Ministry of Education and Human Resources Development

Monitoring, Evaluation and Learning Plan 2017-2020

			Revision History
Version	Effective date	Approved by	Summary of changes
1.0	28/08/2017	SMT	N/A

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Acronyms

AWP	MEHRD Annual Work Plan
DFAT	Department of Foreign Affairs and Trade
EA	Education Authorities
EOESF	End of Education Strategic Framework 2016-2030
ESF	Education Strategic Framework 2016-2030
IE	Impact Evaluation
KEQ	Key Evaluation Questions
PI	Performance Indicator
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MELP	Monitoring, Evaluation and Learning Plan
MEHRD	Ministry of Education and Human Resource Development
M&ETF	MEHRD Monitoring and Evaluation Task Force
NEAP	National Education Action Plan 2016-2020
NEAP IF	National Education Action Plan Implementation Framework 2016-2020
OECD	Organisation for Economic Cooperation and Development
PAR	MEHRD Performance Assessment Report
QA	Quality Assurance
PAR	MEHRD Annual Performance Assessment Report
PDMS	Program Data Management System
RF	Results Framework
SIG	Solomon Island Government
SIEMIS	Solomon Island Education Management Information System
SITESA	Solomon Islands Tertiary Education & Skills Authority
STA	Short Term Adviser
TOC	Theory of Change
VFM	Value for Money

Glossary of M&E Terms

Monitoring, Evaluation and Learning is full of technical terms that can appear as jargon to MEHRD staff and stakeholders. Also, Monitoring and Evaluation practitioners use these terms in varying ways. These two factors create a risk of misunderstandings. To create a common language to be used across MEHRD we have developed a brief glossary of key terms used in this document. This can be found in Annex C.

Table of Figures

1. Introduction

What is this M&E Plan and why have we developed it?

This document details the plans for monitoring and evaluation (M&E) for the Ministry of Education and Human Resource Development (MEHRD) in Solomon Islands. The system, processes and products described in this Monitoring, Evaluation and Learning Plan (MELP)[1] are built on the review of previous M&E plans and activities, input from key stakeholders and analysis of the key SIG and MEHRD education planning documents. It is designed to reflect and adhere to contemporary M&E standards and MERHD expectations and requirements.

This MELP was developed to ensure rigorous and realistic monitoring of NEAP outputs and measure and assess progress against agreed education outcomes. The MELP also helps to make judgement on value for money (inputs) and supports the MEHRD planning and reporting processes and systems. The MELP will focus on the quality of MEHRD outputs and the results achieved i.e. outcomes and long-term impact.

Figure 1: Linking M&E to MEHRD Planning & Reporting
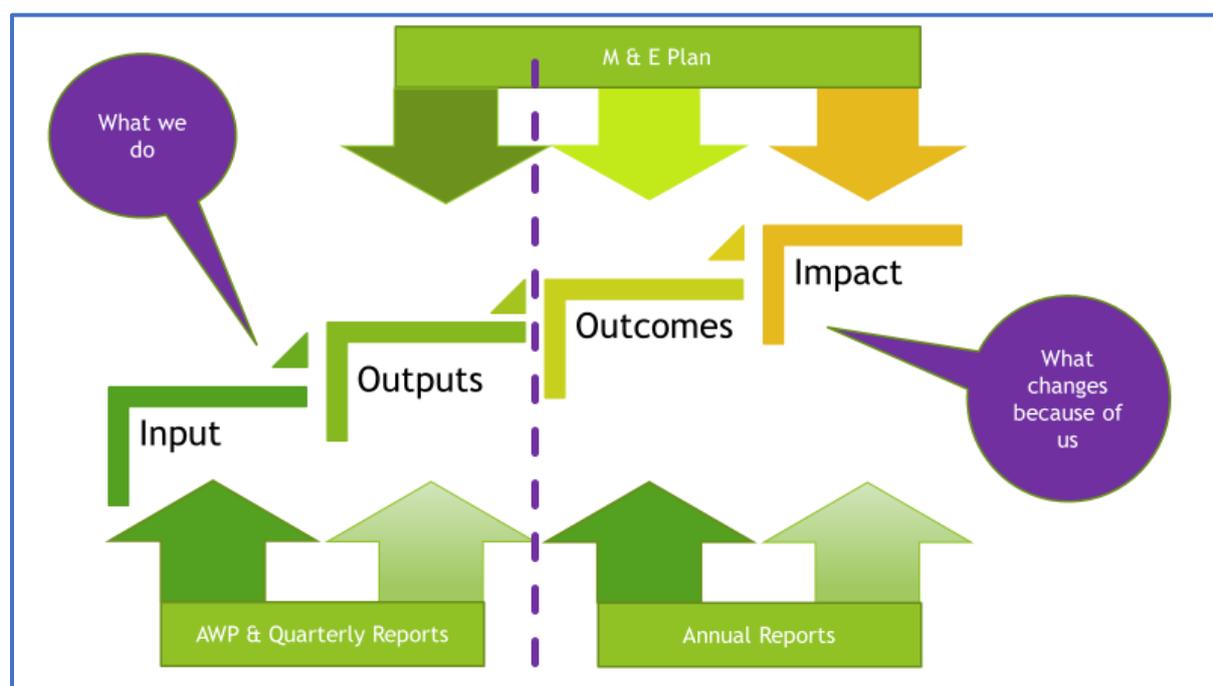
Basis for development of the M&E Plan

To provide an adequate basis for developing the overall M&E system, an Evaluability Assessment (EA) was conducted April 2017. The MEHRD EA process examined the evaluability of NEAP 2016-2020 and the associated Implementation Framework to understand the implications and opportunities for the development of a practical and rigorous M&E system. Key findings from the EA included:

- There are comprehensive tiers of education plans that MEHRD utilises and drives the planning processes but the approach to M&E is not fully developed;

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[1] MELP is the term given to the MEHRD overall monitoring and evaluation approach. It includes the Theory of Change, Results Framework, M&E Actions and M&E tools and templates.

- There is a need for a simple, easy to understand and follow, overall Theory of Change (ToC);
- The interpretation of the expected long-term and NEAP outcomes is not fully shared or interpreted in the same way by all MEHRD personnel;
- There are no key evaluation questions i.e. what do we need to know at the end of the planning period;
- The NEAP has 191 outputs and 229 performance indicators – too many to adequately cover through wide-ranging M&E activities;
- There are limitations in terms of the capacity (human and financial resources) to undertake a comprehensive approach to M&E;
- There is a strong willingness and commitment from MEHRD staff to engage in M&E.

NEAP 2016-2020 Implementation Framework

The NEAP 2016-2020 Implementation Framework provides an outline of how a Monitoring Framework could be developed. It provides suggestions on the development of management tools and an Implementation Framework Matrixes including all outputs, targets and performance indicators. The key findings from the evaluability assessment along with the information within the NEAP Implementation Framework provide the basis for the design, preparation and initial Implementation of this MEL Plan.

2. Approach to M&E

Principles

The MELP is founded on several important principles, drawn from the initial evaluability assessment and from discussions with MEHRD staff[2]. These principles underpin an M&E approach that enables the production of timely and accurate information to support sound judgment of progress, accountability and learning. They have guided the development of the MELP:

- Support iterative information flows and utilise a range of communication and reporting tools to make information more accessible, timely and useful;
- Value qualitative and narrative data as much as quantitative data to assist in describing the MEHRD progress and performance;
- Provide support to MEHRD data collection systems as they develop and align to overall M&E.

Figure 2: MEHRD MEL Principles

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[2] The MEHRD M&E Taskforce play a pivotal role in providing input and direction for the development of the MELP.

3. M&E Ethics and Standards

The M&E work of MEHRD will reflect internationally recognised ethics and standards for evaluation practice set out by the Australasian Evaluation Society[3] the OECD Development Assistance Committee[4] and the M&E standards documented by DFAT. This means that MEHRD will:

- Design, conduct and report M&E activities in a way that respects the rights, privacy, dignity and entitlements of the people affected by, and contributing to, program accountability progress reporting and learning;
- Undertake our M&E activities to ensure that judgements are based on sound and complete information; and
- M&E reporting will provide the audiences with fair and balanced information.

4. Monitoring, Evaluation and Learning Cycle

Monitoring, evaluation and learning is not a static or one-dimensional process. If MEL is to support accountability, measure progress and identify lessons then the processes need to align and support program planning, implementation and reporting. Consequently, the MELP will use a range of processes and products and tools in a timely manner to support MEHRD NEAP planning, implementation and reporting requirements. The diagram below is a simplified view of how this will occur over a calendar year.

Figure 3: MEHRD Continuous Improvement Cycle
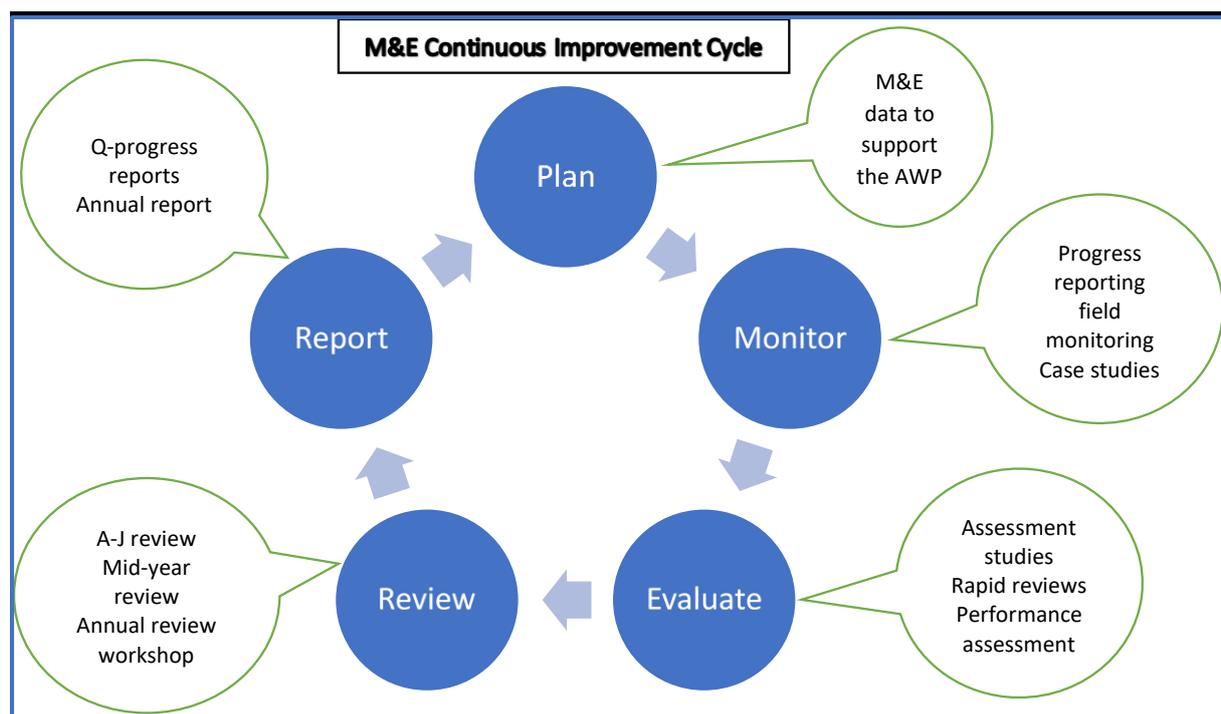
5. Alignment and Integration

This MEL Plan links to all relevant SIG and MEHRD education documents and plans and provides a range of M&E processes and activities to support output and outcome data collection, analysis and reporting. The plan is aligned to the SIG National Development Strategy 2016-2035, Education Strategic Framework 2016-2030, National Education Action Plan 2016-2020, MEHRD Annual Work

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[3] Australasian Evaluation Society 'Guidelines for Ethical Conduct of Evaluation' (revised 2013)
[4] https://www.oecd.org/development/evaluation/dcdndep/47069197.pdf

Plan 2017 and associated MEHRD Directorate action plans. The diagram below provides an illustration of how the MEL outcomes and outputs link to the tiers of education plans.

Figure 4: Linking Outcomes to Education Plans
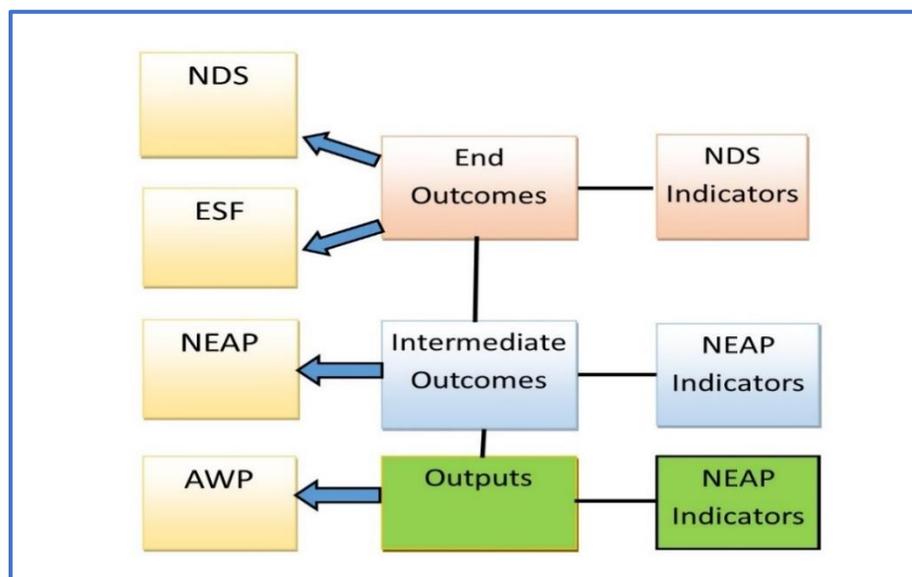
The recent planning and development to establish a separate authority to lead higher and TVET education (SITESA) in Solomon Islands. The Skills for Economic Growth Program – Solomon Islands has developed a Results Framework[5] capturing a hierarchy of outcomes and associated indicators. The two Results Frameworks i.e. basic and secondary education through MEHRD and higher education through SITESA are aligned and complement each other to ensure a holistic and comprehensive M&E approach to all education sectors in MEHRD M&E aligned to the ESF.

6. Key Components of the MELP

The MELP is the practical component that explains how MEHRD will undertake to monitor and evaluate the progress and performance of the organisation and plans. It includes a range of activities to be managed by the SSU M&E Team with the involvement of many MEHRD personnel. Along with the MELP is a range of M&E tools and templates that will help to collect and collate relevant data and then report on progress in a consistent manner.

The overall ToC helps us understand how we think and expect change will happen – we measure this through answering key questions at critical points of the operational year. Three integrated Results Frameworks provide the performance indicators to be measured – these originate from the ESF, NEAP and MEHRD Annual Work Plan.

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[5] See Annex E of this plan.

Figure 5: Key Components of M&E
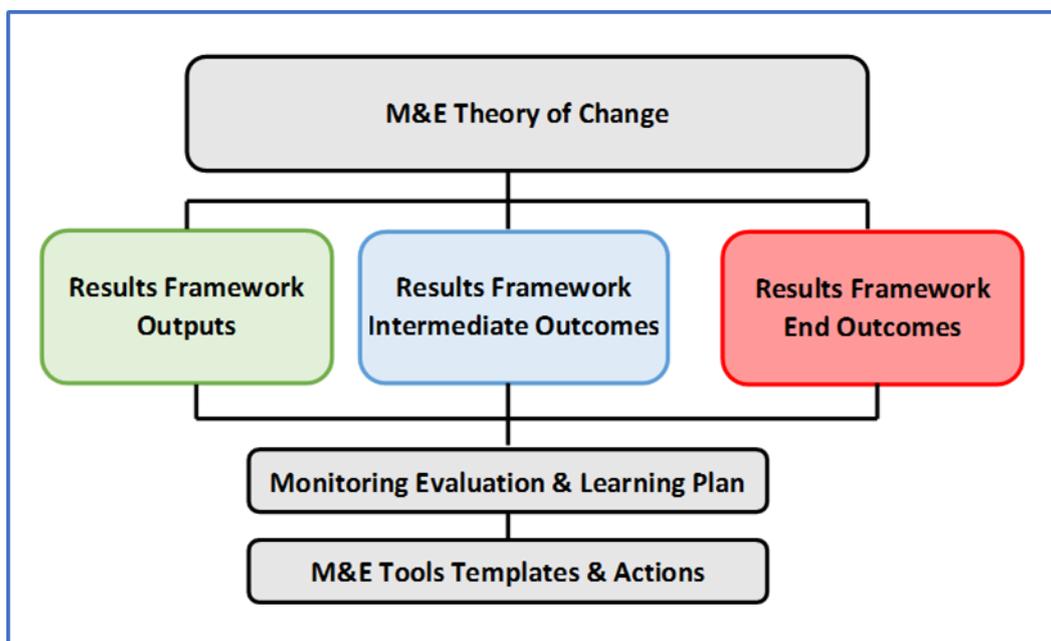
7. Theory of Change

MEHRD works to achieve its goal of all Solomon Island children completing a quality and relevant education through three key change processes or 'pathways of change'. Theory of Change (TOC) describes how we think change will emerge because of intervention strategies (activities and outputs) in the MEHRD National Education Action Plan (NEAP). This ToC has been applied to the first phase (four years) of the NEAP.

The ToC provides the basis for monitoring and evaluation by clearly describing expected results - what and how MEHRD contributed to the results and therefore. This helps to identify the most important aspects of the NEAP we need to measure, understand and report. The ToC is revisited, analysed and revised (if necessary) as part of the annual review and planning process in November. The ToC is reviewed based on three criteria:

- Plausible – given our current level of understanding, does it make sense?
- Feasible – is it practical and can we achieve the desired outcomes?
- Testable – can we measure the results with a level of rigour and confidence?

Below is diagrammatic representation of the MEHRD ToC.

Figure 6: MEHRD Theory of Change
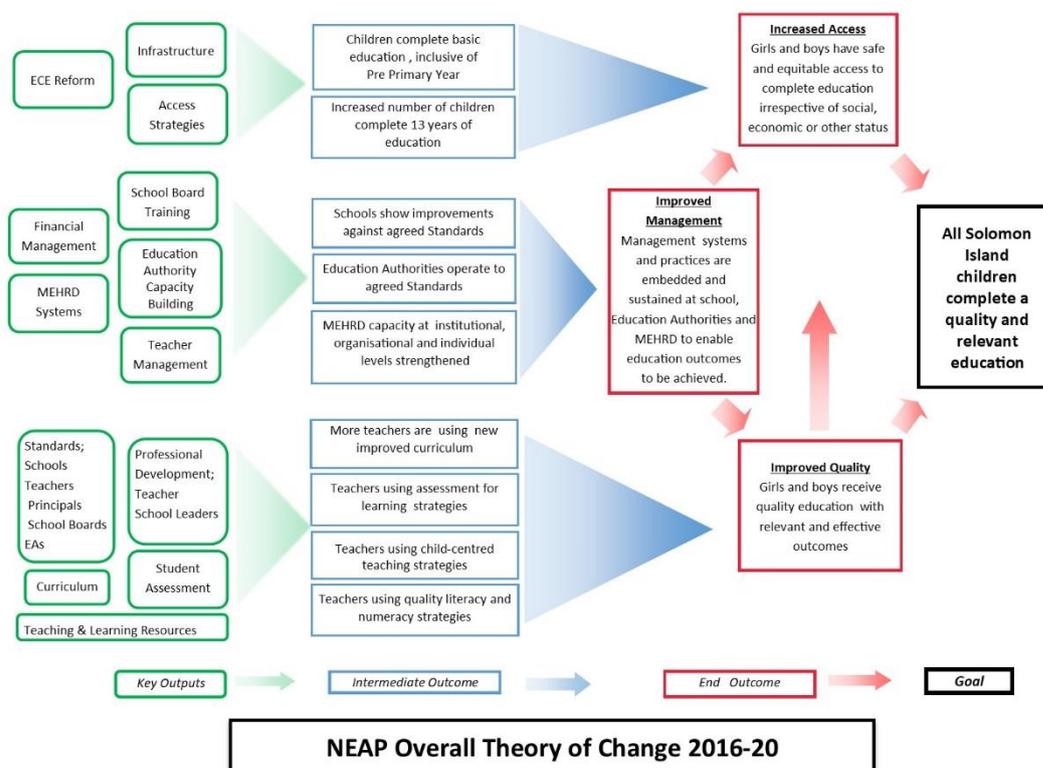
8. Results Framework

The Results Framework (RF) is the foundational instrument that MEHRD will use to monitor and manage progress and report on delivery of the results of the NEAP. The RF details the key measurement points of the ToC at the End Outcome, Intermediate Outcome and Output levels. The comprehensive version of the RF is presented in Annex A. It sets out the education reform outcomes MEHRD is seeking to achieve, the results the MEHRD will deliver, and the metrics used to measure them. The RF will enable the MEHRD to assess and report performance for all results at all levels and provides the framework for all M&E activities within the MELP.

The RF is structured around each level of results highlighted in the TOC as follows: end of ESF (Level 1.0) intermediate outcomes (Level 2.0) and output (Level 3.0).

Components of the RF

Evaluative questions
At each level of the RF key evaluation questions are posed to gain deeper insight into program performance by looking at program processes, outcomes, lessons learned and value for money. The questions will guide relevant monitoring and evaluation activities and provide a sound process for supporting NEAP and AWP review, reflection and planning and further development of the ToC.

Performance Indicators
The Program RF contains 24 End of ESF performance indicators (PI) and 23 Intermediate performance indicators (PI) and 53 Output indicators. Output indicators monitor the implementation of key activities, which are intended to achieve the results in each area. The performance indicators monitor the impact or outcomes of these activities. The PIs are also a mix of qualitative (subjective evaluations)

and quantitative indicators. However, even when qualitative, most data will be reported in numerical form (although these numbers do not have arithmetic meaning on their own) to provide more easily understood and comparable measures. More qualitative data will be collected through targeted monitoring, assessments and reviews.

Targets

MEHRD will set targets for measurement at specific points in time and at least annually for each performance indicator. The targets will estimate the extent and rate of change MEHRD expects to see over the NEAP implementation period. Targets will act as an early warning system indicating at specific pre-defined junctures whether the activities, outputs and outcomes are progressing along the predicted trajectory and allow for adjustments to be made if necessary.

Assessing Performance

MEHRD will use the targets to assess performance against outcomes and outputs on *at least* an annual basis (but will be able to do this more flexibly when required) by comparing the actual values achieved with the target values. This will be used internally along with results from internal evaluations to determine overall performance. Targets will be useful for strategic planning purposes and will provide indicative themes for responsive evaluations[6].

Data Disaggregation

Where appropriate and practical, all indicators are sex and disability disaggregated. This will help track whether these specific groups participate in and benefit from the activities intended to include them and support the achievement of MEHRD policies and strategies related to these areas. Many indicators are also disaggregated by other variables such as cohort, location, education/grade level, organization/institution or other dimensions as necessary to illustrate how different groups participate in and benefit from program activities.

Performance Indicator Technical Notes

Performance Indicator technical notes will describe how the relevant indicators will be operationalised and utilised. This will include information on definitions, how the data will be collected and analysed, who will be involved and how the data and analysis will be used e.g. for reporting. Technical Notes will be prepared for all Outcome level indicators.

Level 1: End of ESF Outcomes, Indicators and Evaluation Questions[7]

Key Evaluation Questions:
- To what extent have the EOESF outcomes been achieved and why?
- To what extent has there been an increase in the number of children accessing and completing education?
- Are more girls attending, staying and completing their education?
- To what extent have students improved in literacy and numeracy?
- To what extent has there been a long-term financial commitment to education reform and improvement?
- Are schools and Education Authorities management practices contributing to more children coming and staying at school and improved performance at school?
- Are the assumptions of the ToC still valid?

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[6] For example, if the actual results considerably exceed or are well below expectations, evaluations/assessments can find out the reasons why this happened.

[7] Colour coding is used for the three levels. Red = End Outcome; Blue = Intermediate Outcome; Green = Output

Table 1: End Outcomes and Performance Indicators

EO 1. Increased Access Girls and boys have safe and equitable access to complete education irrespective of social, economic or other status.
1.1 Net Enrolment Rates by level and gender
1.2 Transition Rates by level and gender
1.3 Gross Enrolment Rates by level and gender
1.4 Gender Parity Index by level
1.5 Survival Rate by year level and gender
1.6 Gross intake rate (GIR) in primary and lower secondary by level and gender
1.7 Net intake rate (NIR) in primary and lower secondary by level and gender
1.8 Percentage of children over-aged for primary and lower secondary by gender
1.9 Age specific enrolment rate for age 3, 5 and 6 by gender
1.10 Repetition Rate by level, gender and province
1.11 Dropout Rate by level, gender and province
1.12 Completion Rate for primary, lower secondary and upper secondary
EO 2. Improved Quality Girls and boys receive quality education with relevant and effective outcomes.
2.1 Percentage of students achieving at or above the expected level. (SISTA)
2.2 Early Grade Reading Assessment (EGRA) results
2.3 Percentage of certified teachers by gender
2.4 Placement Rates for year (6 to 7, 9 to 10, 11 to 12, 12 to 13)
2.5 Number of Graduates Year 10 & 12 by gender
2.6 Teacher: Pupil ratio by level
2.7 Teacher absenteeism by level
EO 3. Improved Management Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved.
3.1 Number and percentage of schools receiving second grant annually.
3.2 Number and percentage of EAs receiving second grant annually.
3.3 Public expenditure on education as a percentage of total SIG expenditure
3.4 Total expenditure on education as a percentage of GDP
3.5 Actual expenditure to budget
3.6 Recurrent allocation for the per unit cost per education sector.

Level 2: Intermediate Outcomes, Indicators and Evaluation Questions

Evaluative Questions:
- To what extent have the intermediate outcomes been achieved and why?
- To what extent have there been improvements in removing barriers to education access for all children?

- Are students, especially girls, now able to transition through the identified barriers to education transition?
- To what extent have any changes in policies and management practices been implemented and continued?
- To what extent do MEHRD decision-makers utilise data for planning?

Table 2: Intermediate Outcomes and Performance Indicators

IO1: Children complete basic education, inclusive of PPY
IO1.1: Strategy developed and implemented for 3-4-year old's.
IO1.2: Number of licensed and functioning ECCE Centres.
IO1.3: Number of licensed community ECCE Centres applying National Standards.
IO1.4: Number of Primary Schools offering the new pre-primary year for 5-year old's.
IO2: Increased number of children complete 13 years of education
IO2.1: Number of schools operational by sector.
IO2.2: Number of classrooms by sector and type.
IO2.3: Number of functioning boarding facilities.
IO2.4: Decrease in the number of overage students by primary and junior 11econdary by gender.
IO2.5: Number of schools with clean safe water supplies by sector.
IO2.6: Number of functional toilets in schools by sector and gender.
IO2.7: Toilets: Pupil ratio by gender.
IO3: More teachers using new improved curriculum.
IO3.1: Number and percentage of teachers with adequate teaching resources.
IO3.2: Pupil: Text Book ratio.
IO3.3 Number and percentage of teachers using the new curriculum by sector.
IO4 Teachers using assessment for learning strategies.
IO4.1 Number and percentage of teachers using assessment for learning system.
IO5 Teachers using child-centred teaching strategies
IO5.1: Number and percentage of teachers meeting agreed Standards.
IO6 Teachers using quality literacy and numeracy strategies
IO6.1: Number of students achieving minimum learning outcomes of the new curriculum.
IO7: Schools show improvements against agreed Standards.
IO7.1: Number of schools that meet new Standards.
IO7.2: Number of school leaders that meet Standards.
IO7.3: Number of School Boards that meet new Standards.
IO8: Education Authorities operate to agreed Standards.
IO8.1: Number of Eas that meet new Standards.
IO8.2: Number of PEAs and Eas that produce quarterly reports in a timely manner and appropriate format.
IO9: MEHRD capacity at institutional, organisational and individual levels strengthened.
IO9.1: Improved MEHRD planning and reporting systems and processes.

Level 3: Key Outputs, Indicators and Evaluation Questions

Key evaluation questions:

- To what extent have the activities been implemented?
- To what extent have the outputs been achieved and why?
- To what extent did the outputs contribute to Intermediate Outcomes?
- What are the factors contributing to and detracting from effectiveness of the interventions?
- Were the activities and outputs delivered on time (efficiency) and within budget (VFM)?

Table 3: Outputs and Performance Indicators

Key Output Area 1: ECE Reform
KO1.1: Costed policy for the expansion of ECCE Centres 3-4-year old developed and approved by cabinet
KO1.2: Vernacular languages expansion plan developed and implemented.
Key Output Area 2: Access Strategies
KO2.1: MEHRD develops and publishes a strategy that identifies and plans the progressive removal of blockages to student participation in school education.
KO2.2: Number of Provinces and Eas that implement pilot interventions to reduce ESL.
KO2.3: More structured and formalised processes are implemented to collect and analyse data about the participation rates of students with disabilities in basic education.
KO2.4: The draft Solomon Islands National Disability Inclusive Education Plan is approved and disseminated.
KO2.5: Number and percentage of schools that have increased their student enrolment.
KO2.6: The needs of students with learning disabilities identified and plan developed.
Key Output Area 3: Infrastructure
KO3.1: Number of Provinces with costed access development plans.
KO3.2: Infrastructure expansion plan developed, approved and implementation commenced by 2018.
KO3.3: At least seven provinces have provincial infrastructure development plans
KO3.4: 50 new classrooms constructed each year from 2017.
Key Output Area 4: Professional Development
KO4.1: Number and percentage of teachers accessing in-service training.
KO4.2: Findings from SISTA 2017 are used to develop professional development programs or teacher support packages for teachers and principals.
KO4.3: Number of teachers trained in new literacy practices.
KO4.4: Increase in the percentage of trained teachers in primary and junior secondary schools.
KO4.5: Teacher professional development programs are designed to support the implementation of the revised curriculum.
KO4.6: Professional development programs for teachers and principals are implemented and their effectiveness evaluated.
Key Output Area 5: Curriculum
KO5.1: A quality National Curriculum for Primary and JS education is completed by 2018 and implemented from 2019 onwards.
KO5.2: A quality National Curriculum for SSE education is completed by 2018 and implemented from 2019 onwards.
Key Output Area 6: Student Assessment
KO6.1: Year 6 exam phased out from the education system in 2018.
KO6.2: Year 9 exam phased out from the system by 2020.

KO6.3: Classroom base assessment commences and implemented in years 1 to 3 in 2018.
KO6.4: Assessments used to improve teaching and learning.
KO6.5: Regular program of SISTA operating (2017, 2019), PILNA (2018).
Key Output Area 7: Standards
KO7.1: Standards for Education Authorities are developed in partnership with Eas.
KO7.2: 70 schools inspected and reports prepared against Standards every year until 2020.
KO7.3: New school management Standards approved by MEHRD in agreement with Eas.
Key Output Area 8: Teaching and Learning Resources
KO8.1: Teacher support materials are developed and distributed to all primary and junior secondary schools.
KO8.2: Teacher and Principal SISTA support materials are distributed to relevant schools.
KO8.3: Student learning resources are developed and distributed to all primary and junior secondary schools.
Key Output Area 9: School Management
KO9.1: 90% of Schools School Boards trained in their roles and functions by end of 2018.
Key Output Area 10: Teacher Management
KO10.1: MEHRD analyses teacher appraisal data, or establishes new data collection methods, to assess the percentage of teachers who meet the Teacher Standard and establish a baseline against which future improvement can be measured.
KO10.2: Teacher Attendance monthly reports by province/schools observed by 75% of schools.
Key Output Area 11: Education Authority Capacity
KO11.1: Baseline data to determine strengths and weaknesses of Eas is collected and analysed.
KO11.2: MEHRD implements programs or activities to improve the management capability of Education Authorities.
KO11.3: All EAS connected to SIG Connect by end of 2018.
KO11.4: 20 Eas with approved plans by 2018.
KO11.5: 10 Provincial Education Boards are fully functional by 2020.
Key Output Area 12: Financial Management
KO12.1: New school grants management system implemented in 95% of schools.
KO12.2: At least 25 Eas use the new grant system by end of 2018.
KO12.3: At least 80% of 2017 School Grants are retired on time by 2020.
KO12.4: At least one external audit is conducted by the Auditor-General's Department or a suitably qualified outside provider by 2018.
KO12.5: EAs are audited annually to determine source of revenue, expenditure and whether funds were spent efficiently.
KO12.6: At least 85% of schools receive the first tranche of their 2018 School Grant by the end of March 2018.
Key Output Area 13: MEHRD Systems
KO13.1: New roles and procedures for the Inspectorate approved by SMT and operational by 2018.
KO13.2: M&E Framework is approved by SMT.
KO13.3: M&E data are collected and analysed.
KO13.4: NEAP M&E data is reported in Performance Assessment Report.
KO13.5: M&E findings are used to develop Annual Work Plan.
KO13.6: New procedures to address MIS data availability, entry and verification and delegation of MIS management tasks are developed and implemented for all existing MIS.
KO13.7: Approved procurement processes operational.

KO13.8: New SOPs designed, implemented and monitored by 2018.
KO13.9: MEHRD officers are appraised based on the progress of the NEAP outputs and activities they are responsible for.
KO13.10: Number of policies developed and revised based on implementation plans.

9. Measuring Progress

How we monitor NEAP implementation and progress

Output and activity level monitoring will involve targeted monitoring with a focus on specific areas of need. The scale and complexity of the NEAP is beyond the scope and capacity of MEHRD M&E resources to effectively encompass all activities. An assessment was undertaken to identify the key outputs to focus on. During program implementation, further areas of need[8] will be identified through the data collection, monitoring, input from SMT and HODs will be responsive to needs. Output indicators are based on the output – not on time basis. Where a deeper investigation is required AWP performance targets will be used.

In general, output level data collection will occur through Divisions and Units' quarterly progress reports and specific reports and contract/adviser deliverables. A more rigorous level of monitoring will be undertaken in identified areas of need to triangulate data to support evidence. This will include the review of documents/reports, review of quarterly progress report data and a range of qualitative processes such as key informant interviews and case studies. Diagram below illustrates this approach.

Figure 7: MEHRD Output Monitoring
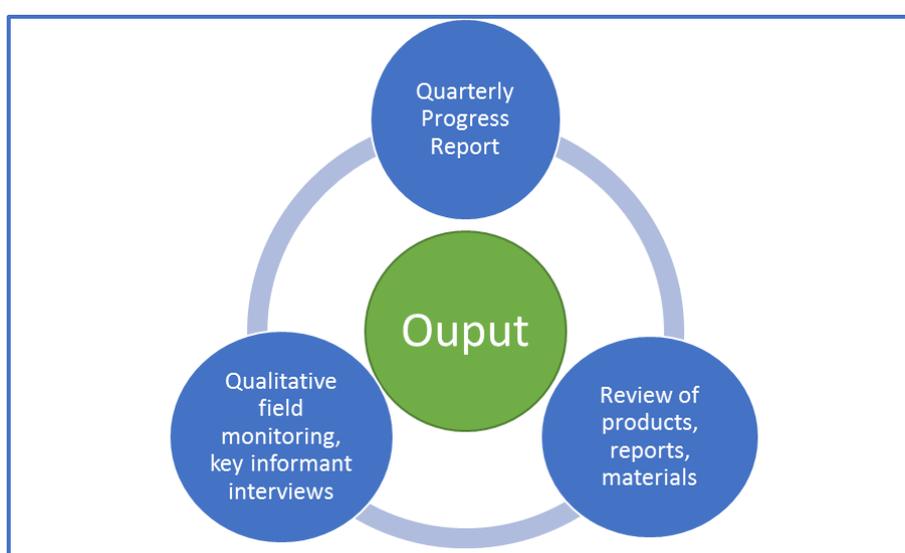
How we evaluate results

This MELP provides sufficient methods, processes and practical tools to monitor, measure, assess and report against Intermediate Outcomes and End Outcomes. A key feature of the approach will be utilising the Results Framework Indicators as the prime 'marker for change'. End outcomes are aligned to global (SDGs), regional and national education indicators and targets. The MELP will therefore provide internal measurement (for MEHRD purposes) and external measurement (for development partners).

Indicator baselines are set from the MEHRD Performance Assessment Report 2016. An annual target setting exercise will be conducted using data and results from the previous year along with relevant reviews, reports and evaluations to inform the process. SIEMIS will further enhanced and modified to ensure all outcome level indicator data is readily available and of a high standard. Financial data will be gained through the MOFT database and MEHRD Finance reports.

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[8] Areas of need refers to outputs where results are not well understood, high risk, significant success or failure or identified by SMT.

A range of evaluations will be undertaken to value-add to the evaluation process ensuring a high level of rigour and confidence in the judgement of results (or otherwise). This will culminate with the preparation of an annual evaluation report (PAR). The PAR will provide the basis for discussion at the Annual Joint Review (December), Annual Review and Planning Workshop (November) and the Mid-Term Review (May/June).

10. Annual Review, Reporting and Planning Process

Data collection and analysis at the output, intermediate outcome and end outcome level will be undertaken in November every year as the basis for the annual reporting and planning process. Data and analysis pertaining to the Results Framework performance indicators will be collated and shape the annual Performance Assessment Report (PAR). The PAR will then be utilised to engage MEHRD personnel in a two-day Review and Planning workshop. The intent of the workshop is two-fold: 1. make judgment on the progress achieved and lessons learned during the calendar year; 2. use evidence to support decisions for the preparation of the annual work plan. As result of the workshop MERHD will have the basis and key findings for the Annual Report and clear directions for future Annual Work Plans. This process will also align and value-add to the Annual Joint Review.

11. M&E Tools & Processes

Table 4: M&E Tools & Processes

What	Outputs Activities	Intermediate Outcomes	EOESF
SIEMIS Database	x	x	x
Training Reports	x		
Quarterly Progress Reports	x	x	
QA Output Assessment Reports	x		
Field Monitoring Study Reports	x		
Case Studies	x	x	
Surveys	x	x	x
Key Informant Interviews	x	x	
Annual Progress Report	x	x	x
Key Output document reviews	x		
External Review		x	x
Targeted Research		x	x
Annual Reflection and Review Workshop	x	x	x
Annual Joint Review	x	x	x
Mid-Year Review		x	x

12. M&E Products & Reports

Table 5: M&E Products & Reports

Report	Content	Audience	Frequency
Division and Unit Quarterly Progress Reports	Reporting progress against AWP activities and outputs	SSU, Divisions	April, July, October, December

MEHRD Quarterly Progress Reports	Compilation of all Division progress reports	SMT, SSU, Divisions	April, July, October
Technical Working Group Reports	TWG provide monitoring and risk reports on planned NEAP activities.	SSU, SMT, relevant Divisions	As required
Education Authorities six-monthly reports to MEHRD	Reports progress of their Annual Work Plans	EA P&E, EA C&I, SSU	July, January
Financial Reports	MEHRD Finance Reports to SMT. MoFT finance reports to MEHRD. MEHRD Finance Reports to donors.	Finance, SMT, SSU	April, July, October, December
Field Monitoring Reports	MEHRD teams visiting EAs, schools and other education institutions and organisations	Relevant Divisions	As required
MEHRD Performance Assessment Report	Annual report assessing achievement against output, intermediate and end outcomes.	SMT, all Divisions, donor partners, SIG.	December
MEHRD Annual Report	Overall MEHRD progress report.	SMT, all Divisions, donor partners, SOGI.	January
Mid-year Review Report	Based on the PAR but updated with mid-year data results. Key findings and recommendations from the meeting.	MEHRD, DFAT, MFAT, other donor partners, other SIG departments.	June
Annual Joint Review Report	Key findings from the Annual Joint Review meeting including recommendations.	MEHRD, all donor partners, SIG.	January
Output Review Reports	Reporting quality and effectiveness of targeted key outputs. QA process.	SMT and relevant Divisions	As required. Aiming for two output review reports each quarter.

13. M&E Roles and Responsibilities

Table 6: M&E Roles and Responsibilities

PIC	Key M&E Tasks	Reporting to Whom
SMT	Utilise M&E data, analysis and reports to support strategic planning and MEHRD performance reporting.	PS, Minister

Deputy Secretary	Provide strategic leadership and direction for overall MEHRD M&E.	SMT, PS
MEHRD M&E Technical Working Group	Oversee and direct the preparation and implementation of the MELP	SMT
SSU M&E Manager	Manage the overall MEF & MELP Support Work Unit to implement their respective elements of the MELP. Manage preparation of PAR Support progress reporting. Support data collection and analysis.	Deputy Secretary
SSU M&E Officer	Coordinate collection and data and reports.	SSU M&E Manager, Deputy Secretary
Heads of Divisions & Departments	Undertake annual planning, collect and analyse data on program outputs and management. Collation of output data, findings and reports. Manage and produce department quarterly progress reports.	SMT
M&E Adviser	Provides technical advice on implementation of MELP. Provide technical advice on data collection, analysis and report writing. Provide technical advice on quantitative and qualitative data collection methods. Ongoing M&E capacity development of SSU team members with identified areas of need.	Deputy Secretary
External Evaluators	Undertake Annual Mid-year assessment and review Undertake specific assessments as required.	Deputy Secretary, SSU

Annex

A. Results Framework

End Outcomes Results Table

End Outcomes	Performance Indicator	Baseline 2016	Target	MOV	Frequency	Responsibility
Access						
1. Girls and boys have safe and equitable access to complete education irrespective of social, economic or other status	1.1 Net Enrolment Rates by level and gender	ECE Total: 38.4% Female: 39.1% Male: 37.8% 5-year-old total: 43.9% Female: 44.7% Male: 43.1% Primary total: 92% Female: 91.6% Male: 92.5% Junior Sec. total: 40% Female: 42.1% Male: 38.6% Senior Sec total: 8.6% Female: 29.6% Male: 27.7%	2020 targets: Pre-primary: 46% Primary: 95% Junior Secondary: 42% Senior Secondary: 32%	SIEMIS School Survey	Annual PAR	Information Services SSU support
	1.2 Transition Rates by level and gender	Primary-JSS total 93% Female: 93.4% Male: 94% JSS to SSS total: 79% Female: 79% Male: 78.4%	2017-2018 transition rates for boy and girls from Year 6 to Year 7, and from Year 9 to year 10 improve from 2016 to 2017. (ESSP 2.1.2). 2020 targets: Primary to JSS: 95% JSS to SSS: 80%	SIEMIS School Survey	Annual PAR	Information Services SSU support

	1.3 Gross Enrolment Rates by level and gender	ECE total: 59% Female: 60% Male: 59% Pre-Primary total: 69.1% Female: 70.4% Male: 67.8% Primary total: 117 % Female:116.6% Male: 118.6% Junior Sec total:75% Female: 75.5% Male: 74.4% Senior Sec total: 36% Female: 35% Male: 37%	2020 targets: Pre-Primary 71% Primary 110% Junior Secondary 77% Senior Secondary 38%	SIEMIS School Survey	Annual PAR	Information Services SSU support
	1.4 Gender Parity Index by level	ECE 0.96 Primary: 0.98 Junior Sec: 1.01 Senior Sec: 0.88	2020 targets: PPY (5 Year old's): 1.00 Primary: 1.00 Junior Secondary: 1.00 Senior Secondary 0.9	SIEMIS School Survey	Annual PAR	Information Services SSU support
	1.5 Survival Rate by year level and gender.	PPY: Female: 100% Male: 100% Year 1: female:90.2%, male:89.9%, Year 2: female 83%, male: 85.6%, Year 3: female: 81.9% male: 83.6%, Year 4: female 77.7% male: 78%, Year 5: female: 72.5% male: 72.3%, Year 6: female		SIEMIS School Survey	Annual PAR	Information Services SSU support

		66.7% male: 62.9%, Year 7: female: 62.4% male: 56.1%, Year 8: female 59.3% male: 50%, Year 9: female 55% male 46.3%, Year 10: female 43.2% male 36.1%, Year 11: female 38.7% male 32.4%, Year 12: female 23.6% male 19.1%				
	1.6 Gross intake rate (GIR) in primary and lower secondary by level and gender.	Follow-up information in PAR 2016		SIEMIS School survey	Annual PAR	Information Services SSU support
	1.7 Net intake rate (NIR) in primary and lower secondary by level and gender.	Female 128% Male 141%		SIEMIS School survey	Annual PAR	Information Services SSU support
	1.8 Percentage of children over-aged for primary and lower secondary by gender.	ECE total 56.6%, female 56.3% male 56.9% Primary total 91.8% female 91.5% male 92.2% Junior secondary total 88.4% female 85.4% male 91.4%, Senior Secondary 92.9%, female 92.2% male 93.6%.		SIEMIS School survey	Annual PAR	Information Services SSU support

	1.9 Age specific enrolment rate for age 3, 5 and 6 by gender.	Age 3 total 37.7%, female 39.5% male 36% Age 5 total 68.5%, female 69.2% male 67.8% Age 6 total 86.6%, female 91.2% male 82.3%		SIEMIS School survey	Annual PAR	Information Services SSU support
	1.10 Repetition Rate by level, gender and province	PPY: female 9.5% male 10%, Year 1: female 7.8% male 8.1%, Year 2: female 7.6% male 8.4%, Year 3: female 6.1% male 8%, Year 4: female 6.4% male 6.9%, Year 5: female 6.5% male 7.3%, Year 6: female 2.6% male 3.6%, Year 7: female 0.6% male 0.7%, Year 8: female 1% male 1.4%, Year 9: female 1.8% male 1.6%, Year 10: female 0.7% male 0.7%. Year 11: female 1.5% male 1.5%, Year 12: female 0.3% male 0.3%		SIEMIS School survey	Annual PAR	Information Services SSU support

	1.11 Dropout Rate by level, gender and province	PPY: female 8.9% male 9.1%, Year 1: female 7.3% male 4.4%, Year 2: female 1.3% male 2.1%, Year 3: female 4.8% male 6.2%, Year 4: female 6.2% male 6.8%, Year 5: female 7.5% male 12%, Year 6: female 6.4% male 10.5%, Year 7: female 4.9% male 10.7%, Year 8: female 7.1% male 7.3%, Year 9: female 21.2% male 21.7%, Year 10: female 10.2% male 10.2%, Year 11: female 38.5% male 40.3%, Year 12: female 82.5% male 76.3%		SIEMIS School survey	Annual PAR	Information Services SSU support
Quality						
2. Girls and boys receive quality education with relevant and effective outcomes	2.1 Percentage of students achieving at or above the expected level. (SISTA)	Year 4 Literacy: 75.6% Year 4 Numeracy: 76.3% Year 6 Literacy: 61.5% Year 6 Numeracy90.5%	2020 targets: Year 4 Literacy: 80% Year 4 Numeracy: 80% Year 6 Literacy: 64% Year 6 Numeracy: 94%	SPC external report	Annual PAR	National Exam and Assessment
	2.2 Early Grade Reading Assessment (EGRA) results	**Refer to SIEGRA report section.**		SIEGRA Report	Annual PAR	National Exam and Assessment

	2.3 Percentage of certified teachers by gender	Pre-primary Primary Total: 65.6% Male: 35.2% Female: 30.4% Secondary Total: 82.2% Male: 52.8% Female: 29.4% TVET Total: 72% Male: 47.4% Female: 24.6%	2020 targets: Primary Total: 85% Secondary Total: 90% TVET Total: 80%	SIEMIS AURION	Annual PAR	Information Services SSU support
	2.4 Placement Rates (6 to 7, 9 to 10, 11 to 12, 12 to 13)	SISE: 90.9% SIF3: 61.8% SISC: 33.7% PSSC: 18%		ATLAS	Annual PAR	National Exam and Assessment
	2.5 Number of Graduates Year 10 & 12 by gender			SIEMIS	Annual PAR	National Exam and Assessment
	2.6 Teacher: Pupil ratio by Education level	ECE: 18.9 PS: 24.4 CHS: 28.8 PSS: 30.9 NSS: 26.2		SIEMIS School Survey	Annual PAR	Information Services SSU support
	2.7 Teacher absenteeism by level	Teacher absenteeism estimated to be over 20%		Inspectorate Report	Annual PAR	Education Authority Performance & Evaluation
Management						

Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved	3.1 Number and percentage of schools receiving second grant annually.	2017 first biannual data: ECE: 61.3% Primary: 97.7% Secondary: 89% TVET: 100%		Grants Unit	Annual PAR	School Grants Education Authority Performance & Evaluation
	3.2 Number and percentage of EAs receiving second grant annually.	2017 first biannual data: Government EAs: 100% Non-government EAs: 100%		Grants Unit	Annual PAR	School Grants Education Authority Performance & Evaluation
	3.3 Public expenditure on education as a percentage of total SIG expenditure (ESSP 4.1.1)	272: 24.2% 373: x 472: 6.5%	At least 23% of SIG national recurrent budget allocated to education.	AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance Dep't
	3.4 Total expenditure on education as a percentage of GDP (ESSP 4.1.1).	2017 data: 13%		AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance dept.
	3.5 Actual expenditure to budget.	272: 91% 372: 65% 472: 96%		AX MEHRD Finance Report	Annual PAR	MOFT MEHRD Finance dep't
	3.6 Recurrent allocation for per unit cost per education sector.	ECE: 4.8% Primary: 29.4% Secondary: 33.6% TVET: 2.3% Tertiary: 28.2%	Allowing for inflation the 2017 recurrent allocation for the per unit cost of primary and junior secondary	MEHRD Finance Report MOFT Finance Report	Annual PAR	MOFT MEHRD Finance dept.

			education is at least equal to the 2016-unit cost.				

Intermediate Outcome Results Table

EOPO	M&E Intermediate Outcome	M&E Indicators	Baseline (2015)	M&E Targets	MOV	Frequency	Responsibility
Access	IO1.1 Children complete basic education, inclusive of PPY	IO.1.1.1 Strategy developed and implemented for 3-4-year old's	NER for 3-4 years old is 31% (Boys 30%, Girls 31%). Total participation rate of 5 y-o is 63% of which in Prep is 23% (Boys 62%, Girls 23%) Activity in ECCE Is difficult to measure as there are inadequate statistics about the number of ECCE centres and students. No mapping has occurred that identifies current or priority locations for ECCEs Centres	Strategy presented and endorsed by SMT by 2018. Implementation Plan prepared, endorsed and funded by 2019.	SMT Report Review of strategy and planning documents	Annual	USCS: Information Services USNES: Standards
Access	IO1.1 Children complete basic education, inclusive of PPY	IO1.1.2 Number of licensed and functioning ECCE Centres	Many centres do not comply with MEHRD minimum standard requirements. No harmonised system is used to measure quality in ECCE.	At least 50% of community ECCE Centres are licensed and apply National Standards in their programmes by 2020.	EAPE Quarterly Progress Report Evaluation Study USEAS: EAP&E report to SMT	Annual	EA Performance & Evaluation Inspectorate
Access	IO1.1 Children complete basic education, inclusive of PPY	IO1.1.3 Number of licensed community ECCE Centres applying National Standards.	No recognised and agreed standards in place.	At least 50% of community ECCE Centres are licensed and apply National Standards by 2020.	EAPE Quarterly Progress Report Inspectorate Reports Evaluation Study USEAS: EAP&E report to SMT	Annual	USEAS: EAP&E Inspectorate

Access	IO1.1 Children complete basic education, inclusive of PPY	IO1.1.4 Number of Primary Schools offering the new pre-primary year for 5-year old's	88% of Primary School have Prep Classes	90% of Primary Schools offer the new pre-primary year for 5-year old by 2020.	SIEMIS PAR	Annual	NES/ Standards
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.1 Number of schools operational by sector.	**Education Services**	**Need target setting with ES**	SIEMIS	Annual	School Grants EA Performance & Evaluation SI
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.2 Number of classrooms by sector and type.	**Follow-up PAR AMD**	**Need target setting with AMD**	SIEMIS School Survey Inspectorate reports EA PE reports	Annual	SI EAPE
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.3 Number of functioning boarding facilities.	Analysis from exam demand and placement statistics suggest that the lack of boarding facilities is limiting the passage from JS to SS for each cohort (approximately 1,017 students of which 674 are girls). The passage from PE to JS seems to be balanced but lack of boarding facilities may restrict girls access to National or Provincial Schools	**Need target setting with IS & AMD**	SIEMUS School Survey Inspectorate reports EA reports	Annual	AMD EA Performance & Evaluation
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.4 Decrease in the number of overage students by primary and JS by gender.	Large population of overage students across the system (19% in PE and 45% in JSE). The problem starts at prep where 5-15% of students are forced to repeat Prep, late entrant students are forced to start at Prep despite being 9-11 years old	The number of overage students <7% in PE and <25% in JS by 2020	SIEMIS School Survey	Annual	Information Services Inspectorate

Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.5 Number of schools with clean safe water supplies by sector.	**Follow up PAR with IS & AMD**	**Need target setting with AMD & IS**	SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.6 Number of functional toilets in schools by sector and gender.	**Follow up PAR Data IS & AMD**	**Need target setting with AMD & IS**	SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS
Access	IO1.2 Increased number of children complete 13 years of education	IO1.2.7 Toilets: Pupil ratio by gender.	**Follow up PAR Data IS & AMD**	**Need target setting with AMD & IS**	SIEMIS Infrastructure reports EA reports Inspectorate reports	Annual	AMD IS
Quality	IO2.1 More teachers using new improved curriculum	IO2.1.1 Number and percentage of teachers with adequate teaching resources.	**Follow up Data from SIEMIS & Learning Resources**	**Need target setting with Learning Resources**	SIEMIS Quarterly Progress reports from: Learning Resources Inspectorate reports Teacher PD Reports Literacy & Numeracy Reports	Quarterly	Learning Resources

Quality	IO2.1 More teachers using new improved curriculum	IO2.1.2 Pupil: Text Book ratio	The textbook distribution system in Solomon Islands does not function optimally, leading to delays, over expenditure and misuse of textbooks. The overall textbook provision system is also quite expensive, mainly due to the high unit cost of books produced by non-competitive processes. Distribution dates are very erratic: between February and August. Sometimes one year is skipped, and schools don't get any textbook distribution for two years.	**Need target setting with Learning Resources**	SIEMIS School Survey Inspectorate Reports	Annual	Information Services Inspectorate
Quality	IO2.1 More teachers using new improved curriculum	IO2.1.3 Number and percentage of teachers using the new curriculum by sector.	No new Curricular developed/implemented. Design is inefficient and takes on average over 6 years to develop new curricula. Implementation of new curricula and other teaching improvement reforms is arbitrary and not monitored. Curriculum implementation and monitoring is weak, with undefined roles for the Inspectorate and Education Authorities. The current system does not have the capacity to deliver (by 2030) s the volume of in-service re-training that would be required by the introduction of the projected curricular reforms programmed for Prep, PE, JSE and SSE	**Need target setting with Curriculum & Inspectorate**	EA reports Inspectorate reports Curriculum reports Evaluation/assessment report	Quarterly	Curriculum Inspectorate
Quality	IO2.2 Teachers using assessment for learning strategies.	IO2.2.1 Number and percentage of teachers using assessment for learning system.	The quality and efficiency of the In-service training system to support assessment for learning has been a recurring issue in many NEAPS. Implementation of teaching improvement reforms is arbitrary and not monitored.	**Need target setting with Inspectorate**	Inspectorate reports Evaluation/Assessment report	Quarterly	Inspectorate

Quality	IO2.3 Teachers using child-centred teaching strategies	IO2.3.1 Number and percentage of teachers meeting agreed Standards	No agreed Teacher Standards developed or utilised for performance measurement, management & improvement.	**Need target setting with Standards & Inspectorate**	Standards reports	Quarterly	Standards EAPE
Quality	IO2.4 Teachers using quality literacy and numeracy strategies	IO2.4.1 Number of students achieving minimum learning outcomes of the new curriculum. (ESSP 1.1.2).	Despite good initial progress, MEHRD has not managed to develop a capacity for curriculum design that can cope with the demands of the education system with reasonable costs and delivery times.	**Need target setting with NEAD, SSU & Inspectorate**	NEAD National Examination result reports	Annual	NEAD SSU Inspectorate
Management	IO3.1 Schools show improvements against agreed Standards.	IO3.1.1 Number of schools that meet new Standards.	School management overall is not working well. High turnover of principals (up to 50% in some provinces) mainly due to the school community demanding a replacement. School management is currently not monitored using measurable performance standards and targets	**Need target setting with Standards**	Standards reports	Quarterly	Standards EAPE
Management	IO3.1 Schools show improvements against agreed Standards	IO3.1.2 Number of school leaders that meet Standards.	No agreed School Leader Standards developed or utilised for performance measurement, management & improvement.	**Need target setting with EAPE and EACI**	Standards reports	Quarterly	Standards
Management	IO3.1 Schools show improvements against agreed Standards	IO3.1.3 Number of School Boards that meet new Standards.	Schools Boards are not functioning for most of Schools (no official baselines are available). No agreed School Board Standards developed or utilised for performance measurement, management & improvement	**Need target setting with Standards, EAPE & EACI**	Standards reports	Quarterly	Standards EAPE and EACI

	IO3.2 Education Authorities operate to agreed Standards.	IO3.2.1 Number of EAs that meet new Standards.	Education Authority low capacity and service delivery is not allowing them to perform their duties. EA management is not monitored using measurable management performance standards and targets. Their roles and responsibilities are not clear in several areas and overlap with other MEHRD functions It is not clear that Education Authorities are appropriately funded to undertake their duties.	**Need target setting with Standards, EAPE & EACI**	Standards reports	Quarterly	Standards EACI and EAPE
Management							
Management	IO3.2 Education Authorities operate to agreed Standards	IO3.2.2 Number of PEAs that produce quarterly reports in a timely manner and appropriate format.	There is inadequate coordination at the provincial level to achieve national education goals.	**Need target setting with EAPE**	PEA quarterly reports. Review and analysis of report MEHRD quarterly reports	Quarterly	EAPE
Management	IO3.3 MEHRD capacity at institutional, organisational and individual levels strengthened.	IO3.3.1 Improved MEHRD planning and reporting systems and processes	Many of the core management functions of MEHRD are not functioning well. MEHRD does not have the capacity to run some key functions without the external support of technical assistants. A new organisational structure has been approved but the key functions in this area are not fully operational.	**Need target setting with SSU**	Review and analysis of quality MEHRD planning and reporting products.	Annual	SSU

Output Results Table

M&E EOPO	Key Output	Performance Indicators & Targets	MOV	Responsibility	Frequency
Access	KO1. ECE Reform	KO1.1 Vernacular languages expansion plan developed and implemented.	SMT resolution Review of Output/deliverables Key informant interviews USNES Quarterly Progress Report	USNES: NES/ Standards	Quarterly
Access	KO1. ECE Reform	KO1.2 Costed policy for the expansion of ECCE Centres 3-4-year old developed and approved by Cabinet.	Adviser output deliverable - report USNES Quarterly Progress Report Cabinet resolution	USNES: NES/ Standards	Quarterly

Access	KO2. Access Strategies	KO2.1 MEHRD develops and publishes a strategy that identifies and plans the progressive removal of blockages to student participation in school education. (ESSP 2.1.1).	SSG: SSU report to SMT SSU Quarterly Progress Report	SSG: SSU Support from AMD	Quarterly
Access	KO2. Access Strategies	KO2.2 Number of Provinces and EAs that implement pilot interventions to reduce ESL.	USEAS: EAP&E report to SMT USEAS Quarterly Progress Report	USEAS: EAPE	Annual
Access	KO2. Access Strategies	KO2.3 More structured and formalised processes are implemented to collect and analyse data about the participation rates of students with disabilities in basic education.	Quarterly progress reports from Inspectorate & EAPE School survey Target survey	USCS: IS Support from SSU	Annual
Access	KO2. Access Strategies	KO2.4 Number and percentage of schools that have increased their student enrolment.	SIEMIS Inspectorate Report	USCS: IS SSU	Annual
Access	KO2. Access Strategies	TKO2.4 The draft Solomon Islands National Disability Inclusive Education Plan is approved and disseminated. (ESSP 2.1.3)	SSE: approved NEAP document SSU review of draft plan	USNES: NES/ Standards Support from SSU	Annual
Access	KO2. Access Strategies	KO2.5 Number of Provinces with costed access development plans.	USEAS/EACI report to SMT M&E review of plans M&E field monitoring	USEAS: EACI	Annual
Access	KO2. Access Strategies	KO2.6: The needs of students with learning disabilities identified and plan developed.			Annual
Access	KO3. Infrastructure	KO3.1 Infrastructure expansion plan developed, approved and implementation commenced by 2018.	SMT resolution SSU review and analysis of plans	SSU Support from AMD	Annual
Access	KO3. Infrastructure	KO3.2 At least seven provinces have provincial infrastructure development plans	USEAS/AMD report to SMT M&E review and analysis of plans	USEAS: AMD	Annual

Access	KO3. Infrastructure	KO3.3 50 new classrooms each year from 2017.	USEAS/AMD report to SMT SIEMIS	USEAS: AMD	Quarterly
Quality	KO4. Professional Development	KO4.1 Number and percentage of teachers accessing in-service training.	SMT resolution TPD & L&N Units Quarterly Progress Reports	USEAS: TSD	Quarterly
Quality	KO4. Professional Development	KO4.2 Findings from SISTA 2017 are used to develop professional development programs or teacher support packages to for teachers and principals. (ESSP 1.2.1).	USNES report to SMT TPD & L&N Units Quarterly Progress Reports	USNES: TPDD	Quarterly
Quality	KO4. Professional Development	KO4.3 Increase from 2016 in the percentage of trained teachers in primary and junior secondary schools. (ESSP 1.3.2).	Inspectorate and	USNES: TPDD	Annual
Quality	KO4. Professional Development	KO4.4 Teacher professional development programs are designed to support the implementation of the revised curriculum. (ESSP 1.4.3)	Inspectorate report to SMT	USNES: TPDD	Annual
Quality	KO4. Professional Development	KO4.5 Number of teachers trained in new literacy practices.	LPMU report to SMT LPMU Quarterly Progress Report	USNESS: LPMU	Quarterly
Quality	K4. Professional Development	KO4.6 Professional development programs for teachers and principals are implemented and their effectiveness evaluated. (ESSP 1.2.2).	TPDD PD report TPDD Quarterly Progress Report Inspectorate Evaluation Report	USNES: TPDD	Quarterly
Quality	KO5. Curriculum	KO5.1 A quality National Curriculum for Primary and JS education is completed by 2018 and implemented from 2019 onwards. (ESSP 1.4.1)	Cabinet resolution M&E QA assessment of outputs/deliverables	USNES: Curriculum	Annual

Quality	KO5. Curriculum	KO5.2 A quality National Curriculum for SSE education is completed by 2018 and implemented from 2019 onwards.	Cabinet resolution M&E QA assessment of outputs/deliverables	USNES: Curriculum	Annual
Quality	KO6. Student Assessment	KO6.1 Year 6 exam phased out from the education system in 2018.	SMT resolution approves phasing out of year 6 exam	USNES: Standards	Quarterly
Quality	KO6. Student Assessment	KO6.2 Year 9 exam phased out from the education system in 2020.	SMT resolution approves phasing out of year 6 exam	USNES: Standards	Quarterly
Quality	KO6. Student Assessment	KO6.3 Classroom base assessment commences and implemented in years 1 to 3 in 2018.	USNES: Reports on Assessment submitted to SMT.	USNES: NEAD	Quarterly
Quality	KO6. Student Assessment	KO6.4 Assessments used to improve teaching and learning.	USNES: Reports on Number of Schools doing Assessment submitted to SMT.	USNES: Inspectorate	Quarterly
Quality	KO6. Student Assessment	KO6.5 Regular program of PEARL (2018), EGRA (2018), SISTA in 2017 and 2019 and PILNA in 2018.	USNES: Reports on SISTA and PILNA endorsed by SMT	USNES: NEAD	Quarterly
Quality	KO6. Student Assessment	KO6.6 Special support provided to students with learning disability.	USNES: Reported provided to SMT.	USNES: Learning Resources	Quarterly
Quality	KO7. Standards	KO7.1 Standards for Education Authorities are developed in partnership with EAs (ESSP 3.1.1).	SMT resolution approves new standards	USEA: EA Group	Annual
Quality	KO7. Standards	KO7.2 70 schools inspected and reports prepared against Standards every year until 2020.	Inspectorate Reports Inspectorate Quarterly Progress Report M&E QA assessment report of output deliverables (.	Inspectorate	Quarterly
Quality	KO7. Standards	KO7.3 New school Standards approved by MEHRD in agreement with EAs.	SMT resolution approves new standards	USNES: Standard	Annual

Quality	KO8. Teaching & Learning Resources	TKO8.1 Teacher support materials are developed and distributed to all primary and junior secondary schools. (ESSP 1.4.2)	Curriculum & Procurement Quarterly Progress report SMT resolution	USNES: Curriculum	Quarterly
Quality	KO8. Teaching & Learning Resources	KO8.2 Teacher and Principal SISTA support materials are distributed to relevant schools. (ESSP 1.2.3).	Curriculum & Procurement Quarterly Progress report SMT resolution	USNES: NEAD	Annual
Quality	KO8. Teaching and Learning Resources	KO8.3 Student learning materials are developed and distributed to all primary and junior secondary schools.	Curriculum & Procurement Quarterly Progress report SMT resolution	USNES: Curriculum	Quarterly
Management	KO9. School Management	KO9.1 90% of Schools School Boards trained in their roles and functions by end of 2018.	EAPE report to SMT EAPE Quarterly Progress Report	USEA: EAPE	Quarterly
Management	KO10. Teacher Management	KO10.1 MEHRD analyses teacher appraisal data, or establishes new data collection methods, to assess the percentage of teachers who meet the Teacher Standard and establish a baseline against which future improvement can be measured.	Teacher appraisal data system established SMT resolution	USNES: Inspectorate	Quarterly
Management	KO10. Teacher Management	KO10.2 Teacher Attendance monthly reports by province/schools observed by 75% of schools.	Inspectorate report to SMT	USNES: Inspectorate	Quarterly
Management	KO11. EA Capacity	KO11.1 Baseline data to determine strengths and weaknesses of EAs is collected and analysed (ESSP 3.1.2).	Report EAPE to SMT	USEA: EAPE	Quarterly
Management	KO11. EA Capacity	KO11.2 MEHRD implements programs or activities to improve the management capability of Education Authorities (ESSP 3.1.3).	EAPE report to SMT EAPE Quarterly progress report M&E Field Monitoring M&E Case Studies	USEA: EAPE EACI	Quarterly

Management	KO11. EA Capacity	KO11.3 All EAS connected to SIG Connect by end of 2018.	IS Report to SMT	USCS: IS	Quarterly
Management	KO11. EA Capacity	KO11.4 20 EAs with approved plans by 2018.	USEAS: EAP&E report to SMT	USEAS: EACI	Annual
Management	KO11. EA Capacity	KO11.5 10 Provincial Education Boards are fully functional by 2020.	Report from USEAS to SMT	USEAS: EACI	Quarterly
Management	KO12. Financial Management	KO12.1 New school grants management system implemented in 95% of schools.	SMT resolution	USCS: Finance	Quarterly
Management	KO12. Financial Management	KO12.2 At least 25 of EAs use the new grant system by end of 2018.	Reports from USCS/Finance to SMT	USCS: Finance	Quarterly
Management	KO12. Financial Management	KO12.3 At least 80% of 2017 School Grants are retired on time. (ESSP 4.3.1).	Grants progress reports on School retirements	USCS: Finance	Biannual
Management	KO12. Financial Management	KO12.4 At least one external audit is conducted by the Auditor-General's Department or a suitably qualified outside provider (ESSP 4.4.1).	IA report to the SMT	USCS: IA	Annually
Management	KO12. Financial Management	KO12.5 EAs are audited annually to determine source of revenue, expenditure and whether funds were spent efficiently.	IA report to the SMT	USCS: IA	Quarterly
Management	KO12. Financial Management	KO12.6 At least 85% of schools receive the first tranche of their 2018 School Grant by the end of March 2018 (ESSP 4.3.2).	Grants report to SMT	USCS: Finance	Biannual
Management	KO13. MEHRD Systems	KO13.1 New roles and procedures for the Inspectorate approved by SMT and operational by 2018.	SMT resolution M&E QA assessment report on outputs and deliverables	USNES: Inspectorate	Annual
Management	KO13. MEHRD Systems	KO13.2 M&E data are collected and analysed (ESSP 3.2.1).	PARs approved by SMT	DS SSG: SSU	Annual

Management	KO13. MEHRD Systems	KO13.3 NEAP M&E data are reported in Performance Assessment Report (ESSP 3.3.3).	SSU report to SMT	DS SSG: SSU	Annual
Management	KO13. MEHRD Systems	KO13.4 M&E Framework is approved by Permanent Secretary (ESSP 3.2.1).	SMT resolution	DS SSG: SSU	Annual
Management	KO13. MEHRD Systems	KO13.5 New procedures to address MIS data availability, entry and verification and delegation of MIS management tasks are developed and implemented for all existing MIS.	SMT resolution	USCS: IS	Quarterly
Management	KO13. MEHRD Systems	KO13.6 Approved procurement processes operational.	SMT resolution	USCS: Procurement	Quarterly
Management	KO13. MEHRD Systems	KO13.7 M&E findings are used to develop Annual Work Plan (ESSP 3.3.4).	PAR AWP approved by SMT and Implemented	DS SSG: SSU	Annual
Management	KO13. MEHRD Systems	KO13.8 New SOPs designed, implemented and monitored by 2018.	HR and TSD report to SMT	USCS: HR USEA: TSD	
Management	KO13. MEHRD Systems	KO13.9 MEHRD officers are appraised based on the progress of the NEAP outputs and activities they are responsible for.	HR report to SMT	USCS: HR	Quarterly

B. M&E Work Plan July 2017 to January 2018

MEA	M&E Adviser
MEM	M&E Manager (SSU)

MEO	M&E Officer (SSU)
SMT	Senior Management Team
DS	Deputy Secretary
SSU	Strategic Support Unit
PM	Planning Manager (SSU)

M&E Task	Responsible	With	By When	M&E Product/Output
MELP development	MEA	MEM	August	• Theory of Change, Results Framework and MELP.
Development of M&E data collection tools	MEA	MEM	August	• Full range of M&E tools, templates and M&E processes.
Endorsement of MELP	MEA	SMT, DS, MM	August	• SMT endorses the draft MELP including ToC and Results Framework.
Socialise and train MEHRD on MELP	MEM	MEA	September	• MEHRD personnel understand and can undertake their M&E responsibilities. • Conduct formal and informal 'on-the-job' training.
Continue development of Results Framework baseline and targets for 2017.	MEM	MEO	September	• Fully completed Results Framework. • Relevant MEHRD personnel familiar with performance indicators and commitment to associated targets (and the process of target setting).
Further development of M&E data collection, monitoring, analysis and reporting systems.	MEA	MEM	Sept - Jan	Targeted support to and collaboration with: • Information Services – aligning SIEMIS data criteria with the Results Framework performance indicators. Supporting improvements and functionality of SIEMIS. Identifying and trialling innovative/practical ways to collect 'real time' data. Develop a plan for PAR data collection. • EA Performance & Evaluation – develop and implement an EA specific M&E Plan aligned to Standards. • Finance Division – align finance reporting to relevant Results Framework performance indicators. • Inspectorate and Standards Division – align Standards and Results Framework performance indicators and methods to collect data.

				• National Exams and Assessment Division – implement data collection methods aligned to Results framework performance indicators. • Literacy and Numeracy – implement data collection methods for literacy and numeracy related performance indicators.
Develop quantitative and qualitative M&E tools/processes	MEA	MEM	Sept - Jan	• Case Study • Key Informant Interview • Field Monitoring • Output quality assurance and review process
Provide training in the use of qualitative M&E tools/processes	MEA	MEM	October	• Key MEHRD personnel able to use relevant M&E tools and processes. • Monitor trialling and implementation.
Collation of key quarterly M&E data	PM	MEM, MEO	October	• MEHRD personnel provide progress reports based on the AWP. Activity tracking database updated.
Prepare Performance Assessment Report	MEM	MEM, PM	November	• Draft performance report prepared aligned to the Results Framework.
Support Annual Joint Review	PM	MEM, SSU	December	• Provide data to support MEHRD reporting at the Annual Joint Review meeting.
Facilitate Annual Review and Planning Workshop	MEA	MEM, SSU	December	• Results of workshop provide data and judgement for annual progress report and information for Annual plan 2018.
Review (and revise if necessary) ToC, Results Framework and MELP	MEA	MEM	January	• The review process will identify if/where there is a need to revise the ToC, Results Framework and MELP. • Update and implement any changes to content, format or processes.
Performance Indicator target setting for 2018	MEA	MEM	January	• Review actual achievement against indicators. • Work with Divisions to set targets for 2018.
Support preparation of MEHRD Annual Work Plan	MEM	PM	January	• SSU lead the process for preparation of the annual work plan. M&E team provide input to the process.

C. Glossary of M&E Terms

Activity	The specific actions that make up an intervention.
Actors	Individuals or groups who are trying to bring about change.
Assumptions	Conditions or resources that are believed to be needed for the success of a program, and considered already to exist and therefore, will not be problematic. They do not need to be brought about.
Baseline	Describes the status of services and outcome related measures such as knowledge, attitudes, norms behaviours and knowledge before the Program begins.
Case Study	A detailed study, using a range of methods, of a single case. A case can be many things including a school, an individual, EAs, strategies, changes.
Causality	The relationship between one event and another event which is the direct consequence of the first event.
Change Framework	The illustration of a theory of change. The graphic representation of the outcomes and pathways, with Interventions, assumptions, and the justifications included.
Context	Including the social, political and environmental conditions, the current state of the problem the program is seeking to influence
Evaluation	The systematic and objective assessment of an investment and its design, strategies, interventions, implementation, results and impact at critical points in the program cycle. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact, and sustainability.
Evidence	Statements about why one set of activities lead to an outcome or why one outcome will lead to another. Often based on research, but may also come from experience, common sense, or knowledge of the specific context.
Goal	A vision of change which is beyond, or grander, than can be achieved through the program alone but which the program can contribute to, but is not held accountable for.
Performance Indicator	Measurable evidence - visible signs that demonstrate that a result has been achieved. Can be counted (quantitative), but sometimes evidence will be something more descriptive (qualitative).
Input	Resources (financial, human, and material) used in implementing a Program.
Intervention	The ''things'' the Program will undertake to bring about the results (sometimes interchangeable with the term strategy)
Monitoring	Regular collection and analysis of information provides early indications of progress (or lack of) in the achievement of results. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.
Narrative	A summary of the theory which explains the pathways of change, highlights major assumptions, justifications and interventions and presents a compelling case as to how and why your initiative expects to make a difference.
Objective	Something that a Programs efforts or actions are intended to attain or accomplish; purpose; target.

Outcome	A state, or condition, that must exist for your initiative to work and does not currently exist. May represent a change in a group of people, organizations, or places.
Output	Results (products, capital goods, services), achieved immediately after the implementation of an intervention or activity.
Pathway	The sequence results must occur to reach goals. Most initiatives have multiple of these.
Pilot	A small scale, short term experimental trial implemented with the sole purpose of testing whether it works in practice
Preconditions	Conditions that must exist for the next outcome to be accomplished.
Process	The planned sequenced set of things done to carry out a program or project
Stakeholders	Entities (governments, agencies, companies, organizations, communities, individuals, etc.) that have a direct or indirect interest in a project, program, or policy and any related evaluation
Target	A specified objective that indicates the exact details (e.g. number, timing, location) of that which is to be delivered or achieved.

D. M&E Templates

E.1. Outcome Indicator Reporting Tool

E.2. NEAP Output and Activity Tracking Tool

E.3. Training Data Template

E.4 Field Monitoring Report Template

E.5. MEHRD Quarterly Progress Report Template

E.6. MEHRD Annual Report Template

E.7. Indicator Technical Note

E. SITESA Results Framework

Description		Indicator		1st January – 30th June 2016 (Baseline)			1st January – 30th June 2017 (dataset#1)		
				Baseline Data		People with disability	Baseline Data		People with disability
				Women	Men		Women	Men	
End of Program Outcome A: Increased equitable participation of women, women and men with disabilities in skills training		Number (#) and % of women and men successfully completed improved skills training programs	Total no. of students enrolled in all the TVET providers in S.I.	0	0	0	3952	3952	12
			% of students enrolled in S4EG supported Skills providers	0	0	0	35%	83%	0%
Intermediate Outcome A1: Quality of Skills course delivery improved to meet industry standards	A	Increased number (#) of skills courses improved to meet national standards and are provided by S4EG partners	Number of skills courses currently offered in these institutions (Excluding courses offered at SINU)	0			115		
	C	Number (#) of EI courses reviewed (per EI)	Total courses reviewed current year	0			5		
Intermediate Outcome A2: Improved capacity of Skills providers to provide higher level, quality qualifications		Number (#) and % of Skills providers providing courses of improved quality	Number of skills providers currently supported by S4EG	0			5		
			Total Skills providers currently providing skills training in SI	0			48		
			% of skills providers providing quality courses (supported by S4EG)	0			10%		

Output A2.3 Annual Quality Improvement Plans developed based on labour market priorities	(a)	*Number (#) of organisations and # of employers represented in labour market study*	*List of all the employers participated in the labour market survey (Total No.)*	0	76
	(b)	*Number (#) and % of EIs with QIPs in place based on labour market demand*	*Institutions with QIPs in place in the current year (no. of EI S4EG support vs. total EI)*	0	1
Activity A2.3.1 Identify and prioritise relevant courses		Number (#) of new courses identified and prioritised according to labour market demand analysis	Priority courses identified in the Labour Market Survey (LMSI)	0	5
Output A2.4 Contractor develop and deliver priority courses with industry support			*Courses identified by the industry in the Labour Market Survey*	0	6
Activity A2.4.1 Form non-standing industry advisory groups (IAG) to inform and support competency and course development		Number of IAG meetings held for each course developed	IAG Meeting minutes	0	5
Activity A2.4.2 Re-write existing courses and develop new competency based courses		Number of existing courses re-written to meet competency based	Re-written courses in current year	0	6
Output A3.1 Inclusive teaching and learning materials are developed and delivered		Number (#) and % teaching and learning materials that have been written in gender inclusive formats.	Teaching and learning materials that have been written in gender inclusive format	0	277
			Total teaching and learning materials currently being developed	0	277
			% of teaching and learning materials currently being developed in gender inclusive	0	100%

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Activity A3.1.2 Ensuring all materials are gender sensitive and use female role models in illustrative media wherever possible			Total no. of role models who have participated in the development of teaching and learning materials	0	0	0	19	18	0
Output A3.1.3 Undertake trainer development activities	(a)	Number (#) of ITAC and or TAE trainer development programs delivered	Number delivered in the current reporting period			0			1
	(b)	Number of women and men participated in the ITAC and/or TAE trainer development programs	Women and men who participated in the ITAC or TAE trainer program	0	0	0	0	18	0
Output A3.1.4 Facilities improved for priority courses as per the QIP with funding resources from the SDF		Number (#) and % of training facilities improved per QIP and funded through SDF	No. of training facilities funded through SDF			0			9
Activity 2.4.3 Support productive sector agencies and communities to partner with training providers		Number (#) of initiatives facilitated between productive sector agencies, communities and training providers	No. of initiatives facilitated by S4EG	Productive sector agencies	0		Productive sector agencies		2
				Communities	0		Communities		3
				Training Providers	0		Training Providers		3
End of Program Outcome C: Improved regulation, management and quality assurance of the skills sector	B	% of stakeholders satisfied with the regulation, management and quality assurance of the Skills sector	Total no. of employers participated in the survey			0			76

Intermediate Outcome C1: Increased support governments (national / provincial), the private sector and civil society in Skills development activities in provinces	A	Number (#) of government agencies (national and provincial) participated in the Skills development	No. of government agencies participated in the skills development	At the National Level	0	At the National Level	6
				At the Provincial Level	0	At the Provincial Level	2
	B	Number (#) of private sector organisations who participated in the Skills sector (national and provincial)	No. of private sector organisations who participated in the Skills sector	At the National Level	0	At the National Level	33
				At the Provincial Level	0	At the Provincial Level	0
	C	Number (#) of civil society groups participated in the Skills sector (both nationally and at provincial level)	No. of civil society groups participated in the skills sector	At the National Level	0	At the National Level	6
				At the Provincial Level	0	At the Provincial Level	0
Output C1.1. National System Design	A	Number (#) of stakeholder (s) consulted	Total no. of Stakeholders consulted for participation in the skills sector	0		47	
Output C1.2. Legal Framework established	A	Number stakeholder consulted and feedback provided for the Legal Framework	Total no. of stakeholders consulted and feedback provided for the Legal framework	0		57	
Output C3.1. Solomon Islands Tertiary Education and Skills Authority (SITESA) established		Number of final draft SITESA bill shared to PS MEHRD	No. of final draft SITESA bill shared with PS MEHRD	0		3	

F. Education Sector Support Program Performance Matrix

Overarching Target: 23% of SIG national recurrent budget was spent on education in 2016

	Objective	2016/17 Target – to be achieved by 30 May 2017	Measurement	Specific reports required	Responsible
1.1	**Learning Outcomes: Teacher Training Quality**	10% additional teachers are assessed and appraised as meeting the standards by the Inspectorate.	Inspectors to include data on the quality of training for teachers. Baseline is: 52% Teacher Workforce Management to contribute to the achievement of better quality of trained teachers	Report on the quality of training (Inspectorates)	TPDD TSD Inspectorate
2.1	**Recurrent allocation to primary education is protected**	2016 per unit cost of primary education is at least equal to 2015 per unit cost of primary education indexed to inflation.	Subsector expenditure analysis using existing methodology confirms calculation (abridged)	Subsector expenditure analysis Report for the unit cost of primary education	CESS & Finance department
2.2	**School finance and management of grants**	2.2.1 - 70% of retirements are received by MEHRD on time *(last year's target of 100% included follow-up actions by MEHRD. This year's marker was unrealistic* and it is suggested that MERHD adjust the measure accordingly. 2.2.2. MEHRD disburses first tranche of grants in timely manner. 2.2.3 Strengthen skills of school leaders to effectively deploy and spend minimum 40% finances on learning material.	Plan approved and put into action including monitoring for how school grants contributes to improved learning outcomes Plan approved and begun implementation	Report on the review of the School Grant Retirement to ensure quality spending Plan to train all school leaders in the newly approved, revised School Financial Management Handbook.	CESS, School Grants division, Retirement unit – Finance department School Grants Unit

	Objective	2016/17 Target – to be achieved by 30 May 2017	Measurement	Specific reports required	Responsible
3.1	**PFM Action plan implementation on-going**	100% of all activities scheduled for 2016 are completed, and all other activities are planned/ commenced.	MEHRD management approves the revised PFM Action plan (abridged)	Report on the approval of the revised PFM action plan	Finance department
3.2	**MEHRD commitment to an efficient allocation of tertiary budgets, including managing risks to scholarships**	3.2.1 – Using business as usual procedures 2016 scholarships budget is not higher than 2015 scholarships budget 3.2.2 - Beyond scholarships, the baseline figures for tertiary education need rebalancing to reflect wider skills training needs. 3.2.3- Cost-sharing of scholarships is piloted, and transparency in awards and procedures are robustly promoted.	-Cabinet approval of policy -SIMS captures all info on new and existing students, to aid decision making (abridged) -2016 expenses less than 2015 budget	Report on the progress of Scholarship policy cabinet approval	NTU NTU Finance department
3.3	**Partnership between MEHRD and EAs as a shared responsibility; and increasing the capacity of EAs to hold MEHRD to account**	3.1 – Baseline of Provincial Education Authorities capacity.	Capacity Evaluation of PEAs, designed to plan EA capacity development	Capacity Evaluation Report	EA PE Division Inspectorate division EA group
	Objective	2016/17 Target – to be achieved by 30 May 2017	Measurement	*Specific reports required*	Responsible
4.1	**Create a disability inclusive culture and gender inclusion**	4.1. – Girls transition rate from Primary to Secondary increases. 4.2 - Data on disability inclusive education	Comparative transition rates 2015 to 2016. Data collected, collated and analysed on student disability by disability type, school type. Dialogue between Ministry and Education Authorities to reinforce girls' participation.	*PAR* *SIEMIS reports* *PAR* *Report by Community Education and Schools Services*	SSU SSU SSU AMD

	Objective	2016/17 Target – to be achieved by 30 May 2017	Measurement	*Specific reports required*	Responsible
			New government investments in dormitories to include more balanced provision for girls and boys.	*Asset management report*	