertaken in the LEAP program.
- The goal of the ESF and NEAP is that once students start school, they continue to complete their education, at least junior secondary education (year 9). The survival rate indicator is an important tool for measuring retention and completion because it tracks a cohort of students enrolled in

³ The school survey data collection process was revised in 2019 and included the collection of students' names and birthdates for the first time. 2019 saw a decrease in gross enrolment overall numbers by 7,826 students (2019 Annual Report draft).

the first year of school through to their completion of school. SIEMIS data⁴ on students who started their schooling in 2009 and 2010, shows that over 40% of the total cohorts of students had left school before they finished primary school. 53% of the students who began their schooling in 2009 and 2010 dropped out before they completed a basic education (year 9). By year 12 (the last year in senior secondary) more than 80% have dropped out⁵. This data highlights a persistent concern in students not completing their full schooling and is remaining on trend with no significant improvement during the current NEAP period.⁶

- The percentage of students transitioning from PPY to Year 1 has decreased by 5.7%. This significant drop may be due to how the student data was collected and the transition to PPY being the first year of formal schooling. This discrepancy is being investigated by SSU M&E team. Primary Year 6 to Year 7 slightly increased by 0.9%, Junior Secondary from year 9 to year 10 decreased by 0.6% and Senior Secondary from year 11 to 12 decreased by 1.2%.

Table 2: Transition Rates PPY to Year 12

Year	Gender	Prep	Year 6	Year 9	Year 11	Year 12
2019	M	79.9%	88.6%	74.9%	61.0%	13.4%
	F	75.5%	90.3%	76.2%	58.0%	11.2%
	Total	77.8%	89.4%	75.6%	59.5%	12.4%
2018	M	83.9	89.5%	76.3%	61.8%	20.8%
	F	83.1	87.5%	76.1%	59.4%	17.0%
	Total	83.5%	88.5%	76.2%	60.7%	19.0%
2017	M	86.4%	88.1%	78.1%	59.4%	21.8%
	F	86.1%	90.2%	76.5%	57.0%	15.5%
	Total	86.2%	89.1%	77.3%	58.3%	18.0%
2016	M	90.0%	88.9%	77.9%	59.1%	22.7%
	F	90.1%	93.2%	78.4%	61.0%	17.3%
	Total	90.1%	91.1%	78.2%	60.0%	20.2%

5. Access Indicator Assessment

1.1.1 By the end of 2019, the Solomon Islands Secondary Entrance Exam (SISEE) is terminated, and a plan to cater for increased Year 7 enrolments as of 2020 is developed, approved by SMT and socialised with EAs.

Expected Results Statements	Assessment
SISEE does go ahead (60%)	100% (of 60%)
SMT Minute endorsing SISEE Implementation Framework (20%)	100% (of 20%)
EAs socialisation completed (10%)	100% (of 10%)

One of the major barriers to Junior Secondary School (JSS) entrance is the Year 6 exam (SISEE), as only students who pass the exam can progress to Year 7. The remaining students either repeat Year 6 or

⁴ MEHRD Performance Assessment Report (draft) 2019.

⁵ Girls' survival rate is generally slightly below boys across the school years (SIEMIS 2019).

⁶ The reliability of previous SIEMIS data is questionable but there appears to be a general long-term trend.

drop out of school. The successful phasing out of the exams in 2019 provided the prospect for 100% placement of students from Year 6 into Year 7 for the commencement of the 2020 school year.

The SISEE Taskforce established in 2019 was a cross-divisional team that used the analysis of school/student data to develop a SISEE Implementation Framework⁷. The framework is a 5-year plan providing 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 in 2019, resulting in every year 6 student in 2019 having a place in a year 7 classroom in 2020.

A project-based approach to planning and implementation was used with representatives from all MEHRD divisions, with every Education Authority participating. 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

A total of 11,806⁸ year 6 students in 2019 were placed in year 7 for the commencement of the 2020 school year at 9 NSSs, 7 PSSs and 264 CHSs.

The consultations and partnerships between MEHRD, EAs and Schools has ensured that class sizes are now being limited to improve quality of learning e.g. Honiara City Council schools Year 7 classes are now limited to 40 students. A more accurate assessment of the capacity (classrooms, infrastructure, teachers, learning resources) for schools to cater for students was achieved e.g. there are more spaces in secondary schools than previously thought e.g. Malaita has over 1,000 extra year 7 student spaces than what was anticipated.

1.1.2 Transition rates for year 6 to 7 from 2018 to 2019 show an increase over year 6 to 7 transition rates from 2017 to 2018

Expected Results Statements	Assessment
Transition Rates increase (10%)	100% (of 10%)

This indicator is calculated by the number of students admitted to the next year of education in a given year less the number of students repeating that year and is expressed as a percentage of the number of students enrolled in the final grade year of the lower level of education in the previous year.

The longer-term trend in decreasing transition rates for Year 6 students to Year 7 was disrupted this year with an overall increase of 0.9%. Gender disaggregation shows the girls' transition rate improved by 2.5% whilst the boys' rate decreased by 0.9%. There should be a significant improvement in transition rates in 2020 due to the removal of the SISEE exam this year, allowing all students to transition to Year 7.

⁷ SISEE Implementation Framework endorsed by MEHRD SMT in July 2019.

⁸ Data to be validated using 2020 school census survey results.

6. Quality General Findings

- The quality indicators focussed on the key NEAP reform areas of curriculum, teacher standards and certification, and students' literacy and numeracy. Findings in the MEHRD Mid-NEAP Review (December 2018) report suggested MEHRD had made some good progress on management but the improvement was not matched by similar progress in quality reforms. Results in 2019 appear to indicate a shift with some encouraging results in student literacy and numeracy (standardised testing), curriculum reform and the development of teacher and school leader standards.
- The interrelated and preconditional nature of many of MEHRD's quality reform strategies means there is uneven progress e.g. many of the improvements (teaching, assessment for learning) are linked to professional learning and development (PLD) that is linked to the new curriculum roll-out. All this takes time, however there are clear signs of progress in 2019.
- The preparation and implementation of the five-year Curriculum and Professional Development Plan has provided MEHRD and support partners a clear focus, pathway and momentum for the substantial curriculum tasks required. This was supplemented with the development of a Senior Secondary Curriculum Framework. Progress was made with Primary and Junior Secondary syllabus development (Cognition Education) developing English Year 5&6; Mathematics Year 3&4 (Teacher Guides & Learner Books). This work is well underway and expected to be completed by May 2020. A total of eight titles are ready for desktop publishing and printing, with the contracting process for these activities commenced. 12 draft reading books were also developed for PPY using local contracts. The five-year curriculum and professional development plans were also supported by two printing contracts and learning resources distribution activity completed in 2020. Additionally, there are new publishing and printing services in progress in accordance with the five-year plan.
- A review and realignment of the School Review process was undertaken strengthening a holistic and integrated approach to school improvement. The updated School Review process will contain three key components self-evaluation, peer evaluation, external review (Whole School Inspection). Significant progress was achieved in 2019 in developing and trialing teacher standards. 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. The Whole School Inspection (WSI) process was reviewed in 2019 to address some of the issues arising from the current WSI process to create a more useful and practical system.
- The development and use of a school self-evaluation (SSE) tool and process was developed as 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.
- Clearing the backlog of teacher appraisals remained a priority in 2019. From February to June 1,255 Teachers Appraisal Reports were submitted to the 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. Teachers' appraisal activity (Self Review) was conducted in all Provinces. The activity was conducted from May to June except for Rennell and Bellona Province, Choiseul and Isabel Province. A total of 556 teachers completed the self-appraisal process. The new Education Bill will contain further clarity on the process for probationary teachers' appraisal and confirmation.

- Analysis of PILNA results show 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 3: Comparative Results of PILNA Assessment - % of students at or above expected proficiency level

	Year 4			Year 6		
	2012	2015	2018	2012	2015	2018
Numeracy	92	97	97	82	93	96
Literacy	50	50	54	67	66	70

Table 4: 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
Numeracy	83	97	83	96
Literacy	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 suggest the Early Years Literacy Project may be contributing to the improvements.

Table 5: PILNA Achievements Scores ECE Attend/Not Attend ECE - Mean achievement score of students

	Attended ECE	Did NOT attend ECE
Numeracy	572	562
Literacy	494	470

7. Quality Indicator Assessment

2.1.1 By the end of 2019, roll out of the Pre-Primary Year (PPY) Curriculum and training to the 7⁹ remaining provinces completed and evaluated (i.e. Temotu, Makira, Central, Choiseul, Western, and Rennell & Bellona).

Expected Results Statements	Assessment
PPY Monitoring Report received by MEHRD and UNICEF (100%)	75%

The PPY Curriculum and training was successfully completed in all provinces in 2019. Malaita, Western and Guadalcanal monitored their implementation. The key strategy this year for implementing the new PPY curriculum was preparing teachers. A significant amount of professional development was provided throughout the year as shown in the table below.

Table 6: Number of provincial PPY trainers and teachers trained in new PPY Curriculum

PROVINCE	TRAINERS		TEACHERS	
	Male	Female	Male	Female
Honiara	0	5	5	65
Guadalcanal	2	4	11	122
Central	3	2	4	39
Isabel	1	3	7	76

⁹ Only 6 remaining Provinces were identified.

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	13	39	90	952
GRAND TOTAL	52		1,042	

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. Some narrative progress reporting was provided but no evidence of the evaluation of the training provided – this is expected to be completed in 2020.

2.2.1 By the end of 2019, 2019 SISTA test review and main study conducted.

Expected Results Statements	Assessment
Evidence of 2019 SISTA test review and main study having been conducted (50%).	100% (of 50%)

A study of SISTA was conducted in November 2019. Marking of scripts was completed in January 2020. Data entry started in February 2020 but was not completed due to staff going on emergency leave in March due to COVID-19. SISTA test papers and data entry forms are available for review. NEAD also have the SISTA database and contracts signed by markers and data entry. Planning was in place with EQAP to analyse the data and report as well. Additional supporting evidence was provided by the Procurement Unit of a contract for the printing of the SISTA papers.

2.2.2 By the end of 2019, PILNA 2018 test results disseminated through school visits, Education Authorities, and online.

Expected Results Statements	Assessment
Evidence of PILNA 2018 dissemination to national, provincial and school level (e.g. meeting minutes, back to office reports) (50%)	50% (of 50%)

The Pacific Islands Literacy and Numeracy Achievements (PILNA) testing was undertaken in October 2018 and reported to MEHRD in 2019. The overall administration of PILNA was managed by the regional body, EQAP, with the test results disseminated to MEHRD staff through information sharing meetings. EQAP undertook the reporting to MEHRD SMT and Divisions and schools in Honiara. The reporting was undertaken during a two-day workshop with Honiara schools (School Heads and teachers) to review the analysis and findings and determine implications for their schools’ teaching and learning programs. No evidence of comprehensive sharing of the data through provincial or school visits (other than Honiara) was found. Some anecdotal evidence was provided by MEHRD officers that they had shared the results during monitoring visits but no reports were provided. PILNA report summaries were published on the MEHRD website in 2019.

2.3.1 By the end of 2019, delivery of USP Certificate in Teaching Primary (courses ED152 and ED100) to be rolled out in Choiseul and Western provinces, and completed in Makira Province

Expected Results Statements	Assessment
Untrained teachers in Choiseul and Western provinces complete both courses (67%)	75% (of 67%)
Cohort of untrained teachers in Makira Province complete their studies (33%)	100% (of 33%)

Primary teacher training for untrained teachers (Teachers in Training) in Western and Choiseul provinces was undertaken during 2019 and is expected to be completed in 2020. Six of the eight course units in the program are completed. A total 70 teachers (39 females, 31 male) in Choiseul Province are currently undertaking the training. In Western Provincial 96 teachers (65 females, 31 male) are undertaking the courses. A total of 78 Teachers in Training from Makira Province have completed their studies and submitted their application for graduation.

8. Management Systems General Findings

- MEHRD has continued to make significant progress in improving Solomon Islands education management systems and is on track to achieve related NEAP outcomes. MEHRD’s M&E Theory of Change assumes that improved education management (schools, EAs and MEHRD) will create a strong foundation and environment to support improved quality of education and lead to increased access and retention of students. It is therefore logical that improvements in management will advance at a faster rate than improvements in quality and access. In 2019 there were good signs that the Theory of Change assumption regarding management is proving correct, especially in terms of the improved quality of education.
- There has been some good engagement between EAs and MEHRD during 2019, and in early 2020. Examples include the development of shared goals and activities in AWP’s and the rapid cross-divisional planning and response to the SISEE phase out in 2019 and more recently the COVID-19 pandemic situation.
- Further progress was made in preparing the draft Education Bill in readiness for consideration by the Government. 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 and then further delayed due to the COVID-19 pandemic.
- Work is ongoing to develop associated secondary documents that help translate the Bill and form part of the legislative framework, providing more explicit instructions to education stakeholders. This includes Regulations and Funding Codes addressing school and Education Authority grants and incorporating the revised Teachers Scheme of Service. Administrative Instructions from the Permanent Secretary to relevant stakeholders will form a key component to enable implementation of the legal requirements, procedures and processes.
- 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 is yet to be costed or fully discussed with major stakeholders. It also requires approval from the Minster once costed due to the potential financial implications for SIG. This will be undertaken in 2020. The new teacher registration process was successfully completed in 2019 with all newly probationary and appointed teachers confirmed by the Teaching Service Commission.

- The proposed Teacher Supply and Demand Study was once again delayed due to the need to first complete the Teacher’s Scheme of Service (TSOS), including costings, before undertaking the study. This activity was delayed while awaiting the revised Teachers Service Handbook and the TSOS (now forming part of the new legislative framework), which will set a new staffing formula for all school sub sectors, revised salary grading levels based on a career progression model for teachers and subject/teacher allocations per workload for all sub sectors. Development of the TSOS was undertaken in collaboration and alignment to the development of the draft Education Bill.
- The school grants process continues to be underutilised with many retirements late or not done at all leading to schools and EAs missing out on finances and much needed resources to provide a quality education for children. A low level of financial literacy at the school level is a probable key cause. In the longer term the proposed new Education Bill and the new associated Funding Code will reform and streamline the grants process and address the inequities. In the short to medium term, a continued focus on improving school and EA financial management is expected to improve financial literacy and thus the ability to report on the annual school grants.
- The percentage of disbursements to schools of the first yearly school grants in 2019 decreased marginally from the previous year (95.8% in 2019, 96.3% in 2018). A substantial increase of over 30% (60% in 2018 to 92.9% in 2019,) is a significant improvement in 2nd Biannual disbursements. A continued steady increase in grants expenditure over the last four years and grant expenditure per student has remained about equal in the last three years in constant prices.
- MEHRD developed and commenced implementation of an ICT in Education Master Plan 2019 – 2023 in 2019. This is a significant initial step forward in shifting towards a more efficient and accessible education system. A key component of the plan is the transition to an open-source solution management information system 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. Access will be provided at differing levels to MEHRD staff, EAs and schools to enter data and access data in real time. Another component of the ICT Master plan is the development of iResources providing online access to an ever-increasing array of teaching and learning resources. The recent establishment of the undersea cable will provide the opportunity for more schools, students and EAs to have reliable, faster (and hopefully cheaper) internet access.
- 34% of total SIG recurrent expenditure was allocated to the education sector. This is a drop from last year’s expenditure of 39% but still significantly higher than many governments spend on education. This is an indication of the government’s continued commitment to support education, especially during this difficult economic period for Solomon Islands.

9. Management Systems Indicator Assessment

3.1.1 At least 65% of 2019 School grants are retired by 31 March 2020 (2019 Second Biannual)

Expected Results Statements	Assessment
MEHRD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 – retirements (50%)	0% (of 50%)

The MEHRD Acquittal report showing second bi-annual grant retirements received by 31 March 2020 (percentages):

Table 7: 2nd Bi-annual Retirements Received 31 March 2020

Sector	2018 Retirement Rate %	2019 Retirement Rate %
Primary	63	14
Secondary	56	10
TVET/RTC	22	11

The submission of acquittal statements from schools was hampered by the onset of the COVID-19 pandemic with schools being directed to close around the same time as they would normally send the documentation. Low levels of financial literacy in school management is also a well-known contributor to the poor financial management in some schools. Professional development for school leaders on financial management was planned for 2020 but, due to the current emergency, has been delayed until 2021.

3.1.2. At least 85% received the first tranche of their 2020 grant by 31 March 2020

Expected Results Statements	Assessment
MERHD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 - disbursement of first tranche for 2020 (50%) (NB: ECCE to be phased out)	100% (of 50%)

Data provided by the MEHRD Grants Unit for the first tranche of school grants for 2020:

Table 8: School Grants Disbursements Rate 2019-2020

Sector	2019 Disbursement Rate %	2020 Disbursement Rate %
Primary	96	93
Secondary	96	96
TVET/RTC	95	98

MEHRD ensured the disbursement of school grants was a high priority and treated with urgency to ensure schools have a source of funds to ensure their readiness for responding to COVID-19.

3.2.1 By the end of 2019, analysis and peer review of initial EAs self-assessments completed, with results and feedback on usage shared at EA conference.

Expected Results Statements	Assessment
Analysis and peer review of initial self-assessments completed and shared to EAs by EACI (100%)	75% (of 100%)

An EA self-assessment tool was developed in June 2019 that collates all the individual EA self-assessment results and identifies the critical areas for support across all EAs and specific EAs. The critical areas highlighted in the analysis were then used to assist with the MEHRD Annual Work planning for 2020. The peer assessment process was limited with only the Uniting Church of Solomon Islands EA undertaking the process. The results were analysed and presented at the EA Conference in November 2019.

The initial success with improved EA planning will be further enhanced during 2020 with LEAP and EA Support Division planning to integrate the LEAP mentoring strategies into EA planning. EA Support Division is planning to use the lessons learned to further develop improvement plans for the EA and to

also provide more support on how the EA can be able to perform their roles and functions more effectively.

3.3.1 Recurrent expenditure for per-unit cost per student at Primary and Secondary School in 2019 is equal or greater than 2018 SIG allocation for per unit cost per education sector.

Expected Results Statements	Assessment
Calculate using real prices, recurrent allocation includes primary (50%) and secondary (50%) grant component. (2019 Annual Report, expenditure report (actuals))	Primary 100% (of 50%) Secondary 100% (of 50%)

The measurement of this indicator is calculated using the allocation of school grants for primary and secondary divided by the number of students in the respective education sub-sector. Data for student population cohorts were extracted from SIEMIS. Data for SIG recurrent expenditure and School Grants were provided by MEHRD Finance Division and Grants Unit.

Table 9: School Grants per Student Unit Cost-Primary (2017-2019)

Primary	2017	2018	2019
Students	133,997	133,604	130,955
Grants Primary	\$52,700,000	\$56,500,000	\$56,762,712
Per Student	\$393	\$423	\$433

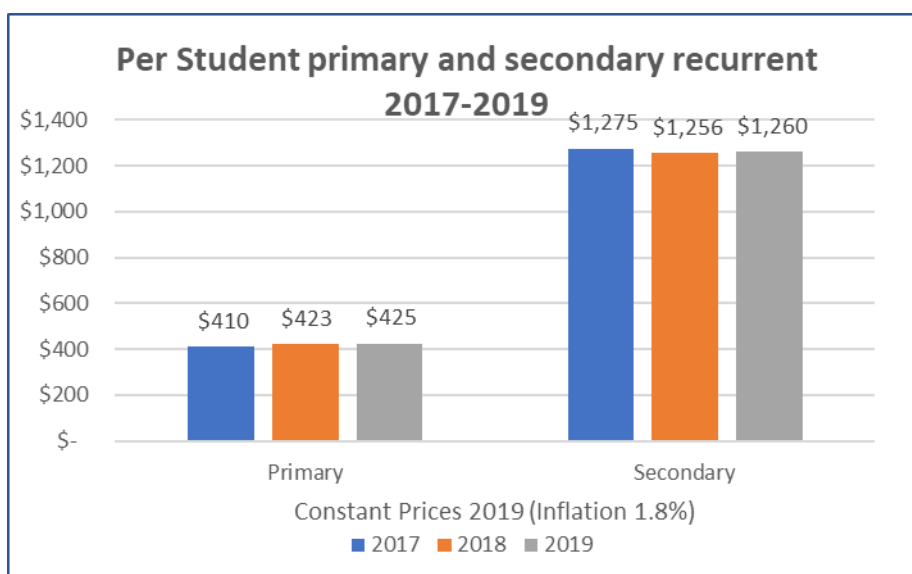
Once adjusted to account for 2019 inflation (1.8%), the comparative figure for 2019 is **\$425**.

Table 10: School Grants per Student Cost-Secondary (2017-2019)

Secondary	2017	2018	2019
Students	52,593	53,086	52,105
Grants Secondary	\$64,400,000	\$66,700,000	\$66,008,000
Per Student	\$1244	\$1256	\$1283

Once adjusted to account for 2019 inflation (1.8%), the comparative figure for 2019 is **\$1,260**.

Figure 1: Per student primary and secondary recurrent 2017-2019



The globally accepted formula for measuring education sector ‘per-unit cost’ is to calculate the public recurrent 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 each level of education within the overall educational expenditure. This data is strong evidence that SIG is continuing to fund education as a high priority but also highlights the disproportionate spend between education sectors. The trend shows a disproportionate spend with Basic Education receiving significantly less than the Tertiary sector. See Table below.

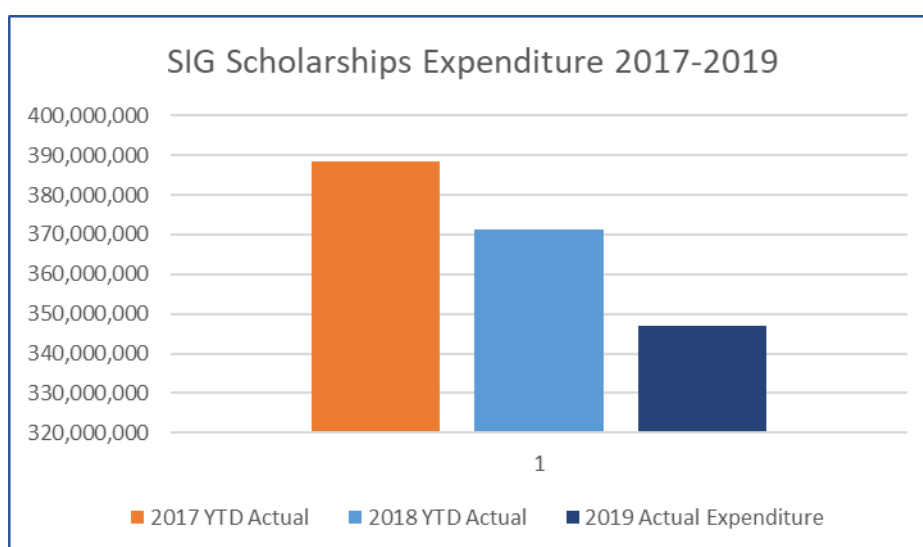
Table 11: SIG Expenditure of Education by Sector and Per Student Unit Cost 2019¹⁰

Sub Sector	Expenditure	No of Students enrolled	Unit Cost
ECCE	52,214,491	16,067	\$3,249
Primary	251,423,077	130,955	\$1,920
Secondary	330,789,415	52,105	\$6,349
TVET	22,119,425	19,835	\$1,115
Tertiary	548,643,906	3,977	\$137,954

3.4.1 2019 MEHRD Scholarship expenditure is not higher than 2018 MEHRD Scholarship expenditure.

Expected Results Statements	Assessment
SIEMIS Expenditure Report as per 2019 Annual Report (100%)	100% (of 100%)

Figure 2: SIG Scholarships Expenditure 2017-2019



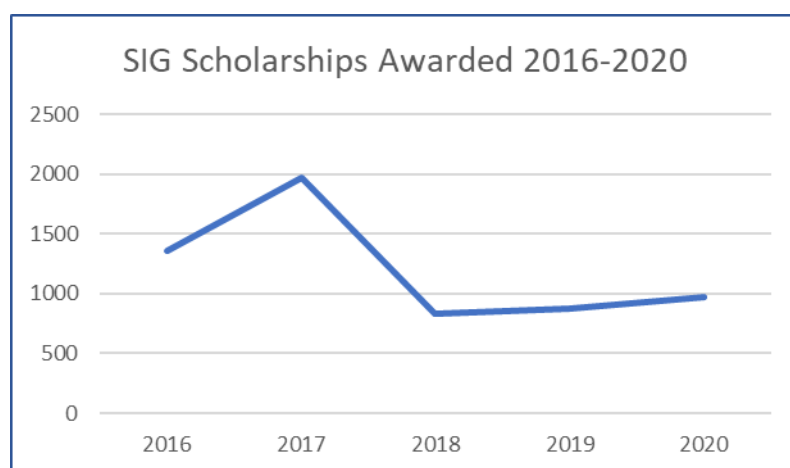
More SIG Scholarships were awarded in 2019 than 2018 but actual expenditure decreased from 2018. The expenditure was an underspend from the budgeted amount (comparable to the previous year’s spend). The Scholarship expenditure remains at 33% of the SIG recurrent allocation to education. A total of 969 new scholarships were awarded in 2019, to commence studies in the 2020 academic year with 41% being awarded to females. This is an increase of 93 scholarships from the previous year. All new scholarships were fully funded.

¹⁰ Finance data in this table were estimates provided by MEHRD Finance Division at the time of report preparation. No adjustment for annual inflation CBSI 2019 Annual Report states 1.8% inflation for 2019.

Table 12: 2020 SIG Scholarships by Category¹¹

2020 SIG Scholarships			
Category	Males	Females	Total
High Achievers (Pre-service)	60	43	103
In-service	62	33	95
Postgraduate	6	3	9
Cost Sharing	22	14	36
Constituency	61	37	98
Skills Development	115	73	188
Additional	210	259	469
Total	557	412	969

Figure 3: SIG Scholarships Awarded 2016-2020



In 2020, there are 572 SIG scholarship recipients undertaking tertiary studies in the broader field of education. Of these, 364 were offered a scholarship in the 2020 round of scholarships (38% of total scholarships offered). Scholarships allocated to teachers and education managers are identified under the Scholarships section, so that they are recognised as contributing to professional development in education. The table below shows a breakdown of scholarships by level of study.

Table 13: Scholarships by Level of Study 2020

Level of Study	Number of Students
Doctorate	1
Master's Degree	6
Graduate Diploma	6
Bachelor's Degree	468
Diploma	87
Not specified	4
Total students	572

Below is a breakdown of scholarship recipients by areas of expected employment.

Table 14: Scholarships by Expected Employment 2020

¹¹ Awarded on 2019 to commence studies in 2020.

Education Sub-sector	Number of Students
Early Childhood teacher	15
Primary school teacher	108
Secondary school teacher	418
TVET	3
Adult Learning	2
Education management	12
Not specified	14
Total students	572

It was noted in last year’s PLA assessment that MEHRD budget allocations to scholarships are ‘ring-fenced’, meaning that whatever is not expended on scholarships is not able to be used on other parts of the MEHRD budget, such as basic education. This situation has not changed in 2019 meaning unspent funds will most likely be returned to consolidated revenue at year’s end. If MEHRD does manage to reduce scholarship expenditure over time there may not be any corresponding advantage to other parts of the education sector, although other parts of the Solomon Islands economy could benefit when funds are returned to consolidated revenue.

10. Payment Recommendation

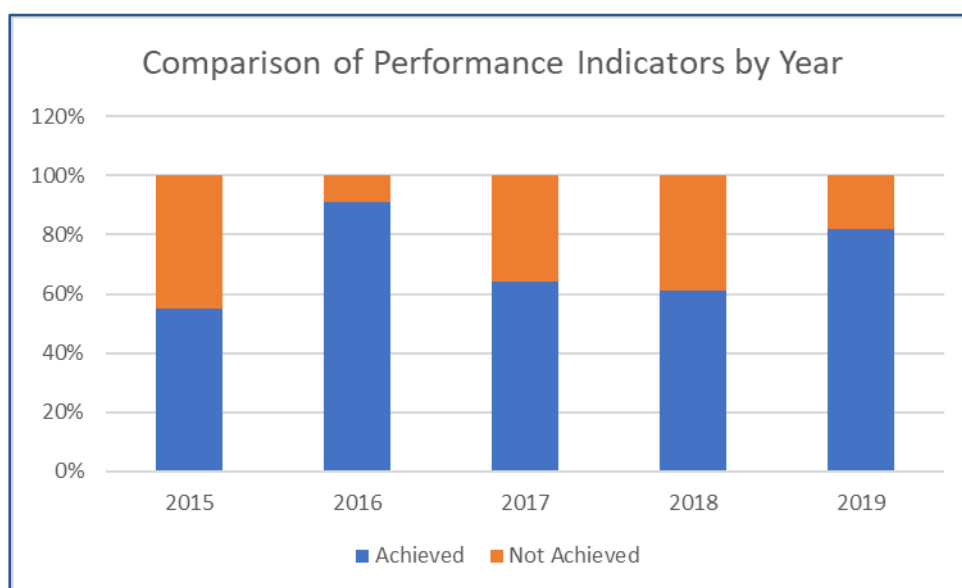
The 2019 EPM includes three priority areas: access, quality, and management systems. The current Direct Funding Arrangement (DFA) allocates a maximum payment of AUD\$1,560,000.00 with equal weighting given to each outcome i.e. $1/8 = \$195,000$. A percentage of each allocation per outcome is then distributed to achievement towards 14 expected results statements. The payment recommendation was calculated by applying weighting to the 8 outcomes, 11 performance indicators and 14 expected results statements.

For 2019, based on the evidence received and consultations with relevant officers on the EPM, **the assessor has recommended 82.3 per cent of the performance-linked aid payment be disbursed to MEHRD, which equates to AUD\$1,283,880.00.**

11. Strengths and Weaknesses of 2019 Performance Indicators and Targets

This assessment has seen a significant increase in the achievement of EPM targets compared to previous years. This can be attributed to the strong alignment of the indicators and targets to MEHRD priorities in 2019 and the decrease in the number of indicators and targets from previous years.

Figure 4: Comparison of Performance Indicators by Year



Strengths	Weaknesses
Indicators were appropriate and targets generally achievable within the constraints in which MEHRD operated.	Many MEHRD officers were not aware of the targets relating to PLA – not incentivised by the process as they were not aware of the targets.
Indicators are intricately linked to the current NEAP and the 2019 AWP. The AWP is MEHRD’s primary source for measuring progress i.e. good integration and use of MEHRD systems.	Most indicators and measurement of targets rely on data collected and stored in SIEMIS. Significant improvements over the last couple of years in the efficacy of the data is a positive – but this also hinders the ability to undertake reliable long-term data analysis and trends. It also puts into question the accuracy of previous years’ data and reporting.
Long term indicators are a good strategy to maintain ‘line of sight’ for NEAP outcomes and linked to the NEAP and ESF.	Strong reliance on quantitative data and almost no capture of qualitative change.
Short term indicators were closely related to MEHRD key outputs and linked to the AWP activities.	Access to annual data (through SIEMIS) required to measure many of the indicators is not generally available until 12 months after the school survey is completed.
Less outcomes, less indicators and realistic targets has led to more focused approach and higher achievement of targets.	

12. Future Performance Indicators

The following are suggestions to inform the development and agreement on EPM indicators and targets for 2020 and beyond. Obviously, eight months of the year have passed already, so the targets should be commensurate with the context in which MEHRD has operated this year. It should be noted that MEHRD and their many education partners have done a tremendous job in pivoting, realigning and responding to the many challenges associated with the COVID-19 pandemic. Their prime ambition is to keep schools (children, teachers and community) safe and to ensure student learning is continued. To this aim they have been remarkably successful.

Mixture of long-term and short-term indicators

- Develop a few strategically critical and agreed long-term indicators from MEHRD’s NEAP held constant over a realistic timeframe. Given the current NEAP expires at the end of 2020 and a new NEAP is under development, early indications on long term indicators from the NEAP Design Team could identify likely indicators. This would be especially relevant for Access and Quality indicators that typically take longer to show improvements. The current access and quality indicators appear to be relevant and useful and may just need to shift the agreed targets for each year.
- Identify 3 or 4 shorter-term annual indicators from MEHRD AWP, COVID-19 Response Plan and Student Continuity Learning Plan. These annual indicators should cover access, quality and management areas. Some examples could be:
 - Improvements in grants payment system (disbursement, retirement, PD implemented for MEHRD and/or schools).
 - Improvements in SIG scholarships (development and implementation of manual, M&E, data collection and use).
 - Implementation of WASH activities within the COVID-19 Response Plan.
 - Development and use of community-based learning opportunities (online, radio, newspaper).
 - Development and implementation of EA improvement plans.

Interdependency and Sequencing of Indicators

- Interdependent indicators are necessary and should perhaps be sequenced over time to achieve a target. For example, the National Educational Bill is linked to other pieces of legislation necessary to implement the Bill such as the Education Regulations and Administrative Instructions. Interdependent indicators should be identified early and sequenced. Payment could be graduated over a 3 to 4-year period (in line with the new ESSP design), with a percentage paid each year on achievements towards a longer-term target. Indicators could track trends over time to include teacher and student performance, transition rates, numbers of certified teachers, numbers of teachers paid on time.

Recognise and respond realistically within the current context

- MEHRD should continue to play a lead role in determining targets, in collaboration with partners. Contextual considerations when setting indicators for this year and next year to include:
 - The COVID-19 context – (potential for school closures, constraints to delivering AWP activities)
 - Strategy and planning processes in 2020: i.e. planning and reprioritisation processes in the COVID-19 context – including learning continuity planning, the next NEAP development.
 - Within the COVID-19 context, PLA could be used to incentivise sustained focus on important priority areas that could be at risk of being overlooked because of competing COVID-19 related priorities. Possibly a consideration for 2021 targets too.
 - SIG budget constraints had a significant impact on MEHRD since end of March so this needs to be considered. SIG forecast GDP has slumped this year and this is likely to have an immediate and long-term impact on budget support to education. MEHRD was directed by government to prioritise all spending towards COVID-19 activities.

Use of COVID-19 Scenario Response Plan

- Setting and working towards targets for 2020 is difficult within the COVID-19 context. Due to the significant impact of the COVID-19 there should be some measure of MEHRDs responsiveness and adaptability to this changing condition. The MEHRD COVID-19 Scenario Response Plan may provide some goals/activities that could be tracked.

Focus on WASH

- Improvements in WASH are now a key goal from around mid-May – both facilities (e.g. number of hand washing stations) and changing behaviours/increasing awareness for health prevention.

MEHRD Revised AWP

- MEHRD revised their AWP in June to include COVID-19 activities and Learning Continuity activities. The AWP also was modified to align with SIG priorities and budget constraints. It is important to track how well MEHRD made progress towards the goals in the revised AWP from mid-year.

MEHRD Student Continuity and Learning Plan

- Continuity of learning and new ways of doing things – adaptability, WASH focus, parental involvement and tips, multisectoral/multi-ministerial approaches, are all opportunities to be built on – could become new targets.

Education Authorities' Improvement Plans

- The implementation of the Education Authorities' Improvement Plans remain a key priority for MEHRD. The EAs focus for 2019 shifted from self-assessment and improvement plans to supporting the SISEE phase out implementation. Significant work is also underway to better integrate the LEAP initiatives into EA planning.

Set Targets in Advance

- We are more than halfway through the year and only commenced the process of setting targets for 2020. To avoid this in the future perhaps set annual targets for next 3 years.

Consider Partnership, Coordination, Communication Indicators

- Especially in this time of change and uncertainty MEHRD has shown the capacity to form partnerships and work collaboratively across sectors – this may be an opportunity to recognise and track. This could include measuring the performance of:
 - MEHRD-led coordination with development and implementing partners in the education sector – particularly when looking at how learning resources and support can reach all schools/children in a constrained operating environment.
 - Maintaining clear communication channels within the sector (for awareness and learning continuity purposes) in the face of contextual constraints.
 - Developing and delivering policy/guidelines in key areas like Scholarships management.

13. PLA Approach – Suggestions for Future Directions

Strengthening the Partnership Approach through the Education Sector Support Program (ESSP)

The PLA assessment is a great opportunity to build and strengthen partnerships between SIG and donors to deliver impactful programs. However, it is also an opportunity to sit back and review the process in terms of strengthening the program effectiveness across the Education Sector.

The ESSP is now being implemented with the appointment of a Team Leader in July 2020 and a Program Management Team (PMT) to be recruited later in 2020. Reflecting on the spirit of the ESSP program design, the ESSP-PMT provides an excellent mechanism to facilitate and coordinate the PLA assessment by strengthening the partnership approach for MEHRD, DFAT and MFAT.

One way to achieve this is through the development of a Monitoring and Evaluation Framework of the ESSP. The indicators and outcomes developed can be aligned to the agreed Education Performance Matrix or EPM, such that the information being gathered and collated by the PMT can be done at one

time and the results are relevant to inform decisions required by the three governments – whether this be funding allocations, resource allocation, improvement in performance or strategic direction of ESSP.

The PLA will be modified to become a process that is all encompassing of stakeholders and everyone engaged to provide support in helping MEHRD achieve its ultimate outcomes or goal of improved quality, access and management of the Education Sector. The following suggestions provide further views that support this partnership approach and the opportunity to strengthen it through ESSP-PMT.

Strengthening the evidence through qualitative data

The PLA indicators, targets and data collection process relies almost entirely upon quantitative data – this limits the potential to capture and describe the rich ‘stories of change’ through qualitative M&E techniques. The consultation process is mainly focused on verification of quantitative data. Perhaps areas of research could be agreed and undertaken in the year prior to PLA to feed into the process and value-add to the quantitative data collection.

Engaging in PLA as an incentive

The extent to which it incentivises behaviours within MEHRD is not clear but during the consultation process, it became apparent that many MEHRD officers are not aware of the PLA nor the associated indicators and targets. There is no clear evidence of a focus to achieve some goals or activities as a means (incentive) to ensure optimal performance payment. This is not to suggest incentivisation does not work, but that people responsible for managing and delivering the improvement are not aware or engaged in it and they need to have influence and be in control of the outcomes.

There is an opportunity under ESSP to engage with MEHRD officers more deeply to not only set the targets but collaborate on how the targets can be met. One of the assumptions within the ESSP Design is ‘Provision of performance linked funding will incentivise MEHRD/SIG performance’ – testing this assumption (how much does the funding incentivise?) now will assist in developing a baseline. This can also align with the proposed ESSP Capacity Development Framework. ESSP Technical Advisers could become more involved in the process.

Leadership and management of PLA

AHC usually engages a different assessor each year. In previous years, the assessor usually spends two weeks to collect and verify data and report the findings. As noted in previous years, this approach has its advantages but lacks continuity and the capacity to fully engage, collaborate and partner on achieving the targets. This year’s assessment was delayed partly due to COVID-19 issues but also because the process took longer due to the collaborative approach undertaken with the SSU M&E Team. Last year’s AHC management response suggested the ESSP PMT would take responsibility for managing the PLA this year – delays to the establishment of the PMT has delayed this.

Assessment as a partnership

In line with the development of indicators in a genuine partnership, the assessment should be carried out in partnership too. This does not mean the assessor is not able to make recommendations with which MEHRD might not agree. The inclusion of SSU M&E officers in the process this year was resoundingly successful both as an opportunity to collaborate but also as a particularly useful capacity building activity. The process did not diminish the efficacy of the results – it value added and enhanced the capability of MEHRD M&E.

ESSP PERFORMANCE LINKED AID ASSESSMENT REPORT 2019

Annex A: Assessment Table Compilation

NEAP 2016-20 Priority	RF/MELP ¹² (AWP ¹³ Activity No.)	RF/MELP Outcomes	Proposed 2019 Performance Indicators & AWP outputs for Performance Payment	MEHRD Division Responsible	Expected Results Statements	Assessment	Payment AUD\$
Access	EO 1.14 (134)	1.1 Transition rates by level and gender SIG Policy to end SISEE	1.1.1 By the end of 2019, the Solomon Islands Secondary Entrance Exam (SISEE) is terminated, and a plan to cater for increased Year 7 enrolments as of 2020 are developed, approved by SMT and socialised with EAs	SISEE TASKFORCE	<ul style="list-style-type: none"> SISEE does go ahead (60%) SMT Minute endorsing SISEE Implementation Framework (20%) EAs socialisation completed (10%) 	<ul style="list-style-type: none"> 100% (of 60%) 100% (of 20%) 100% (of 10%) 	<ul style="list-style-type: none"> 175,500.00
			1.1.2 Transition rates for year 6 to 7 from 2018 to 2019 show an increase over year 6 to 7 transition rates from 2017 to 2018	SISEE TASKFORCE	<ul style="list-style-type: none"> Transition Rates increase (10%) 	<ul style="list-style-type: none"> 100% (of 10%) 	<ul style="list-style-type: none"> 19,500.00
Quality	IO3 (165)	2.1 More teachers using new improved curriculum	2.1.1 By the end of 2019, roll out of the Pre-Primary Year (PPY) Curriculum and training to the 7 remaining provinces completed and evaluated (i.e. Temotu, Makira, Central, Choiseul, Western, and Rennell & Bellona)	TPDD/LPMU	<ul style="list-style-type: none"> PPY Monitoring Report received by MEHRD and UNICEF (100%) 	<ul style="list-style-type: none"> 75% (of 100%) 	<ul style="list-style-type: none"> 146,250.00
Quality	EO 2.1; EO 2.2 (122)	2.2 Number of students achieving at or above the expected literacy and numeracy level	2.2.1 By the end of 2019, 2019 SISTA test review and main study conducted	NEAD	<ul style="list-style-type: none"> Evidence of 2019 SISTA test review and main study having been conducted (50%) 	<ul style="list-style-type: none"> 100% (of 50%) 	<ul style="list-style-type: none"> 97,500.00
			2.2.2 By the end of 2019, PILNA 2018 test results disseminated through school visits, Education Authorities, and online		<ul style="list-style-type: none"> Evidence of PILNA 2018 dissemination to national, provincial and school level (e.g. meeting minutes, back to office reports) (50%) 	<ul style="list-style-type: none"> 50% (of 50%) 	<ul style="list-style-type: none"> 48,750.00

¹² References relate to items in the official MEHRD Results Framework (i.e. as also detailed in the MEL Plan version 2). EO = End Outcome | IO = Intermediate Outcome

¹³ References relate to the 2019 Annual Work Plan (AWP) Activity number. TBA (to be advised) refers to indicators that currently have no Annual Work Plan reference.

ESSP PERFORMANCE LINKED AID ASSESSMENT REPORT 2019

Quality	EO 2.5 (163-164, 175)	2.3 Percentage of certified (trained) teachers by gender	2.3.1 By the end of 2019, delivery of USP Certificate in Teaching Primary (courses ED152 and ED100) to be rolled out in Choiseul and Western provinces, and completed in Makira Province	TPDD	<ul style="list-style-type: none"> Untrained teachers in Choiseul and Western provinces complete both courses (67%) Cohort of untrained teachers in Makira Province complete their studies (33%) 	<ul style="list-style-type: none"> 75% (of 67%) 100% (of 33%) 	<ul style="list-style-type: none"> 162,337.50
Management systems	EO 3 (55-56) TBA	3.1 Retirement percentage of 2019 Second Biannual School Grants improved and 2019 first tranche disbursement on time	<p>3.1.1 At least 65% of 2019 School grants are retired by 31 March 2020 (2019 Second Biannual)</p> <p>3.1.2. At least 85% received the first tranche of their 2020 grant by 31 March 2020</p>	Grants Division/ Finance	<ul style="list-style-type: none"> MEHRD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 – retirements (50%) MERHD Acquittal report for Primary, Secondary, TVET as at 31 March 2020 - disbursement of first tranche for 2020 (50%) (NB: ECCE to be phased out) 	<ul style="list-style-type: none"> 0% (of 50%) 100% (of 50%) 	<ul style="list-style-type: none"> - 97,500.00
Management systems	IO8 (40)	3.2 Education Authorities operate to agreed standards	3.2.1 By the end of 2019, analysis and peer review of initial EAs self- assessments completed, with results and feedback on usage shared at EA conference	EACI	<ul style="list-style-type: none"> Analysis and peer review of initial self-assessments completed and shared to EAs by EACI (100%) 	<ul style="list-style-type: none"> 75% (of 100%) 	<ul style="list-style-type: none"> 146,250.00
Management systems	EO 3.6	3.3 The 2019 recurrent expenditure for Basic Education is maintained or improved	3.3.1 Recurrent expenditure for per- unit cost per student at Primary and Secondary School in 2019 is equal or greater than 2018	Finance	<ul style="list-style-type: none"> Calculate using real prices, recurrent allocation includes primary (50%) and secondary (50%) grant component. (2019 Annual Report, expenditure report (actuals)) 	<ul style="list-style-type: none"> 100% (of 100%) 	<ul style="list-style-type: none"> 195,500.00
Management systems	Anticipated DFA condition	3.4 Solomon Islands Government scholarships budgeting and expenditure is sustainable	3.4.1 2019 MEHRD Scholarship expenditure is not higher than 2018 MEHRD Scholarship expenditure	Finance	<ul style="list-style-type: none"> SIEMIS Expenditure Report as per 2019 Annual Report (100%) 	<ul style="list-style-type: none"> 100% (of 100%) 	<ul style="list-style-type: none"> 195,500.00

Annex B: Documents Reviewed

Documents Reviewed	Source
Central Bank of Solomon Islands, 2019 Annual Report	MOFT
Direct Funding Agreement between the Government of Australia and Solomon Islands Government	AHC
Education Authority Conference November 2019 Report	MEHRD
Education Sector Program 2: Basic Education Component Independent Mid-Term Review.	AHC
LEAP Final Implementation Report 2019	LEAP Team
MEHRD Annual Joint Review Report (December 2019)	MEHRD
MEHRD 2019 Quarter 1,2,3 Progress Reports	MEHRD
MEHRD 2020 Quarter 1 Progress Report	MEHRD
MEHRD Language and Literacy Pilots' Report and Recommendations (draft June 2020)	MEHRD
MEHRD Monitoring, Evaluation and Learning Plan 2017 to 2020	MEHRD
MEHRD Pilot Vernacular Education Programme	MEHRD
MEHRD Annual Work Plan 2019, 2020	MEHRD
NEAP 2016-2020 Mid-NEAP Review Findings (December 2018)	MEHRD
National Education Action Plan 2016–2020	MEHRD
National Education Action Plan 2016–2020 Implementation Framework	MEHRD
Performance Assessment Report 2015 & 2016, 2017, 2018, 2019 (draft)	MEHRD
Solomon Islands Government Recurrent Estimates 2019, 2020	MOFT
Solomon Islands National Disability Inclusive Education Policy 2016–2020 (Draft)	MEHRD
Solomon Islands National Inclusive Education Implementation Framework	MEHRD
Solomon Islands Gender Equality in Education Policy 2018-2022 (Draft)	MEHRD
Solomon Islands Joint Education Sector Support Program Design 2019-2023	MFAT/DFAT
Solomon Islands SISTA Report 2018	MEHRD
Solomon Islands PILNA Report 2019	MEHRD
Solomon Islands Draft Education Bill Key Elements Report (June 2020)	MEHRD
Solomon Islands Education Sector Statement of Partnership Principles between Solomon Islands Government and Development Partners 2016–2020	AHC
Solomon Islands Education Sector Support Program Independent Performance Assessment 2016, 2017, 2018	AHC
Solomon Islands Education Sector Statement of Partnership Principles 2016-2020	AHC
Whole School Inspection Review and Recommendations (May 2019)	MEHRD

Annex C: Assessor Terms of Reference

Solomon Islands Education Sector Program 2 Performance-Linked Aid Payment

Assessors' Terms of Reference 2019 Assessment

Australia and the Solomon Islands Government agreed to set annual targets in an Education Performance Matrix attached to the Direct Funding Agreement (DFA) that links performance-linked aid payments to achievement of the agreed targets. An incentive payment is provided yearly to the Ministry of Education and Human Resource Development's (MEHRD) on the achievement of annually agreed targets set out in the Education Performance Matrix. The aim of these payments is to incentivize performance of the education sector.

In previous years, an Independent Assessor conducted a review of the performance against the agreed Education Performance Matrix and made recommendations on the percentage for the performance-linked aid payment and recommend targets. This year the assessment process is being undertaken by the MEHRD M&E Advisor in collaboration with the SSU M&E Team.

The assessment process is usually held in June, prior to the annual MEHRD Mid-Year Review (MYR) meeting providing timely input into monitoring of progress and establishing priorities for the coming year. The MYR meeting was not held this year and the PLA assessment delayed due to the COVID-19 pandemic disruption. Nonetheless, the assessment results will still provide timely input into the NEAP 2021-2025 planning process and identifying priorities for 2021.

The assessor will provide advice to all parties on the payment of the performance component of the education sector budget support, specifically:

- (a) Review SIG performance against the agreed milestones in the 2019 Education Performance Matrix.
- (b) Provide a recommendation of what performance-linked aid payment should be made based on the SIG's performance.
- (c) Collaborate with MEHRD SSU M&E officers as much as possible in the process as a capacity building opportunity.
- (d) Provide advice on indicators for 2021 informed by: priority policy reforms; the Education Sector Program 2; and the SIG/MEHRD COVID-19 Pandemic Response.