



Primary Preparation Year (PPY) Evaluation in Solomon Islands

Inception Report

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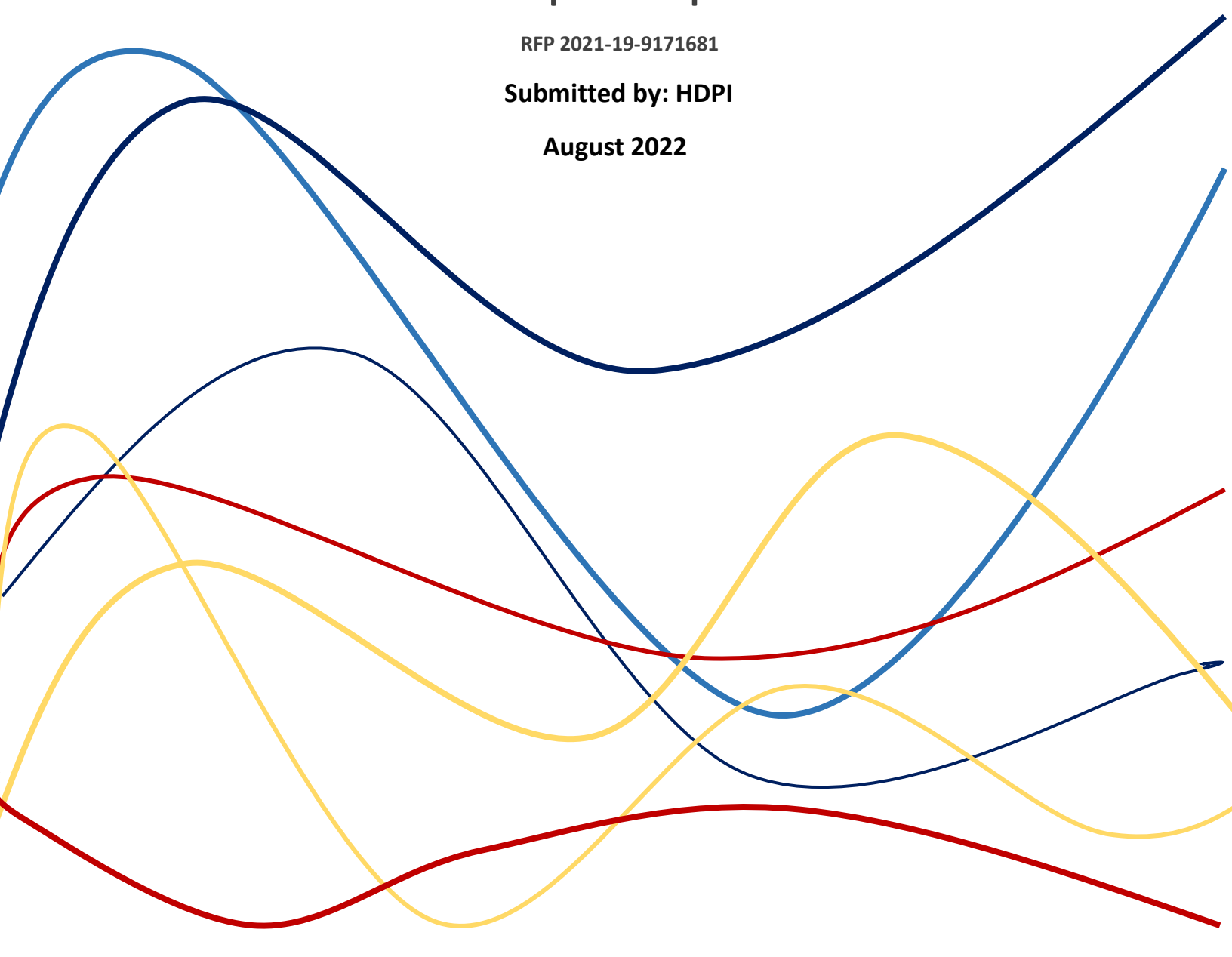


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ABBREVIATIONS AND ACRONYMS

CDD	Curriculum Development Division
EA	Education Authorities
EA AWP	Education Authorities Annual Work Plan
ECD	Early Childhood Development
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
ELDS	Early Learning and Development Standards
ERIC	Ethical Research Involving Children
ESRSCP	Education System Response Scenario Plan
FBT	Field Based Training
HDPI	Humanitarian Development Partnership
MEHRD	Ministry of Education and Human Resources Development
M&E	Monitoring and Evaluation
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
NGOs	Non-Governmental Organizations
MICS	Multiple Indicator Cluster Surveys
NEAP	National Education Action Plan
OBL	Outcome Based Learning
PD	Professional Development
PPY	Primary Preparation Year
SDG	Sustainable Development Goals
SI	Solomon Islands
SL	School Leaders
SIG	The Government of the Solomon Islands
SIEMIS	Solomon Islands Education Management Information System
SINU	Solomon Islands National University
T&L	Teaching and Learning
TIT	Teacher in Training
ToC	Theory of Change
UNCRC	United Nations Convention on the Rights of the Child
UNEG	United Nations Ethical Guidelines
UNICEF	United Nations Children’s Fund

1. Introduction

The Humanitarian Development Partnerships Inc., HDPI, has been commissioned by UNICEF Solomon Islands Country/Field Office to conduct an evaluation of the Primary Preparation Year, PPY, in Solomon Islands across Honiara City, Guadalcanal, Malaita and Makira provinces and it will be conducted from April – December 2022. The main purpose of this evaluation is to inform decision-makers of the progress and performance of the PPY programme model with regards to its effectiveness, relevance, efficiency, and sustainability; and to contribute towards future PPY planning and programming for its effective implementation nation-wide. The findings of the formative evaluation will inform an analytical review of key achievements, good practices, gaps, and constraints that need to be addressed, towards the overall improvement of the PPY programme in Solomon Islands. The primary audience of this evaluation are key partners in the Ministry of Education and Human Resources Development, MEHRD, the Education Section within UNICEF-Pacific, and the UNICEF-Solomon Islands Field Office. The secondary audience of the evaluation includes Provincial Education Boards, future contracted suppliers of teacher professional development and curriculum development, school leaders, teachers school boards, Provincial Education Authorities, donor partners, implementing partners, and current providers of pre- and in-service teacher professional development. The evaluation will take a formative view, drawing evidence and learning to inform the next phase of the PPY programme and its gradual adoption across the country.

This inception report is based on desk review of relevant literature and key documents, interviews with selected stakeholders and consultations held between the evaluation team and the evaluation managers. It begins with a brief background and context (Section I) including a description of the PPY programme (Section II), which is followed by an overview of the evaluation objectives and scope, detailed approach and methodology to be followed in conducting the evaluation (Section III) and a revised workplan (Section IV). The evaluation team is grateful for the comments provided by the evaluation management/reference group on the earlier draft and looks forward to their continued guidance during the course of this formative and utilisation focused evaluation.

Background and Context

The Solomon Islands is an island state located in Oceania in the South Pacific Ocean, northeast of Australia, northwest of Fiji, and east of Papua New Guinea. As the name would indicate, The Solomon Islands is an archipelago of over 900 islands, culturally embedded in the Melanesian region. The Solomon Islands is a lower middle-income country¹ with a population of approximately 706,758 inhabitants (2022),² of which 40,03 percent of total population in 2020, are under the age of 14³. The country is linguistically⁴, culturally and ethnically diverse with island populations scattered across a vast ocean area (2,896 km²). About one fifth of the population live in urban areas with more than 80 per cent residing in rural locations.

The country has expressed its strong determination by fully committing to provide Education for All and adhering to the Sustainable Development Goal 4.2 as an achievable reality. SIG's long-term vision is that "... by 2030, [to] ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education."⁵ The MEHRD key goal is to achieve full enrolment of all five-year-old children by 2030. Substantive efforts have been taken by the SIG to improve the quality of education in the island state. Thus, the design and implementation of inclusive, accessible, and integrated programmes and services of good quality for early childhood, covering health, nutrition, protection, and education needs, especially for children with disabilities and support families as children's first caregivers and teachers, are central.

While the SIG is fully determined to achieve SDG4.2 by 2030 some barriers persist ..." parents are still expected to pay "contributions," including fees for tuition, assessments, and "desk fees," as well as for "optional" costs such as uniform, meals, teacher salary contribution, Parent Teacher Association (PTA) fees, and any transport costs incurred by families to reach the ECCE centre. »⁶

¹ Much of SI is underdeveloped without roads, electricity or telephones.

² Solomon Islands (2021)

https://countrymeters.info/en/Solomon_Islands#:~:text=Demographics%20of%20Solomon%20Islands%202021,of%20692%2C432%20the%20year%20before.

³ <https://knoema.com/WBWDI2019Jan/world-development-indicatorswdi?tsid=1116920#:~:text=Solomon%20Islands%20-%20Po>

⁴ With about 87 listed language groups, Solomon Pijin (the lingua franca) and English as the official language.

⁵ MEHRD, Education Strategic Framework, 2016-2030, Honiara,

⁶ World Bank. (2013). Systems Approach For Better Education Results Nsa-Ecd: National Situation Analysis Early Childhood Development, p. 5.

Map1: Solomon Islands



Source : <https://asiapacific.anu.edu.au/maponline/base-maps/solomon-island-provinces-and-capitals>

Early Childhood Education System

The government of the Solomon Islands (SIG) recognizes the importance of providing early childhood education opportunities for young children. The ECE⁷ system covers education of young children from three to five years old. ECE is currently provided through informal mechanisms involving community-based approaches the PPY programme has been integrated within the basic education sub-sector of the education sector. Overall, several low- and lower- middle-income countries in different regions have demonstrated that challenges in universalizing pre-primary education are not unfeasible and progress can be achieved gradually and deliberately. While none has found all the solutions, many have followed a path to achieve real gains – a path that other countries can learn from, improve on, and use to accelerate their own progress.

The SIG vision inspired by the SDG Agenda 2030 is commendable. Their visionary decision to universalise ECE by adding one primary preparation year for all five-years-old children is expected to reduce school repetition in primary schooling and lower school dropout rates. Dropout plus repetition rates results in wastage and reflect low internal efficiency of the system. The internal efficiency of an education system is revealed by grade promotion, repetition and dropout rates. In addition, teacher education including pre-service and in-service teacher training play a vital role in quality of learning and grade completion, as well as the design and production of teaching and learning resources. Quality early childhood education sets a strong foundation for learning and sets the stage for a positive transformation in learning outcomes throughout a child's lifetime.

The PPY Programme as a foundation to improve quality education

The SIG has given major emphasis to improving the quality of education especially through ECE by establishing a compulsory Primary Preparation Year programme as of 2018 to five-year-old children. There is increasing recognition that ECE provides a crucial foundation for future learning and helps to develop the cognitive and non-cognitive skills shown to be important for future success. Nevertheless, the extent of the benefits is conditional on quality. The SIG 4.2 goal of achieving full enrolment of all 5-year-olds by 2030 is a commitment to improving the quality of teaching and learning in ECE by introducing new contents, mainstreaming the use of vernacular languages, and deploying a competent teacher force fully qualified according to the MEHRD standards. In 2008, the MEHRD endorsed a National Early Childhood Education Policy Statement (NEAP), targeting ages three to five, which states its commitment to develop a quality ECE sector. PPY programme is for five-year-old children and provides a transition from Early Childhood Care and Education (ECCE) programmes towards Year One primary school education. It is classified as part of “basic education” and is funded by MEHRD⁸.

⁷ In Solomon Islands Early Childhood Education (ECE) is the umbrella term for 3–5-year-old children, but also applies for services for younger children 3-4, while Primary Preparation Year (PPY) applies to children aged 5.

⁸ MEHRD, Pre-Primary Year Curriculum Framework, SIG 2018, p. 3.

In 2017 transition planning commenced for PPY and 659 primary schools and community schools offering PPY in 2018. As of 2019, there were 284 registered ECE Centres plus an estimated 280 unregistered. According to the MEHRD 659 primary schools and community schools were offering PPY in 2018 and increasing to 677 schools in 2019. This represents about a 7 per cent increase on the number of registered centres in 2016. Hitherto, the MEHRD is clearly determined to transform the former 'Prep' year into a quality foundational Primary Preparation Year for all students as illustrated in Table 1.

Table 1. Implementation of PPY Programme in Solomon Islands' Schools, 2018-2019

Programme	Schools where PPY could be implemented	Number of Schools where PPY was implemented in Year 1 (2018)	Number of Schools where PPY was implemented in Year 2 (2019)	Schools yet to implement PPY programme (%)
Primary Preparation Year (PPY)	728	659	677	51 schools (7.0 %)

Source: Adaption of desk review projected data from MEHRD.

The SIG MEHRD has the political will and demonstrated commitment to seriously invest in ECE. Overall, the SIG annually invests approximately 30 to 32 percent in education of their national budget⁹. In addition, their efforts are reflected in strengthening monitoring systems for PPY, as part of standard monitoring framework for primary preparation and basic education, including necessary revisions to SIEMIS, quality assurance and other systems. In this regard, a clear monitoring and evaluation plan is essential, especially since the MEHRD will need a revised PPY model to carry out a potential scaling up of programmes.

PPY Programme NER

The MEHRD estimates that the PPY programme Net Enrolment Ratio has improved from 21.7 percent in 2016 to 32.3 percent in 2019, a low enrolment when compared to most countries in the region. Significantly, in the PPY programme there has been an increase nationally in right age enrolments; however, this masks important provincial trends with some provinces having less students at the right age now than in 2016.¹⁰

Challenges such as overage enrolment in PPY classrooms is one important factor to consider among others, i.e., lack of infrastructure, high birth rate and punitive practices such as pushouts (students leaving school early). The MEHRD strong commitment to PPY is also reflected in the National Development Strategy, 2011-2020 that recognizes ECE community-based system based on partnerships between government, churches, communities, and private enterprises. Today, as a result, Primary Preparation Year programme is an essential component of basic education (PPY-Year 9). In addition, a teacher training plan was rolled out based in the newly developed outcomes-based curriculum model using a centered learner approach which encompasses values and a focus on play and discovery to improve and maintain education standards.

PPY Programme Policy Framework

Important progress has been made around policy decision declaring compulsory education for five - year-olds PPY as part of Basic Education. Notably, the PPY programme roll out is running parallel to a period of change in the education legislative framework, with the formulation of the new Education Bill 2021 (yet to go to the parliament), that aims at decentralising roles and responsibilities from MEHRD to the local education authorities, communities and schools.

⁹ NEAP, Op. cit.

¹⁰ NEAP, Solomon Islands National Education Plan, 2022-2026.

As stated in NEAP 2022-2026, the education reform under the new Education Bill will be the most significant education reform since Independence. Commencement of the Bill and implementation of the accompanying legislative framework will lay the foundation for an enabling environment leading to the significant reform in management across the schools and ECE sectors, enabling subsequent strategies focusing on quality and access.¹¹

Thus far, the country has the policy framework and the determination to continue adjusting the necessary educational reforms, resource allocation and commitment to pursue their goal. Hence, the present evaluation for the PPY programme is a major step in the right direction.

PPY Curriculum Development and Teacher Training

The newly developed PPY Curriculum is a major shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. It follows the outcomes-based curriculum model with a learner centred approach which includes embedded values and a focus on play and discovery. Thus, the education authorities in the Solomon Islands piloted a culturally appropriate, holistic, age-appropriate, learner-centred¹² and well-resourced curriculum, that is play-based and reflecting Christian values, entitled the Primary Preparation Year (PPY).¹³ The programme, complete with a curriculum framework, two teacher guides, a facilitators’ training manual and three resource guidebooks, was piloted in three provinces of Solomon Islands. It was further reviewed to ensure relevance, universality and a monitoring system that could capture various elements of the curriculum.

PPY Programme Teacher Training

The PPY teacher training pilot adopted the Training of Trainers model. Under this model 13 master trainers were selected by TPDD, MEHRD from Honiara, Guadalcanal, and Malaita. These master trainers were teachers experienced in training delivery and some were EA officers. The 13 master trainers were trained by a group of facilitators who were identified from amongst MEHRD staff and members of the PPY subject working group.

According to Martin,¹⁴ the criteria for selection of teachers for training were:

- Teaching five-year-olds in ECCE centres or PPY programme
- Trained and on government payroll
- Certificate or diploma level, not field based training (FBT) certificate level

As per Table 2 the training programme covered 10 days or 2 weeks. The training curriculum was structured to cover four content areas per day. It was designed in line with the PPY curriculum and key skills needed by PPY teachers to deliver a quality PPY curriculum to all PPY children in Solomon Islands.

Table 2. PPY Teachers Training Programme

Week	Day	Content Covered
Week 1	1	Overview of PPY curriculum/Outcome base education/overview of curriculum framework/overview of syllabus
	2	Programme structure and learning areas/values and value characters/Timetable and scope of learning/Teaching guide 1 and 5 activity times
	3	Learning areas/Integration a learning style of teaching and learning/Resource Book 1/ Christian Education
	4	Teaching guide 1/Assessment of PPY lessons/creating conducive learning environments for teaching and learning
	5	Modelled lessons/Resource books 2 and 3/Lessons plans/Storytelling and looking at lessons that use story
Week 2	6	Practice effective techniques and effective questioning/Teaching guide 2 language and literacy/Literacy strands/social studies and social emotional learning areas
	7	Literacy model and shared book reading guidelines/Literacy-the sound of letters and blended sounds to make words/Numeracy teaching/Numeracy approaches

¹¹ NEAP, Op.cit., pp. 23-24.

¹² MERHD, Pre-Primary Year Curriculum Framework. MEHRD (2018). Page 3.

¹³ MERHD, Ibid.

¹⁴ Martin, M., (2018) *Final Report Solomon Islands Pre-Primary Year Curriculum*, Honiara

	8	Literacy-developing pre-reading and pre-reading skills in learners, review letter sounds/Movement lessons-scope and sequence, using motor exercise and other activities/Integrated studies-scope and sequence in social studies/Mathematics teaching
	9	Mathematics time Modelled lesson/Integrated studies- scope and sequence in science and lesson plan writing/Lesson plans/Video of Rhymes and action songs
	10	Writing lessons for daily guides/panel discussion – Time for questions and answers/Information sharing

According to the MEHRD Curriculum Division data (Table 3) 1046 ECE teachers have received in-service teacher training from 2019 to 2022. The majority are female teachers, 944, representing 90.25 percent of the PPY programme.

Table 3. PPY training attendance of teachers by province and gender.

NO	PROVINCE	MALE	FEMALE	TOTAL
1	HONIARA	2	54	56
2	MALAITA	22	260	282
3	CHOISEUL	8	92	100
4	WESTERN	12	134	146
5	MAKIRA	11	100	111
6	ISABEL	7	76	83
7	RENBEL	3	11	14
8	CENTRAL ISLANDS	9	71	80
9	TEMOTU	7	53	60
10	GUADALCANAL	23	147	170
	TOTAL	102	944	1046

Source: MEHRD, Curriculum Division

In addition, Table 3¹⁵ shows that approximately 59.18 per cent (619) teacher attendants are from Honiara, Malaita, Guadalcanal and Makira respectively.

COVID-19 Impact

Nevertheless, SI has not escaped the devastating global impact of the COVID-19 pandemic. The education sector, as with other sectors in the country, has suffered serious consequences. Temporary school closures have taken place despite the absence of COVID-19 cases among Solomon Islanders. All ECE Centres and PPY were closed from March to end of May 2020; and August to October 2020 in Honiara City boundary (COVID related).

The current Education System Response Scenario Plan (ESRSCP)¹⁶ aims to respond to the evolving situation of the coronavirus threat to the nation and to respond to the disruptions it has caused to the education sector. This plan responds to the education system needs and aims to address the immediate challenges that COVID-19 represents to students, teachers, staff and communities affected by the school closure, reopening and health related measures. However, the ESRSCP does not alter or change the education goals set out in the Education Strategic Framework 2016-2030, but reinforces the areas that need immediate attention, such as public health and safety, teaching and learning continuity and preparedness, resilience, adaptation, and wellbeing, as well as community engagement and support in response to COVID-19. (“Solomon Islands - Global Partnership for Education”). The plan focuses on elements of COVID-19 preparation which facilitate strong distance education, ensuring continuity of learning for pupils living in remote areas and those from disadvantaged backgrounds. MEHRD has responded to the pandemic by establishing a Learning Continuation Programme - supported by an iResources platform¹⁷- through which learning packages for PPY have been

¹⁵ Interview of MEHRD staff, 20 May 2022

(Table 3 was shared by MEHRD with evaluation team during the Inception Report)

¹⁶ Emergency zones are Honiara, Guadalcanal, Munda, Gizo, Taro and Shortlands.

http://www.mehrd.gov.sb/images/COVID19/MEHRD_COVID-19_Education_System_Response_Plan.pdf

¹⁷ <http://www.iresource.gov.sb>

developed and distributed to support home-based learning.

In addition, according to recent evidence the most affected children by the pandemic are those aged 5-6 who because of the provision disruption never attended ECE services therefore, specific recovery actions for this segment of the population are not only urgent but the smartest way forward when implementing strategies such as *building back better*. Clearly, the PPY programme in SI is critical and timely as well as the importance of improving the ECE quality and universalising it.

To a large extent, COVID-19 has disrupted PPY programme provision and training plans, hence the evaluation will take this into account when analysing findings.

2. Purpose and Scope of the Evaluation

The overall aim of the assignment is to evaluate the performance of the PPY model as regards to its effectiveness, relevance, efficiency, and sustainability with an aim to inform decision-making for future PPY programme and planning for effective implementation of the programme at scale in the Solomon Islands. The evaluation will analyse what works, what does not work, how and why.

Focus of the assignment

In broad terms the assignment will focus on the following:

The PPY Programme Strategies: The focus of the formative evaluation concerns the NEAP's three key action strategies to achieve the outcomes of the PPY programme needed reforms. These strategies have been consistently implemented by the MEHRD since the beginning of the PPY programme.

-Increased access and participation: access to integrated early childhood development services, such as ECE programmes, can help reduce the major inequities, cycles of poverty, and lack of basic human rights faced by a vast majority of the world's children aged zero to five.¹⁸

For increased access and participation in the PPY programme, the evaluation will review and/or develop strategies for increasing inclusiveness, accelerating access, and scaling up participation.

-Improved quality of education is reflected in effective, high-quality ECE systems, policies, and programmes that entail an equitable distribution of available resources, equitable access to services, and equitable distribution and remuneration of human capital.¹⁹

Access to an improved quality PPY programme through increased rates of participation, improving literacy and numeracy achievement and improved transition through and completion of schooling.

-Improved management of education requires a process of planning, organising, directing, controlling and evaluating to accomplish predetermined objectives of an institution through coordinated use of human and material resources.

One of the challenges is the systemic management of limitations at the school that may undermine the implementation of the national education action plan. A new and affordable system still needs to be conceptualised, costed and developed. The challenge for the SIG is how to transform the existing services into quality ECE.

The NEAP 2022-2026 has a strong focus on quality, relevance and improving learning; strengthening policies, plans, management and systems; emphasizing equity, inclusion, and gender equality; as well as introducing lifelong learning. The formative evaluation will prioritise human rights, equity, and gender equality as key criteria.²⁰

¹⁸ Kagan, Sharon Lynn, et al., *Una mirada al desarrollo infantil en América Latina y el Caribe desde la teoría y el pensamiento sistémico*, Inter-American Development Bank, Washington, D.C., June 2016.

¹⁹ Ibid.

²⁰ UNICEF. (2011). *Promoting Gender Equality: An Equity-Focussed Approach to Programming (Operational Guidance Overview)*. UNICEF, New York. UNICEF. (2011).

Evaluation data and analysis will consider disaggregation by sex, ethnicity, age, and disability, whenever possible.

Objectives of the formative evaluation

As per the ToRs, the evaluation will have the following objectives:

1. To determine the extent that PPY has been integrated into the national education system in terms of budgets, plans, implementation mechanisms, monitoring, and evaluation.
2. To determine the extent to which the PPY programme provides (or has potential to provide) improved quality of service and equitable access to all children aged five years, especially from under-represented target groups across the provinces.
3. To understand the potential and relevance of the PPY programme in contributing to the development of school readiness skills for all young children and preparing them for grade 1.
4. Based on the findings with regards to numbers 1 and 2, identify facilitating factors, key programme achievements and challenges encountered in the implementation and the lessons learned.
5. Based on the outcomes of the evaluation, generate a set of clear, forward-looking, and actionable recommendations logically linked to the findings and conclusions. These recommendations will include specific guidance on how to effectively plan, implement, monitor, and evaluate the PPY programme in Solomon Islands.

3. Methodology and Approach

Building on the brief but rich content provided in the ToRs, the key informant interviews held during the inception phase and based on broader literature review, we provide the following detailed proposal on evaluation approach and methodology, which will be further refined based on the comments received from the evaluation management group.

3.1 Evaluation Principles and Ethics

We will aim to ensure that the evaluation is conducted according to the *following principles*,²¹ which are designed to ensure quality and utility and maximize value for money:

- **Usefulness:** The evaluation aims to be useful, particularly to support decision-making, as well as for learning and accountability.
- **Impartiality:** Evaluators will avoid bias and protect impartiality at all stages of the evaluation, thereby supporting the credibility of the evaluation process and results. The reports will present the evidence, findings, conclusions and recommendations in a complete and balanced way.
- **Independence:** The evaluators have been selected with due regard to their independence and professionalism to avoid potential conflicts of interest.
- **Quality:** The evaluation will employ design, planning and implementation processes that are inherently quality oriented, covering appropriate methodologies for data collection, analysis and interpretation.
- **Transparency and consultation:** Transparency and consultation with the major stakeholders are essential features in all stages of the evaluation process. This improves the credibility and quality of the evaluation. It can facilitate consensus building and ownership of the findings, conclusions and recommendations.
- **Competence:** Those engaged in conducting the evaluation have all necessary skills to conduct high-quality and ethical work.

Stakeholder Mapping²² and Use of Participatory Approach

As a part of the inception phase, an initial mapping of key stakeholders including internal as well as external to the PPY programme was prepared. The stakeholders include various partners, decision makers, policy makers service providers and community members, parents and children who have been engaged in the programme.

²¹ These principles are inspired by the United Nations Evaluation Group (UNEG) ethical principles, guidelines, standards and norms.

²² Note that the Stakeholder Mapping and profiling will continue until is completed during the evaluation.

Table 4. Solomon Islands Stakeholder's Profile

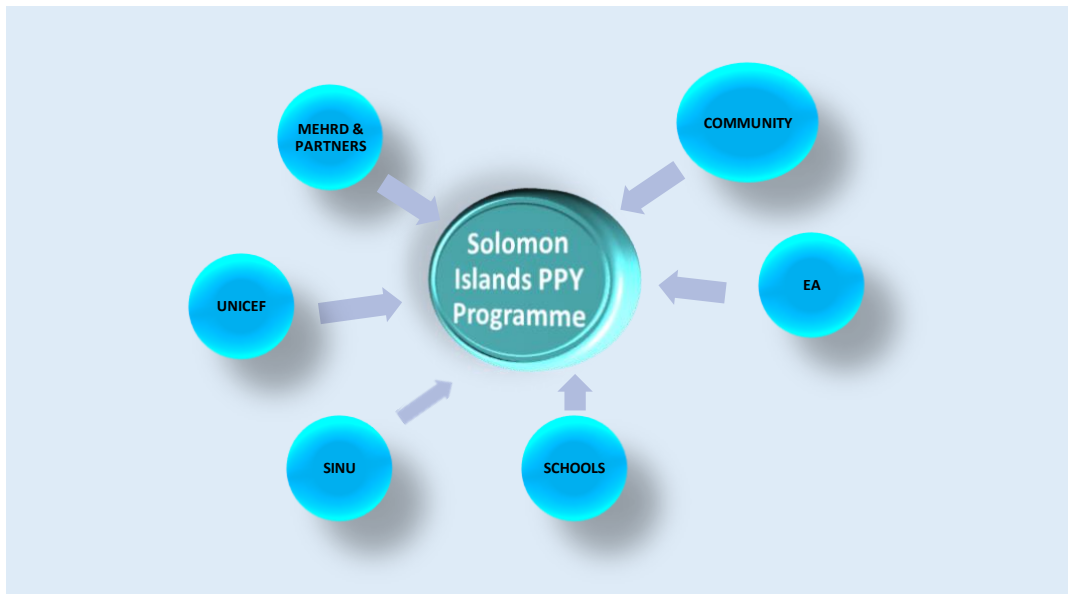
Representation	Interest/Roles	Involvement
Solomon Islands Government	Minister of Education	Responsible for education in Solomon Islands Approves the learning framework and assessment for ECCE - Year 12
Provincial Education Boards	High level representation of provinces and communities that have an interest in PPY programme	Provide advice to the National Education Board on matters relating to the approval of the learning framework and assessment for ECCE - Year 12
Education Providers	Responsible for the mangement and operation of schools and ECE centers	Operate and manage the PPY school or centre efficiently and effectivelymanage or oversee the management of the performance of school/centre leaders and teachers.
Quality Assurance	Endorses for approval, by the National Education Board, output of curriculum development	Determines the suitability of PPY curriculum resources and make recommendations for final endorsement or approval by the National Education Board
	Provides quality assurance	Provide quality assurance on the PPY syllabuses, learning and teaching resources and other curriculum documents
MEHRD SMT	Permanent Secretary of Education	Provides advice to Minister, National Education Board on matters relating to the approval of the learning framework and assessment for ECCE - Year 12 Responsible for ensuring that PPY programme contributes to NEAP and ESF outcomes
	Dep Sec Education - Teaching & Learning	Strategic leadership for T&L Division esp how PPY programme contributes to NEAP and ESF outcomes
	Deputy Secretary School Services	Strategic leadership for School Services Division esp the operational side of PPY programme and how this contributes to NEAP and ESF outcomes
MEHRD Strategic Services Unit	Determine strategic priorities that drive AWP	Determine the level of priority given to MEHRD's involvement in Evaluability Assessment and Formative Evaluation of PPY programme
MEHRD MEL	Monitor and evaluate programmes in terms of NEAP/ESF outcomes	Work with T&L to determine indicators/measures that will be used to monitor and evaluate PPY programme

MEHRD School Review & Standards	Development, implementation, monitoring and evaluation of national standards for education	Assisting PPY schools/ECE centres to achieve the national standards for schools, school leaders, and teachers Involved in the development of the PPY Curriculum Framework
MEHRD Curriculum Development	Manager of Curriculum Development Programmes	Responsible for the management of curriculum development, PPY Curriculum Framework and syllabus
	Principal Curriculum Development Officer	Involved in the development of the PPY Curriculum Framework and syllabus; development of Teacher Guides
	Chief Curriculum Development Officer (Primary)	Involved in the development of the PPY Curriculum Framework and syllabus; development of Teacher Guides
	PPY Principal Curriculum Development Officer	Involved in the development of PPY Teacher Guides
MEHRD Teacher Professional Development	Former Manager of TPDD; current Director-Teaching & Learning	Responsible for the development and roll out of the PPY TPD programme
MEHRD Innovation Unit	Provincial Literacy Trainer	Contributed expertise in literacy to the development of the PPY syllabus and PPY Teacher Training Manuals/programme; liaison with PLTs
	Manager - Innovation Unit	Responsible for national PLT programme of literacy support to Primary Schools
MEHRD Education Services	Director, Education Services	Informed the development of PPY Curriculum Framework, syllabus Assist in the schools/centres management and delivery of PPY programme
PPY Working Groups	Represent PPY teachers and subject expertise	Provide subject expertise in the development of PPY Curriculum Framework, syllabus, Teacher Guides, Resources, Training Manual/programme
Technical Advisors	Contracted PPY Development TA	Provision of technical expertise for the development of PPY Framework, Curriculum, Teacher Guides, Teacher Training Manual/programme

ESSP	NEAP Advisor	<p>Conduct a comprehensive analysis of NEAP 2016-2020 to inform the education sector analysis for the NEAP 2021-25 development</p> <p>Assist in the drafting of the new NEAP 2021-2025 and all related deliverables</p> <p>Provide overall coordination on the research, analysis and writing of all sections of the NEAP</p>
	Education Sector Management Advisor	<p>Support SSU to engage with all MEHRD directorates in the development and implementation of Annual Work plans</p> <p>Provide strategic planning and management capacity of MEHRD to improve accountability and clarify implementation responsibilities</p>
	T&L Contract Manager	<p>Provide T&L Director with support and advice in the management of contracted suppliers of TPD and CDD programmes</p>
	Learning Continuity and School Accountability Advisor	<p>Support Deputy Secretary-Teaching & Learning Group with day-to-day operations including planning, problem solving, monitoring, collaborating, to support T&L goals</p> <p>Support School Review and Standards division in relation to Whole School Review process and School Self Evaluation tool</p> <p>Strengthen and support the processes for Teacher appraisals and school leadership</p>
SINU	Provider of pre- and in-service TPD; provider of TPD programmes that lead to the recognition national qualifications for teachers	<p>Involved in the development of the PPY Curriculum Framework and syllabus; development of Teacher Guides</p>
UNICEF	Provider of technical and funding support	<p>Involved in the development of PPY Teacher Training Manual/ programme</p>
Malaita Province Primary Schools	Deliver PPY programme	<p>Involved in:</p> <ul style="list-style-type: none"> - ToT TPD programme, - trial of PPY Monitoring Tool - use of PPY Curriculum, teacher guides, learning resources

Honiara City Primary Schools	Deliver PPY programme	Involved in: <ul style="list-style-type: none"> - ToT TPD programme, - trial of PPY Monitoring Tool - use of PPY Curriculum, teacher guides, learning resources
Guadalcanal Province Primary Schools	Deliver PPY programme	Involved in: <ul style="list-style-type: none"> - ToT TPD programme, - trial of PPY Monitoring Tool - use of PPY Curriculum, teacher guides, learning resources
Makira Province Primary Schools	Deliver PPY programme	Involved in: <ul style="list-style-type: none"> - ToT TPD programme, - use of PPY Curriculum, teacher guides, learning resources

Graphic 1. Key stakeholders and their role/affiliation in the PPY programme:



In view of the multi-sectoral nature of the PPY programme and the involvement of a multitude of actors, it will be important to consult selected stakeholders from each group, as relevant, to gather their views and impressions about the programme with respect to its past functioning, strengths and challenges, and opportunities for going forward. They will represent an invaluable source of information for the evaluation especially in the validation of the formative evaluation's findings and recommendations.

Conceptual Framework and Theory-Based Approaches

The overarching conceptual framework proposed for this evaluation, especially for examining aspects of design appropriateness, effectiveness, and sustainability, is theory-based approach. As mentioned in the ToR, the evaluation will assess the validity/use of the existing/evolving Theory of Change (ToC) on which programme interventions and processes are based and how these have contributed to or affected the planned programme outputs and outcome. Furthermore, theory-based evaluation explores the how and why of programme success or failure.

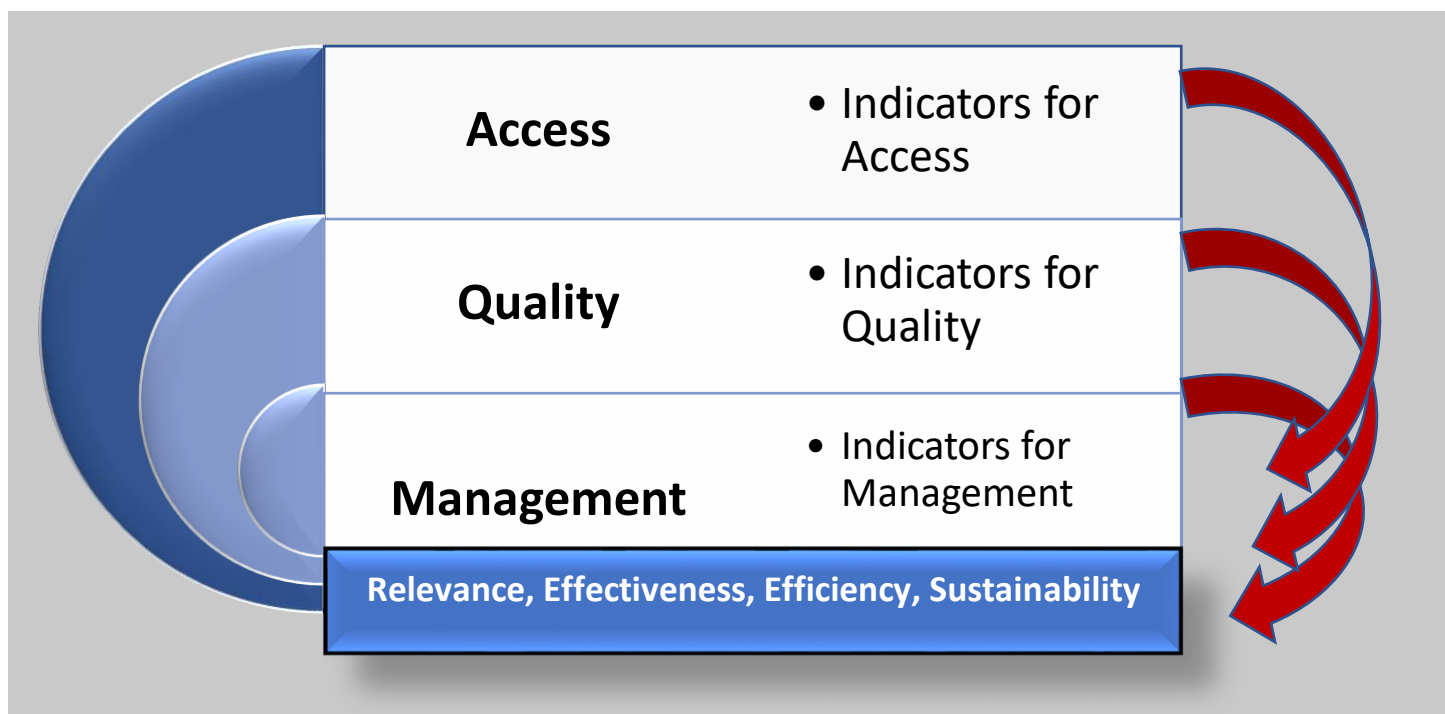
A theory-based evaluation builds on an understanding of the assumptions upon which an intervention is based. In practice, many interventions are not built upon an explicit Theory of Change (ToC) or are built on one which proves, on closer examination, to be unevaluable. In such cases, the evaluation begins by reconstructing the intended logic of change based on project planning documents, interviews with key stakeholders, comparisons with similar interventions elsewhere, and broader literature review. During this process, the identification of any counter-theories is an important step that considers the extent to which interventions can be expected to generate responses that run against those anticipated in the theory on which the intervention was based. This approach is also useful in analysing the range of factors that may have contributed to observed effects.

In addition, a theory-based evaluation can take place at any point during an intervention, including to examine design quality. During implementation, the approach can be used to evaluate whether the mechanisms [or interventions] employed are in fact leading towards the expected results and whether the original assumptions are holding. In the event of results not being achieved, or being achieved at a slower pace than anticipated, this approach can explore whether this is because the theory/design was wrong (theory/design failure) or because implementation did not proceed as expected (implementation failure).

Another lens that is relevant for the evaluation is the conceptualisation of "integration" in the system and across various sectors (horizontal integration) and levels (vertical integration). The evaluation will assess the validity and use of integration and to what extent this has been adapted well to the particular need and context, and how it has evolved in various situations (urban, rural, remote). This will require a formative review of the extent to which the PPY programme has been integrated in government budgets, decentralised plans, and implementation mechanisms including information systems, and monitoring and evaluation.

In addition, the evaluation will use bottleneck analysis selectively for instance to analyze access and participation, quality, and management in the PPY programme by looking at contextual, supply and demand factors.

Graphic 2. PPY Programme Evaluation Framework



PPY Programme Theory of Change

During 2019 implementation year there was no officially-defined Theory of Change specific to the PPY programme though it is recognised that the PPY programme came under a range of ToCs within the Solomon Islands’ Education Strategic Framework (2016-2030) (MEHRD, 2016), Solomon Islands National Education Action Plan (2016 – 2020) and the Solomon Islands’ Education Sector Support Programme Design. The proposed ToC by MERHD developed as part of the evaluability study is aligned with the NEAP 2016 – 2020 Theory of Change. The PPY ToC provides recognition of the thinking and understanding of the PPY programme as it was at the beginning of the NEAP 2016 – 2020 period and provides a view of what the programme could achieve over the NEAP 2021 – 2025²³.

A detailed PPY Theory of Change (TOC) was developed by MEHRD in 2020 involving an expert group. A summary version of the TOC developed by the evaluation team is provided below in diagramme 1. The overall goal of the PPY is to provide all five-year children in Solomon Islands with access and complete quality early childhood education. To achieve this overall goal, the ToC outputs and outcomes were developed to guide planning, implementation and monitoring and evaluation of the programme. The outputs and outcomes are linked to the three strategic outcomes of MEHRD – access, quality, and management.

Based on the Evaluability Assessment conducted in 2021²⁴, the PPY Technical Group confirmed that MEHRD has been collecting data and evidence of progress on each of the actions presented in the PPY ToC although the performance varies across provinces.

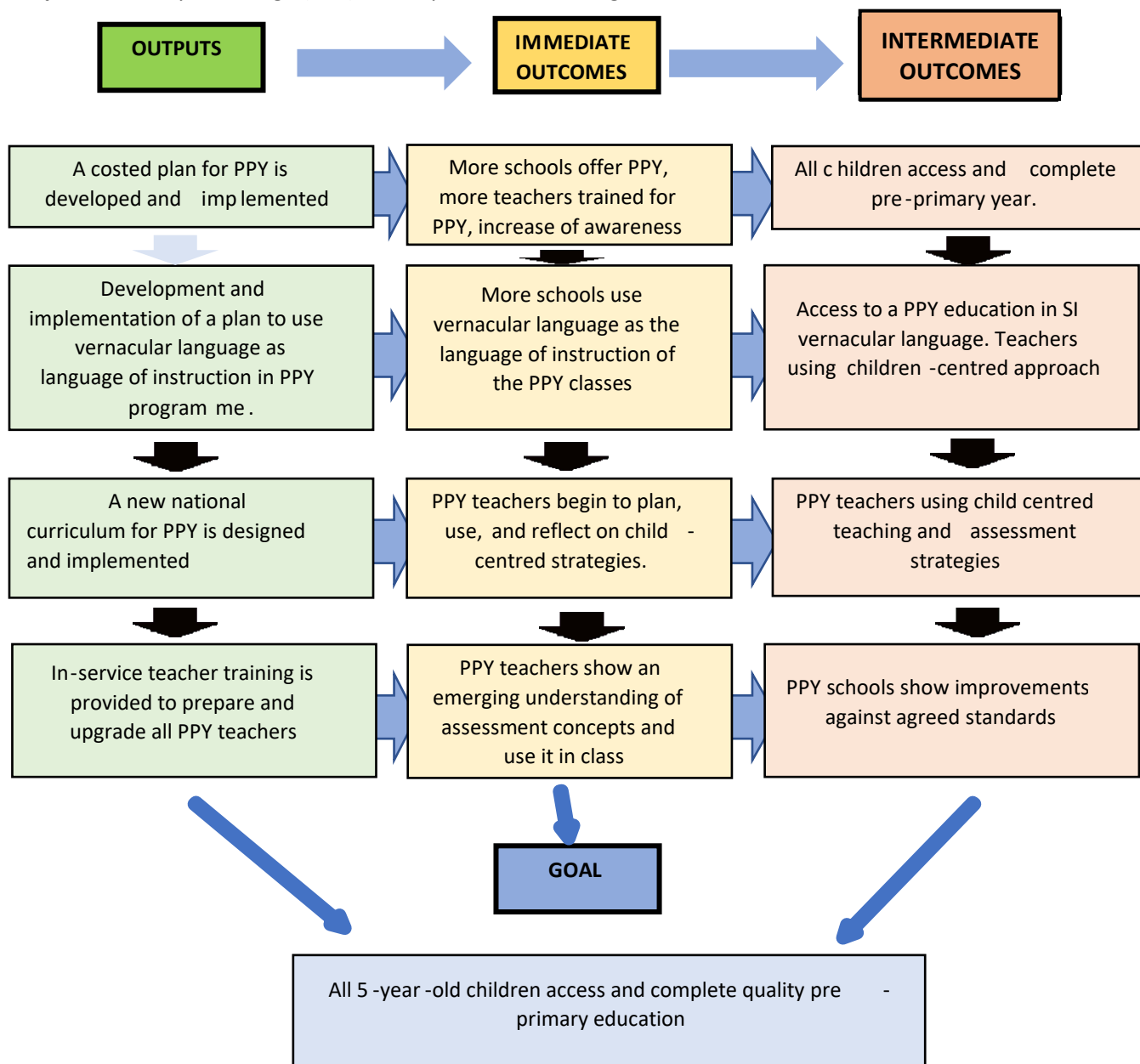
The ToC provided by the evaluability study will serve as the general theoretical framework to be used in the evaluation. The ToC is well aligned to the grounded ECE conceptual and theoretical frameworks; however, the team understands that the PPY programme implementation in the SI is in an early stage, it has faced various constraints including those caused by the Covid pandemic and variable capacity at the sub-national levels due to which the ToC cannot be used strictly as a lens to review progress and performance in all regions. As advised by the evaluation management/reference group and in view of the formative and forward-looking nature of the evaluation, the evaluation team is conscious of this reality and aims to apply a balanced approach to using various frames and selective use of the ToC in conducting the evaluation. The PPY evaluation team will use the current ToC for guidance and continuity in alignment with the MEHRD. As a formative evaluation, the aim is to document the past experiences and

²³ NEAP 2016-2020

²⁴ R. Robyns, *Evaluability Assessment of Solomon Islands Primary Preparation Year Program*, June 20, 2021

generate learning to guide both design and implementation aspects for sustaining the achievements, scaling up coverage and thereby realizing the longer-term PPY programme outcomes in the coming years.

Graphic 3: Theory of Change (ToC) PPY Implementation Programme in SI.



PPY Programme Key Milestones

In 2018 it is estimated that over 400 ECE teachers were trained in Guadalcanal and Malaita provinces and Honiara city which was its first training for the early childhood workforce. In 2019 over 1000 teachers were trained across 9 provinces of Solomon Islands to prepare for nationwide launch and roll-out of PPY. The MEHRD made a strategic decision to make the PPY the entry point into the formal education system by removing the existing Preparatory Year and replacing it with the PPY. The enabling environment for the successful implementation of the PPY provided for the development of a community-awareness and parental engagement campaign. Even with nation-wide school closures resulting from the Covid-19 global pandemic, the PPY was implemented nationwide in 2020 and has continued to date.

3.2 Data Collection Methods and Sources

The PPY evaluation will adopt a mixed method approach which combines qualitative and quantitative data and

analytical method. This will provide for the need to have quantitative data on programme activities so far, such as the number of teachers who had attended PPY training and the qualitative descriptive data which provides stakeholder experiences, descriptions of activities, achievements so far and the challenges and possible ways to progress the programme into the future. An emphasis on the following methods using primary and secondary data sources is proposed:

Desk review of project documentation. A review of UNICEF ECE and PPY Programme documents, including those relating to the design, implementation, and monitoring, was commenced in the inception phase. The purpose of this review is to understand the programme design, and the nature and extent of implementation; draw initial reflections from routine and ad hoc monitoring; and to investigate the PPY Programme considerations throughout the programme cycle (planning, design, implementation, and dissemination).

Desk review of secondary data. A review of secondary data will help inform our context analysis which is directly relevant to assessment of achievements against outcomes and influencing factors, as well as the relevance, coherence and sustainability of the programme. Documentation may include national policy documents, as well as any broader ECE evaluations, reports, grey and project documentation from national and regional education and other partners. These will include data available from SIEMIS dataset on PPY programme coverage and performance (such as student enrolment, attendance, and achievement reports) and and/or any former surveys or studies that contain relevant data for the evaluation. Secondary data may also include use of cost/expenditure data to examine efficiency in allocation, disbursement, and use.

Primary data. Primary data collection will involve key informant interviews, focus group sessions, classroom and facility observation and selective surveys.

-Data from key informant interviews will be gathered with relevant stakeholders at all levels including government officials, school administrators, and other key stakeholders.

-Data from focus group discussions (or Tok Stori, Annex 1, 2) will be gathered with schoolteachers and parents.

-Data from structured surveys: This will be data collected from both service providers (school administrators, teachers) and those who receive services provided by the PPY programme. These will involve sample surveys and may include perception of service providers and beneficiaries, and coverage/quality of service provision.

The team needs to take caution in that some of the data to be gathered will come from self-reported sources as well as the existing studies and surveys that have been conducted in recent years. Collection of primary data will depend largely on the availability of baseline data, recent surveys and studies, and the manageability of surveys within the given time and resource allocations.

3.3 Selection for Field-Level Data Collection, Sampling and Data Coding.

Quantitative assessment of output data and other activity level data. A synthesis and review of MEHRD monitoring data against baseline values and/or specified output targets (as appropriate) and other monitoring data (for example, supportive supervision checklists and community engagement reporting data) will be conducted to support the review of effectiveness. In doing so the team will use the existing M&E framework and processes while examining the ways to strengthening of the ongoing M&E as a key outcome for the review.

Key informant semi-structured enquiry (remote interviews): We will conduct interviews remotely with the following groups using purposive sampling based on participant's responsibilities as related to the programme:

- UNICEF programme staff in Fiji (Pacific Multi-Country Office) and Solomon Islands, including former staff who played a leading role in the design and initial implementation.
- MERHD and relevant ministries staff.
- SIEMIS

- ECE and PPY programme partners in Solomon Islands; and
- Regional programme stakeholders, among others.

The aim of the interviews will be to capture a breadth of stakeholder perceptions of the programme across the themes of relevance, coherence, effectiveness and sustainability.

Participants will be approached via email or mobile phones with a copy of the participant information sheet and asked if they would like to make a time for the interview. At the start of the interview, the interviewer will ask the participant if they have any questions regarding the evaluation. If not, the interviewer will ask the participant if they (a) consent to participate in the interview, and (b) consent for the interview to be recorded. The interviewee will make a record of consent being provided verbally. If they consent, the interview will commence.

Key informant semi-structured enquiry (face to face interviews): Interviews will be conducted face to face by local research team in geographical areas of focus in Solomon Islands with provincial education officials and teachers who have been involved in the programme interventions.

Interviews will be used to obtain information from various PPY stakeholders who had contributed to the development of the PPY programme and participated in its programme implementation activities. These includes officials and experts from MEHRD and UNICEF, Education Authorities and School Leaders. The interviews will be semi-structure to allow for focus and flexibility of the conversations between evaluation researchers and stakeholder participants. The interviews will be conducted in Solomons Pijin – the lingua franca of the country. Interviews will be conducted with MEHRD officials and PPY trainers, UNICEF, SINU, EAs and School Leaders.

A set of specific questionnaires were developed for use during these interviews (Annex 1 & 2). The questions were developed to get an in-depth understanding of the of the PPY programme, its current ongoing activities and its future plans and direction in relation of the three key MEHRD strategic outcomes – Access, Quality and Management.

Focus Group *Tok Stori*

This methodology will be used in situations where evaluation researchers want to obtain in-depth qualitative data from a small, focused groups of participants. The focus group *tok stori* method will be used to collect data from PPY teachers and parents in PPY school communities. This focus group method will use *tok stori* as the mode of interaction between the evaluation researchers and participants. The focus group *tok stori* is guided by a flexible set of questions to obtain deep understanding of parents and community perception of children’s ECE, access to the PPY programme, the quality of the learning experience in PPY classes through observed demonstration of new knowledge, skills and attitudes and the community support for the PPY programme. *Tok stori* is a traditional orally transmitted Melanesian processes of discussion²⁵, and as a discursive sharing and investigation of experience, capable of pedagogical or person development²⁶ ‘and as ‘a cultural and accepted method of sharing information’²⁷. *Tok stori* fits the local Solomon Islands cultural context well as Solomon Islanders use it on a daily basis to converse, dialogue and share information in informal and formal situations. This will create a comfortable environment for ordinary village parents in selected school communities to dialogue and share their experiences and perceptions about the PPY programme offered at their schools. The focus group *tok stori* will be conducted in Solomons Pijin.

The district or provincial education officials will be selected using purposive sampling, based on participant’s responsibilities as related to the programme. The sample size is approximately 3-5 officials per province. The provincial education officials will include the CEO, one or two PEOs, one or two inspectors and one ECE Coordinator.

²⁵ Brigg et al., 2015, p.10

²⁶ Sanga and Reynolds, 2018, p.15

²⁷ Vella and Maebuta, 2018, p. 66.

Field data for the evaluation will be collected from teachers and school leaders at the PPY schools and from PPY school communities as well as Education Authorities (EAs). A manageable targeted sample of PPY leaders and teachers from PPY schools and PPY school communities will be selected from Malaita and Guadalcanal Provinces as well as Honiara city as stated in the contract terms of reference. The range of disadvantages and challenges experienced by families in the selected school communities are similar to many other rural families and communities in the country. The selected schools and communities in the targeted samples (Table 5) from Malaita and Guadalcanal are rural but are accessible by road for field data collection purposes. This is important given the timeframe and the budget for the evaluation.

Table 5: Sample Schools in Malaita, Guadalcanal, Makira and Honiara, 2022

Province & Honiara City	Region	No of Sample Schools (Interview, Tok stori & Survey)	No of Sample Schools (Survey only)	No of School Leaders Interviews	No of FG Tok Stori For PPY Teachers	No of FG Tok Stori for Parents/Community	Information & Data Verification Folders	No of School Leaders Survey	No of Teacher Surveys
Malaita 16 Schools	Central	4	4	4x2=8	4	4	4	8	16
	North	3	2	3x2=6	3	3	3	5	10
	East	3		3x2=6	3	3	3	3	6
Guadalcanal 16 Schools	North	3	2	3x2=6	3	3	3	5	10
	Central	3	2	3x2=6	3	3	3	5	10
	West	4	2	4x2=8	4	4	4	6	12
Makira 10 Schools	East		4					4	8
	West		6					6	12
Honiara City 8 Schools	East	2	1	2x2=4	2	2	2	3	9
	Central	3	1	3x2=6	3	3	3	4	12
	West	3		3x2=6	3	3	3	3	9
Total	Rural =8 Urban=3 Total =11	28	24	60	30	30	30	52	114

Source: Evaluation team elaboration during inception phase

Anticipated data from field data collection process has been carefully thought to ensure it is feasible to evaluate. The following are the perceived anticipated data from the various participants from who field data will be collected.

Table 6. Sample schools and participants for survey

	Provinces + Honiara City	No of Schools For Interview and FG Toks Tori	Number of Schools for Survey	No of PPY School Leaders for Survey Sample – Estimated	No of PPY Teachers for Survey Sample - Estimated
1	Honiara	8	8+2 =10	10	30
2	Malaita	12	8+8 =16	16	32
3	Guadalcanal	10	10+6 =16	16	32
4	Makira		10	10	20
Total	10	30	52	52	114

N.B: Estimated number of school leaders and teachers for the survey sample is dependent on the type of school the PPY programme is delivered either – primary school (PS), community high school (CHS) or extension school (ES).

Table 7. Schools for Data Collection

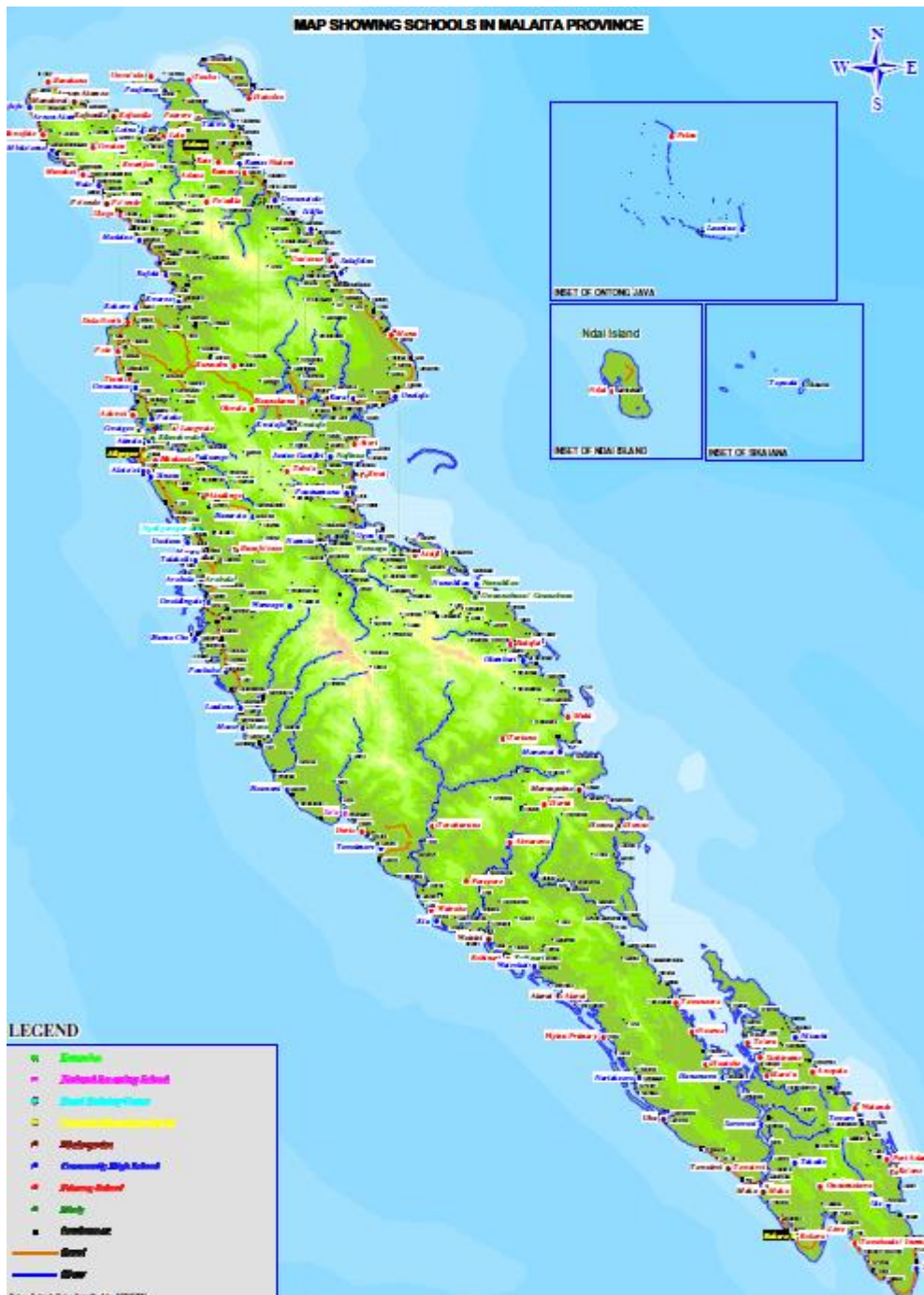
	Honiara City 10 Schools	Malaita Province 16 Schools	Guadalcanal Province 16 Schools	Makira Province 10 Schools
1	Panatina	Fo'ondo	Lunga	Campbell
2	Naha	Rufoki	Ngalibiu	Tawani
3	Florence Young	Mbita'ama	Nguvia	Aruhane
4	Mbua Valley	Arnon Atomea	Kaotave	Waitaa
5	St Nicholas	Manakwai	Rate	Manama
6	Koloale	Kakara	Bemuta	Hamariko
7	Mbokona	Dala	Marara	Waimapuru
8	St John	Arabala	Tamboko	Kaonasugu
9	Bishop Eppalle	Auki	Tanakuku	Pamua
10	White River	Aimela	Vaturanga	Waimasi
11		Kilusakwalo	Tumurora	
12		Alota'a	Visale	
13		Sinasu	Turarana	
14		Kunuabu	Tenakoga	
15		Kwaiafa	Vulughe	
16		Atori	Numbu	

Every effort will be made to cover these schools, nevertheless there are potential risks that need to be considered especially in Makira Province due to the difficult access. Rivers don't have bridges and the airport runway is not sealed, so movement to and from the island or to schools from the provincial capital at Kirakira depends on the weather. Malaita may have similar challenges with road conditions during rainy days. We will only cover 16 schools in Malaita for data collection due to shortened school terms due to Covid-19 impacting on data collection.

Table 8. Field Data Collection Methods and Targeted Participants

Interview	Tok Stori	Information/Data Verification	Survey
School Leaders <ul style="list-style-type: none"> • Principal • Head Teacher • Supervisor 	PPY Teachers	EAs	PPY Teachers
EA Leaders/Officers <ul style="list-style-type: none"> • CEO • PEO • ECE Coordinator • School Inspector 	Parents/Community <ul style="list-style-type: none"> • PPY Parents • Community Leaders 	Schools: <ul style="list-style-type: none"> • School Leaders • PPY Teachers 	School Leaders <ul style="list-style-type: none"> • Principal • Head Teacher • Supervisor

Map 2. Schools' Location in Malaita Province



Data from Education Authorities and School Leaders Interview and Document Review

Anticipated data collected from the interviews with Leaders in sample schools and Education Authority (EA) will relate to the following. Documents will be requested to support these data.

- Increasing awareness of PPY programme to communities.
- Increasing support for PPY programme at school and EA levels – Grant and resource support, teacher posting, etc.
- Achievements/ongoing challenges of PPY programme at schools/EA/provincial levels.
- Increasing awareness of PPY standards by school leaders and how these could be used to support professional practice
- Increased implementation of new performance standards regarding improvement of access and completion to education and quality of teaching and learning.
- Increasing integration of PPY into the school set up in terms of school grants allocation, resource allocation, EA AWP, schools WSDP/improvement plan.

Data from Teachers Focus Group *Tok Stori*

Anticipated data collected from the focus group *Tok Stori* with PPY teachers' sample PPY schools will relate to the following topics. Documents to support this data will be requested from teachers.

- Increasing awareness of PPY programme to communities by schools and teachers.
- Increasing support for and integration of PPY programme at school/classroom level – Grant and resource support, school budget, teacher posting, etc.
- Increasing use of vernacular as language of instruction in their PPY classes
- PPY teachers beginning to plan, use and reflect on child centred teaching strategies
- PPY teachers' emerging understanding of and begin to apply the concepts of outcome-based learning
- PPY teachers show emerging understanding of assessment concepts and begin to use assessment information to guide their teaching
- PPY teachers show emerging understanding of foundational literacy and numeracy and use these to plan, use and reflect on literacy and numeracy strategies
- Achievements and ongoing challenges of PPY programme at school/classroom level.
- Increasing awareness of PPY standards by teachers and how these could be used to support professional practice
- Increased implementation of new performance standards regarding improvement of access and completion to education and quality of teaching and learning.
- Increasing integration of PPY into the school set up in terms of school timetables, resource allocation, schools WSDP/improvement plan, teachers PD plan etc.

Data from Community Focus Group *Tok Stori*

Anticipated data collected from the focus group *Tok Stori* with parents and communities of PPY schools will relate to;

Increasing PPY awareness among parents and PPY communities;

Increasing community support for PPY Programme;

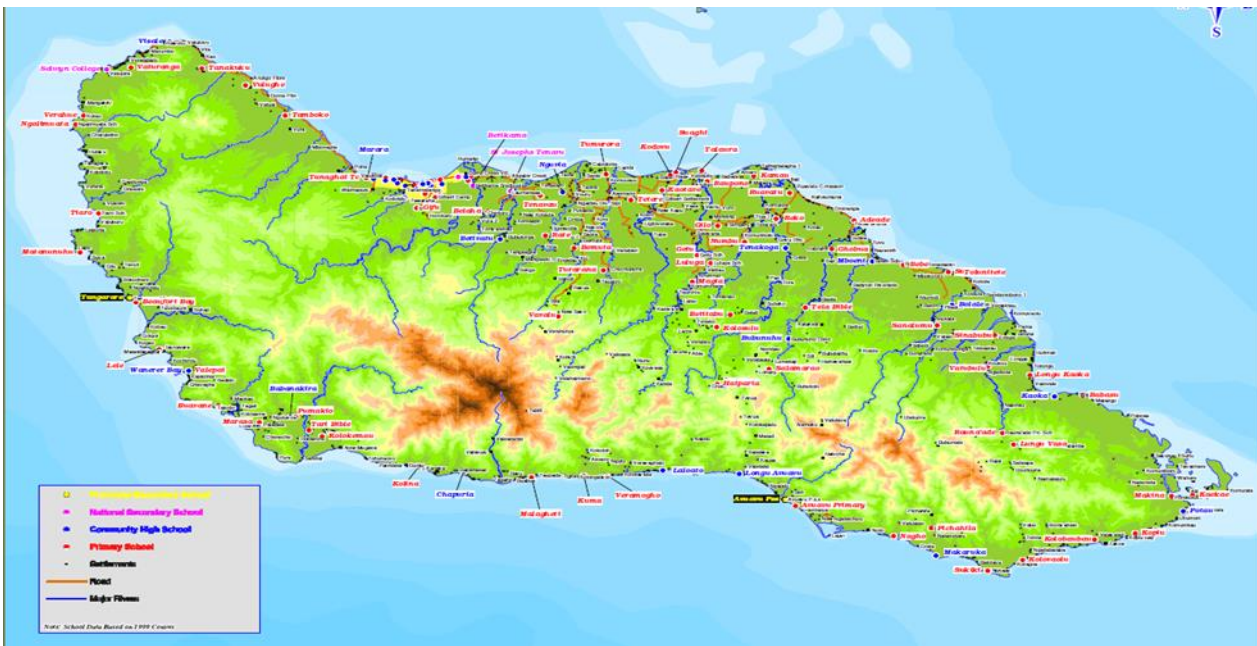
- Future reflections and recommendation for PPY;
- Access challenges for PPY enrolment including children with disability/special needs at family and community levels;
- Observable changing attitude and increasing knowledge and skills from PPY teaching and learning demonstrated at home, e.g., Basic reading and writing.

Data from School Leaders and PPY Teachers Survey

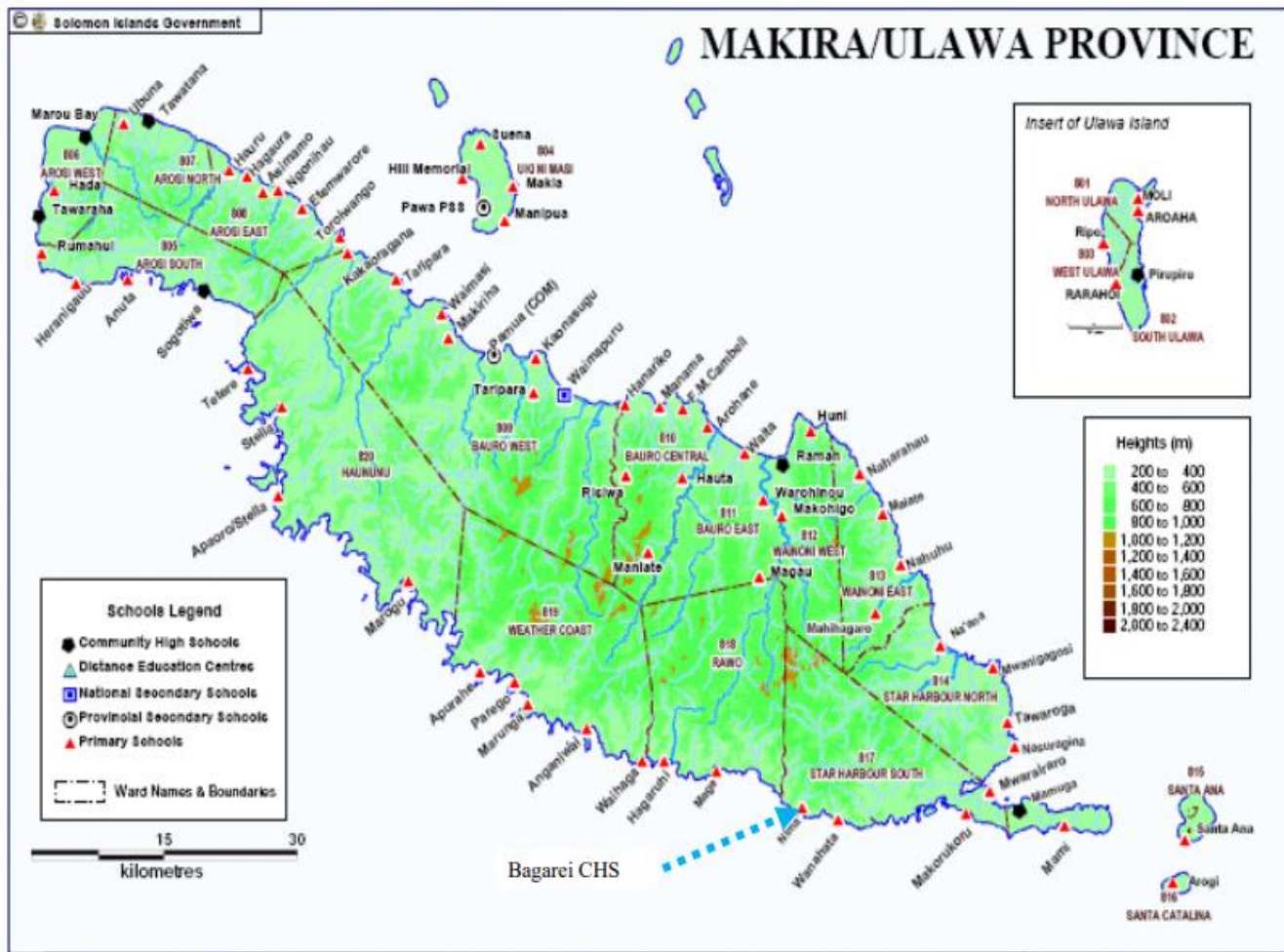
Anticipated data collected from the school leaders and PPY teachers will relate to;

- PPY community awareness by schools
- Barriers to PPY education and enrolment
- Use of vernacular in PPY teaching and learning
- Status of enrolment in schools
- PPY contribution to achievement of SDG 4.2
- PPY outcome-based curriculum application and use of PPY curriculum resources
- Teacher training and application of learnt OBL, CCT learning strategies and FLN, AFL
- Professional Standards and PD
- Monitoring of PPY T&L
- PPY support and integration

Map 3. Schools' Location in Guadalcanal Province



Map 4. Schools' Location in Makira/Ulawa Province



We foresee need for sample surveys (Annex 2) focusing on school leaders and schoolteachers. The data collection is

expected to take place at the provincial level in 4 provinces namely Honiara, Makira, Guadalcanal, and Malaita provinces. Detailed sampling methodology including choice of school clusters, operational and logistic details are provided in a separate document that highlights the details of field work. The Field Research Protocol which complements the inception report is a companion piece that aims at guiding the operational and logistics work of the evaluation research.

Data Collection Coding

Codes for data collection and data entry have been created to make the process more reliable as well as ease data analysis. For this purpose, initials of provinces, schools, participants, and numbers were selected to create these codes. Refer to Annexes 7 and 8 for further details.

3.4 Evaluation Matrix

A detailed evaluation matrix showing list of evaluation questions and sub-questions, indicators and data/information sources developed during the inception phase is provided in Table 9. Evaluation evidence will be generated for all questions related to criteria of relevance, effectiveness, efficiency, sustainability as well as cross-cutting considerations of equity and participation. The evaluation matrix is informed by desk review and the M&E framework developed by MEHRD) and it provides indicators and data sources against evaluation questions.

Table 9. Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Selected Indicators/Info needed	Information Sources and Stakeholders
<p>Relevance</p> <p>Relevance, including the extent to which the PPY programme strategies and activities are suited to the national policies and priorities and to the needs of target groups.</p>	<p>What is the actual or potential value of the PPY programme to the Solomon Islands educational priorities? (Overall)</p>	<ul style="list-style-type: none"> – Progress in net enrolment rates including NER for children with special needs – Projected enrolment rates – Proportion of children with learning disability – Proportion of children at risk of dropping out – Projected performance of children who participate in PPY at primary and higher levels 	<ul style="list-style-type: none"> – MEHRD/SIEMIS Data/PAR 2019/2020-2021 – EA Data – 2019-2021 – Interviews and desk review of secondary data
	<p>How do the stakeholders see the benefits of- and barriers to access to- PPY education? (Access)</p> <p>What is the potential for the programme to remove barriers to access, particularly for girls and children with disabilities? (Access)</p>	<ul style="list-style-type: none"> – Various stakeholder perception of benefits to PPY – Various stakeholders’ perception of barriers to PPY – Various stakeholders’ perception of potential to remove barriers for girls/special needs children. – Status of vernacular language as potential of instruction 	<ul style="list-style-type: none"> – PPY follow up report by TPDD/EAs. – School leaders interview/document review/ Teachers’ Tok Stori – Focus group Tok Stori with parents/ community. – Reports of Tok Stori by PPY trainers/EAs/ schools. – Interview with School Leaders/Tok (s) Stori with Teachers.
	<p>To what extent is, or is there potential for, the programme addressing the needs of five-year-old children and over-aged children enrolled in PPY, including Language (Vernacular) and Literacy, and the most vulnerable and those with disabilities? (Quality)</p>	<ul style="list-style-type: none"> – Level of improvement of PPY children’s knowledge/skills/attitudes – Level of PPY teachers’ understanding of CCP and OBL – Level of language (vernacular) and literacy learning of 5-year-old children, overage children and children with disability. – Review of curricula and training programme reports 	<ul style="list-style-type: none"> – Children’s performance records – PPY curriculum/teaching-learning plans – Focus group Tok Stori with teachers – Teachers training programme reports/manual – Survey of schoolteachers and leaders
<p>Effectiveness</p> <p>Effectiveness of the PPY programme’s approach and interventions</p>	<p>To what extent does the programme have the potential to contribute to the achievement of the SDGs? (Quality/ Management)</p>	<ul style="list-style-type: none"> – Participation rate in organized learning (one year before the official primary entry age), by sex 	<ul style="list-style-type: none"> – Stakeholder interviews (government officials, UNICEF staff, and service providers) – FGDs and survey with schoolteachers, community residents. – Classroom observations
	<p>To what extent does the PPY programme actually or potentially help children, including those with</p>	<ul style="list-style-type: none"> – Level of language (vernacular) and literacy learning of 5-year-old children including 	<ul style="list-style-type: none"> – Documents review, including EMIS and other national data and the results from longitudinal dataset.

	disabilities and special needs, develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development? (Quality, Overall)	<p>overage children and children with disabilities.</p> <ul style="list-style-type: none"> – School teachers’ perception – School leaders’ perception – Review of curricula and quality indicators – Attendance rates by gender & children with special needs – Child-teacher ratio. 	<ul style="list-style-type: none"> – Stakeholder interviews with selected duty bearers.
	To what extent does the training of teachers actually or potentially guide and improve school leaders’ and teachers’ understanding and use of child centred pedagogy and outcomes-based learning? (Quality)	<ul style="list-style-type: none"> – Attendance of teacher rates by gender – School leader’s perception – School teacher’s perception – School leader’s motivation and knowledge – Schoolteacher’s motivation, knowledge, skills 	<ul style="list-style-type: none"> – PPY curriculum/teaching-learning plans – Focus Group Tok Stori with teachers – Teachers training programme reports/manual
	To what extent is, or is there potential for, MEHRD and its education partners to be engaged in PPY programme monitoring and evaluation and using evidence for decision making? (Management/Quality)	<ul style="list-style-type: none"> – Current status of MEHRD PPY and partners in PPY programme engagement and decision making – Current status of M&E systems – Evidence of engagement and decision makers in future planning and budgeting – Evidence of engagement and decision making in current and forthcoming ECD policies 	<ul style="list-style-type: none"> – Document review including EMIS and other national data and the results from longitudinal dataset. – PPY Programme Monitoring Framework by MEHRD and UNICEF – Stakeholder interviews – Projections based on past data
Efficiency Efficient in the use of resources to deliver the programme outputs including management practices and comm. strategies	How can management practices and communication strategies be optimized to contribute to increased coverage, on-time access, and participation in PPY schooling? (Management)	<ul style="list-style-type: none"> – Review of current management practices – Review of current communication practices – Effectiveness of quality monitoring policies – Number of inspected/supervised schools offering PPY programme – Number of teachers trained in foundational language, literacy, and numeracy teaching practices 	<ul style="list-style-type: none"> – Document reviews from various sources – Government/UNICEF budgets – Key informant interviews
	What long-term financial commitments are required for effective reform and improvement of the PPY programme? (Management)	<ul style="list-style-type: none"> – Assessment of financial needs Review of ECD implementation plans – Criteria for effective PPY programme 	

	How can SI allocate its limited resources to the PPY programme more efficiently? (Management)	– Adequacy of Public financial management in ECD	– Review of financial management practices.
	What steps can ensure success in the future when more resources are available? (Management)	– Provisions in current decisions and/or future/policy	– Stakeholder interviews
	Do ECE stakeholders have a coordinated approach to make efficient and effective use of the education resources available? (Management)	Review of ECE stakeholders’ coordination mechanisms	– Projection based on past data
Sustainability Sustainability and expansion of the PPY programme including use of good practice and adaptability to potential risks and challenge	-What are the emerging policy and implementation context that will shape the PPY programme in the coming years, and what are the best practices and adaptations that will be effective in this context? (Management)	– Policy framework for ECE in place and implementation plan – Percentage of national budget allocated to ECE – Identification of good practices in design and implementation	– Interview with senior officials at MEHRD/ESSP/ – – DFAT/MFAT – – UNICEF/EAs
	Considering the emergency context and need for response under scenarios like COVID-19, what are key programmatic adaptations needed to ensure effective delivery of quality PPY programme to children and families under all circumstances? (Management)	– Teacher absenteeism rate – COVID-related protocols available and in place – Assessment of risks under various emergency scenarios	
Equity Including inclusion of child affected by disabilities Participation of stakeholders Key barriers to access early	How effective are the strategies for inclusion of all children particularly those affected by disabilities? (Access)	– Overaged children’s participation rate – Inclusion/enrolment rate of children’s w/disabilities – Completion rate for both – Qualitative assessment of inclusion strategies	– Secondary data sources – Key informant interviews – National Disability Inclusive Education Policy 2016-2020.
	What are the key factors that hinder or will hinder inclusion of students with disabilities? (Access)	– Dropout rate – Parents awareness of importance of children w/disabilities participating in schools	– Implementation Plan (2019-2020) – Document review from SIG/UNICEF budgets. – Stakeholder interviews
	What is the extent of children with disabilities who reside in different provinces and of these how many are out of school?	– Out-of-school Children in PPY programme – Age-appropriate child participation rate in PPY programme across sample provinces	

childhood education learning Gender equity	(Access)	<ul style="list-style-type: none"> – Percentage of schools with established enabling environment of children with different needs 	<ul style="list-style-type: none"> – Projections based on past data – M&E system data – School leader survey – School teacher survey
	Is there a need to strengthen availability of disability-related data to improve targeting of policies and programmes? (Access/Management)	<ul style="list-style-type: none"> – Assessment of disability-related data and their use in targeting strategies – Percentage of Investment in ECD infrastructure 	
	Is the current training adequately preparing pre- service teachers to teach students with disabilities? Quality/Access	<ul style="list-style-type: none"> - Review of training curricula - Proportion of teachers who respond favourably 	

3.5 Triangulation and Analytical Approaches

In mixed-methods evaluations, some specific issues or areas of interest may require only one data source. However, most analysis is based on the use of multiple data sources which is guided by the evaluation evidence matrix. Overall analysis will involve compiling, comparing, and cross-checking (triangulating) the findings from the different lines of inquiry, e.g., document review, key informant interviews, focus group discussions, surveys, if possible, (Stakeholder Validation Workshops) to address the evaluation questions. Findings regarded as verified, substantive and important to the evaluation will be analysed within the cause-and-effect chains contained in different levels of theory of change, enabling the team to arrive at conclusions and recommendations about the concept, design, and implementation of the PPY programme and identifying measures for sustaining gains and improving performance while scaling up.

Graphic 4. Example of Triangulation



An additional triangulation approach will compare the evidence provided by stakeholders in different positions within national government, UNICEF and other partners and knowledgeable external stakeholders. Here, variations in response between different categories of stakeholders may be valid, particularly regarding opinion questions, such as questions concerning design, coordination, or integration processes. In such cases, the purpose of triangulation is not to move towards one verified set of data, but rather to explore perceptual variation, which may have fundamental effects on implementation and on the interpretation of results. All of the data collection and analysis methods and interpretations will be tailored to ensure that the relevant issues related to equity/inclusion dimensions are comprehensively

addressed.

In sum, for each evaluation question or groups of questions, a mix of the following analysis methods will be utilized:

- Statistical analysis (descriptive and comparative analysis) of survey data.
- Content analysis of government and UNICEF documents.
- Content analysis of summarised interview findings.
- Development of themes, comparison and contrasting of themes and recording of findings and theoretical propositions.
- Selective analysis of available qualitative data.
- Theory-based analysis of actual versus intended results and influencing factors.
- Strengths and gap analysis; and
- Analysis of most significant change and influencing factors.

During the evaluation the use of enrolment rates in PPY will be expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in ECE by the size of the population of that age group. Generally, figures are based on head counts and do not distinguish between full-time and part-time enrolment.

Complete and disaggregated data, particularly with the PPY enrolment rates for girls/boys and for urban/rural areas, is needed to fully monitor performance, evaluate programmes and services, and support evidence-based decision-making. Broadly, collected data can be subjected to in-country and cross-provinces analysis. Teacher Incentives strategies for PPY are crucial, especially when working in remote areas. Regulatory measures and training opportunities are essential for elevating teacher competencies and quality learning.

Findings from all sources and analytical methods will be triangulated to develop a body of fully substantiated findings which will be utilized for preparing draft final report. The evaluation questions will be addressed through multiple sources of evidence, using different methods. This provides the opportunity for a strong triangulation process covering the full body of evidence gathered, using various methods and tools to generate reliable and useful findings and conclusions.

3.6 Evaluation Phases:

The evaluation will involve the following phases with some overlaps across phases for ensuring continuity and timely completion of the assignment.

Phase 1: Inception Phase (6 weeks)

This will mainly involve desk review, selected key informant interviews and development of inception reports. This phase will lead to production of an inception report which will include findings from desk review (as per the ToRs), clear evaluation design, timeline, and detailed methodology (including sampling method) for conducting the evaluation. It will also include a detailed evaluation matrix i.e., a table showing how each evaluation question will be answered and how the information will be collected. The data collection plan will include the categories of stakeholders to be interviewed and engaged with at central and sub-national level during the course of evaluation.

Data Collection Instruments: during the evaluation process the team anticipates the development/testing/adaptation of evaluation instruments such as in-depth interview guides, reliable student achievement reports, focus group discussion formats, classroom observation checklists, survey formats and other required instruments. At the end of the inception phase, obtaining of **ethical clearance**, as needed, from an accredited Ethics Review Board for protection of human subjects will be a crucial step.

Phase 2: Data collection (2 months)

This phase will involve substantial work by the evaluation team including national consultants who will be gathering data under the supervision of an international consultant. The data collection will be guided by the evaluation matrix and the specific tools developed and pre-tested during the inception phase. The data to be gathered will include a mix of qualitative and quantitative data from various sources including routine SIEMIS system and previous survey data.

The data collection would focus on collecting key data and information which would enable the consultant team to analyse the PPY programme as per the evaluation framework and based on this analysis, provide technical support to MEHRD in revising the PPY model, developing implementation plan and M&E framework.

Phase 3: Data analysis and sharing of draft findings (2 months)

As per the approach and methods proposed in the inception report. Keep the reference group informed and invite feedback as appropriate.

Phase 4: Report writing (2 months) and draft report reviews

The main findings will be presented by the consultant team to MEHRD, partner organizations and national stakeholders and sufficient time will be allocated for comments

Phase 5: Formulation of revised M&E framework (1 month with some overlap with phase 3 and 4)

- Advise MEHRD on refining their PPY monitoring tools and mechanisms.
- Data mapping to potential and existing sources for monitoring, synthesising the different monitoring elements within MEHRD's initial PPY M&E framework.
- Further develop the PPY M&E framework for implementation of the PPY programme, which should consider policy, implementation, and cost implications for including 3 and 4-years old children in the programme.
- Advise MEHRD team in integrating the PPY implementation plan, sustainability plan and monitoring and evaluation framework within the upcoming National Education Action Plan (NEAP) and current monitoring systems.
- Revised M&E framework to be submitted as a key outcome of this phase.

Phase 6: Final report preparation and approval (2 weeks)

In addition to the final report, the consultant team will develop a PowerPoint on the formative evaluation outlining the process, findings, recommendations, and way forward

The final report will be approved by UNICEF and MEHRD and proceed with dissemination.

4. Potential Risks and Mitigation Measures

The biggest risk is posed by the pandemic due to rising COVID-19 infection rates in the Solomon Islands and the uncertainties related to school closures and lockdown.²⁸ On the other hand, we realise that UNICEF and the Government require the evaluation to be completed by the end of 2022 in order to move ahead with the scale-up plan informed by evaluation findings and the launch of a new M&E plan. The HDPI team has significant experience in remote research methods and the support of a field manager and country expert will be helpful in developing approaches and tools that can be used for data collection as the situation unfolds. The guidance and support of UNICEF and government counterparts will remain crucial for the team to identify solutions and proceed with implementation of the evaluation. This may also require advancing planning and readiness on the part of the team to gather field-level data by synchronizing with school calendar and finding windows of opportunities.

The other risk is posed by possible conflict within the Solomon Islands and potential security threats which may require adjustment of sampling of locations for data collection. The team will work closely with UNICEF and counterparts to identify solutions that will enable completion of evaluation without compromising quality and credibility.

Table 10. Potential Risks and Mitigation Measures

POTENTIAL RISKS	MITIGATION MEASURES
COVID-19 uncertainties related to school closures	Remote research methods and the support of a field manager and country expert.
Potential conflict threats	Work closely with UNICEF and counterparts to identify solutions that will enable completion of evaluation without compromising quality and credibility
Potential security threats	Under the guidance and support of UNICEF and government counterparts identify solutions to carry forward the evaluation. Advancing planning and readiness on the part of the team to gather field-level data by synchronizing with school calendar and finding windows of opportunities. Adjust sampling of locations for data collection.
Safety and confidentiality of data collection	Copies shall be made available to MEHRD and UNICEF. No data collected and/or reviewed for this evaluation, or data to which the evaluator is privileged during the evaluation can be shared and/or used by the evaluator. Neither can s/he approve the use of the whole or any part of it for personal or professional purposes without approval in writing from MEHRD and UNICEF combined.
Low community engagement regarding implementation PPY programme.	Awareness campaign by mobilizing available national telecommunications systems.
Reliability of travel/transport. Access to Makira Province is especially hard due to weather conditions. Movement to and from the island or to schools from the provincial capital, Kirakira, depends on the weather.	The budget contemplates two additional days DSA for enumerators for this potential risk.

HDPI and the team will ensure data confidentiality, safety as mentioned in the ToRs. We understand that the safety of data during the data collection phase will be the total responsibility of the researcher; all information gathered, and tools developed for this evaluation is the property of MEHRD and UNICEF. Copies shall be made available to MEHRD

²⁸ UNICEF COAR 2020, COVID-19 containment measures have constrained both national management information systems and face-to-face surveys, the two main traditional sources of data (...)

UNICEF established a partnership with the World Bank to collect data on the impact of COVID-19 on children in Solomon Islands through high-frequency phone monitoring (HFPM) surveys.

and UNICEF. No data collected and or reviewed for this evaluation or data to which the evaluator is privileged during time of the evaluation as direct or indirect result of being the evaluator for this evaluation, can be shared and or used by the evaluator neither can s/he approve the use of the whole or any part of it for personal or professional purposes without approval in writing from MEHRD and UNICEF combined. COVID-19 containment measures have constrained both national management information systems and face-to-face surveys, the two main traditional sources of data on Page 8 of 9 the situation of children (although some of these activities are gradually returning). Therefore, additional support to strengthen the capacity of NGOs to rapidly collect data during emergencies through modern technologies, such as phone surveys, MICS Plus and online platforms, is critical.

5. Quality Assurance

We understand that to ensure quality, the evaluation team is required to adhere to UNICEF Evaluation Policy; to UNICEF procedure for ethical standards in research, evaluation, data collection and analysis; to UNEG Ethical Guidelines; to UNEG Norms and Standards for Evaluation²⁹; and to UNICEF Evaluation Report Standards³⁰. The team's effective application of the ethics guidelines and standards and various analytical methods noted above will assist greatly in ensuring quality assurance. The team is capable and has strong complementary skills covering both subject matter as well as evaluation expertise, and we will be closely monitoring any inherent risks to make timely adjustments accordingly. The team will establish an internal review mechanism before sharing any deliverables and will also benefit from advice and comments received from the Evaluation Reference Group. We envisage a close engagement and collaboration with the evaluation reference group to produce a quality product that is credible and useful.

6. Management and Coordination

We understand that the HDPi consultancy will operate under the supervision of an evaluation management team comprised of the Education Specialist, UNICEF-Pacific, and Multi-Country Evaluation Specialist, UNICEF. All supervision will be done in collaboration and co-management with the Ministry of Education and Human Resource Development (MEHRD) who will appoint a key lead and contact point and act on behalf of MEHRD's PPY Technical Committee. The evaluation management team is responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget, assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. In all steps, the evaluation management team will be guided by and follow the UNICEF-Pacific Standard Operating Procedure for Evaluation. The final report will be accepted/approved by the Multi-Country Evaluation Specialist, the Multi-Country Representative at UNICEF-Pacific, and MEHRD.

With a view to maximizing the credibility and hence utility of the evaluation, UNICEF-Pacific establish an Evaluation Reference Group, bringing together the Chief of Education, UNICEF-Pacific; Chief of Field Office, UNICEF-Solomon Islands; representatives of MEHRD, donor partners, UNICEF-EAPRO Regional Education Adviser, and UNICEF-EAPRO Evaluation Adviser. The reference group has the following role: contribute to the preparation and design of the evaluation, including providing feedback and comments on the inception report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality from a technical point of view of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process; participate in review meetings organized by the evaluation management team and with the evaluation team as required; play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

The consultant team is expected to coordinate with MEHRD and UNICEF to finalize the plan for data collection and orient the data collection team on the process, tools and expected outcomes of the data collection.

7. Work plan

The major outputs are well described in the ToR and include:

²⁹ [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#),

³⁰ [UN-SWAP Evaluation Performance Indicator](#).

	consultants ³¹ and all operational aspects of field research.
Yavier Rodríguez	Rich experience in research, data management and analytics. Supports documentation and desk review, data collection/processing, analysis, and report preparation.

³¹ National Consultants: The team will also include two field researchers and three enumerators. The field researchers will be trained by the international consultants and supervised by the country expert.

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ANNEX 1

1.1 PPY Formative Evaluation Questionnaire for PPY Teachers' Focus Group Tok Stori

Instruction: This questionnaire is to be used in the formative evaluation of the PPY Programme in Solomon Islands. This Questionnaire will be used as a guide to facilitate the focus group *tok stori* with PPY programme teachers in selected PPY schools/centres in selected provinces for the evaluation field research.

Your individual participation is voluntary, and you may withdraw at any time during the tok stori process. As an individual participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Note that audio from Tok Stori will be recorded.

1. What influenced you to become a PPY teacher? How do you see your role?
2. What is the status of enrolment of children in your PPY class/classes? Any children with disability/special needs enrolled?
3. How is the school supporting the PPY programme? Is the school active to integrate the PPY programme into its set up?
4. Is the community/parents fully aware of the PPY programme? Is there an ongoing programme for the school and PPY teachers to do community awareness to expand access to the PPY programme?
5. As PPY teachers, how do you promote the enrolment of girls, children with disability/special needs and children from disadvantaged families and communities?
6. As PPY teachers what do you see as the benefits of and barriers to access to PPY programme? What is the potential for the teachers to support the PPY programme to remove barriers to access, particularly for girls and children with disabilities?
7. Have you observed any increase in the number of children enrolled in PPY in the last 2-3 years? What age groups enrol in your PPY classes?
8. What is the language of instruction used in PPY classes? How do you plan to use vernacular language as the language of instruction in PPY classes?
9. To what extent does the PPY programme actually or potentially help children develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
10. How is the PPY programme in your school actually or potentially helping children with disabilities and special needs, develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
11. To what extent does your PPY training actually or potentially guide and improve your understanding and use of child centred pedagogy and outcomes-based learning?
12. Is the outcome-based curriculum and syllabus adequate for children's learning? Are teaching and learning resources available and adequate to support learnings?
13. What does the daily and weekly teaching and learning programme/timetable look like for PPY classes?
14. What role do you see teachers play to monitor and evaluate the PPY programme and use this evidence for improved learning of your students? Is there potential for PPY teachers to do this?
15. As PPY teachers, what do you see as the key challenges facing the PPY programme going forward? What are some potential solutions?

1.2 PPY Formative Evaluation School Leaders Interview Questionnaire

Instruction: This questionnaire is to be used in the formative evaluation of the PPY Programme in Solomon Islands. This Questionnaire will be used to interview the School Leaders in selected PPY schools/Centers in selected provinces for the evaluation field research.

Your participation is voluntary, and you may withdraw at any time before or during the interview process. As a participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Note that there will be audio recording of interviews.

1. Briefly explain your role as school leader in the leadership and management of the school?
2. Has the school done community awareness on the PPY programme? To what extent has the school done this? How does the school plan to expand access to the PPY programme in your school?
3. How has the school management supported the PPY programme in the school to enrol girls, children with disability/special needs and children from disadvantage groups and communities? How does the school plan to do this in the near future?
4. How does the school management support the ppy programme in terms of funding, teaching and learning resources, safety, hygiene and sanitation and the PPY physical environment?
5. As school leader what do you see as the benefits of and barriers to access to PPY programme? What is the potential for the school to support the PPY programme to remove barriers to access, particularly for girls and children with disabilities?
6. What is the language of instruction in PPY classes? How is the school planning to use vernacular language as the language of instruction in PPY classes?
7. To what extent does the PPY programme in your school actually or potentially help children develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
8. How is the PPY programme in your school actually or potentially helping children with disabilities and special needs, develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
9. To what extent does the training of PPY teachers actually or potentially guide and improve school leaders' and teachers' understanding and use of child centred pedagogy and outcomes-based learning?
10. What role do you see the school leader/other teachers play in engaging to monitor and evaluate the work of the PPY programme as colleagues and use this evidence for decision making? Is there potential for the school to do this?
11. In your view, what is the actual or potential value of the PPY programme to the educational priorities of your school in the WSDP/Improvement plan?
12. How is the PPY programme addressing the needs of five-year-old children and over-aged children enrolled in PPY, including Language (Vernacular) and Literacy, and the most vulnerable and those with disabilities? Do you see potential for the programme to do this?
13. Given the pandemic situation, how do you ensure hygiene standards and covid 19 protocols are maintained in your school?
14. As school leader, what do you see as the key challenges facing the PPY programme going forward? What are some potential solutions?

1.3 PPY Formative Evaluation EA Interview Questionnaire

Instruction: This questionnaire is to be used in the formative evaluation of the PPY Programme in Solomon Islands. This Questionnaire will be used to interview the CEO and other leaders of EAs in selected provinces.

Your participation is voluntary, and you may withdraw at any time before or during the interview process. As a participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Note that there will be audio recording of interviews.

1. Briefly explain your role as the EA in the management of education/schools in your province?
2. Has the EA developed and implemented a costed plan to expand access to the PPY programme in your province/city Council? To what extent has the EA done this or plans to do this in the immediate future?
3. How has the EA supported the PPY programme in the EA schools to enrol girls, children with disability/special needs and children from disadvantage groups and communities? How does the EA plan to do this in the near future?
4. How does the EA see the benefits of and barriers to access to- PPY education? What is the potential for the programme to remove barriers to access, particularly for girls and children with disabilities?
5. How is the EA contributing to develop and implement a plan to use vernacular language as the language of instruction in PPY classes?
6. To what extent does the PPY programme in your EA schools actually or potentially help children develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
7. How is the PPY programme in your EA schools actually or potentially help children with disabilities and special needs, develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
8. To what extent does the training of teachers from PPY schools under the EA actually or potentially guide and improve school leaders' and teachers' understanding and use of child centred pedagogy and outcomes-based learning?
9. How has the EA been engaged in the PPY programme monitoring and evaluation and using evidence for decision making? Is there potential for the EA to do this?
10. Does the EA ensure qualified and trained teachers are posted to PPY schools and provide budget and resource support to PPY schools?
11. In your view, what is the actual or potential value of the PPY programme to the educational priorities of your province/city council and Solomon Islands?
12. How is the PPY programme addressing the needs of five-year-old children and over-aged children enrolled in PPY, including Language (Vernacular) and Literacy, and the most vulnerable and those with disabilities? Do you see potential for the programme to do this?
13. How does the EA support PPY schools in terms of hygiene and sanitation facilities for the children? Given the covid 19 protocols, how do you ensure hygiene standards and covid 19 protocols are maintained in PPY schools?
14. What does the EA see as the key challenges facing the PPY programme going forward? What are some potential solutions?

1.4 PPY Evaluation Community/Parents Focus Group Tok Stori

Instruction:

This set of questions is to be used as a tok stori guide to facilitate the focus group tok stori with parents/community in the PPY evaluation. It will be interpreted into Solomons Pijin by Field Research Assistants during the focus group Tok Stori.

Your individual participation is voluntary, and you may withdraw at any time before or during the tok stori process. As an individual participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Audio recording will be made and/or notes will be taken during the tok stori

1. As parents and a community, how do you perceive and value children children's early education?
2. To what extent has PPY awareness being done with parents and PPY communities by the EA and schools?
3. What is the status of community support for PPY Programme? How is this support provided? What is the plan to increase community support in the future?
4. Has the PPY community awareness increased children attendance at PPY, family preparation for children to attend and community support?
5. What are your future reflections and recommendations for the PPY programme at your school in terms of the role you want to play and support you provide?
6. What are the challenges for your community regarding enrolling children in the PPY programme, including children with disability/special needs?
7. As parents, what changes in attitude, knowledge and skills are you observing at home and in the community because of children enrolled and attending the PPY programme?

ANNEX 2

2.1 PPY Formative Evaluation, Survey Questionnaire for School Leaders in Selected PPY Schools

Code: _____

Profile:

Name of school	
Type of ppy school: Located in a ECE centre, in a primary school, in a CHS	
Region and Province	
EA	
Current leadership position	
Qualifications	
Number of years of work as ppy school leader	
Number of qualified/certified teachers in the ppy programme	
Number of untrained teachers teaching in the ppy programme	
Number children enrolled in the ppy programme	Boys: _____ Girls: _____ Children with disability/special needs: _____ Children from disadvantage families: _____

Instruction: This survey is part of the PPY programme evaluation in Solomon Islands. As a school leader of a selected ppy school for this evaluation, please fill in the survey questionnaire below. The survey seeks your perceptions, observations and experiences as a ppy school leader in relation to access, quality and management of the ppy programme at your school. Tick (✓) the response which best indicates the extend of your agreement of disagreement with the given statement.

Your individual participation is voluntary, and you may withdraw before or during the survey process. As an individual participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Response scale

1	2	3	4	5
Strongly Disagree	Disagree	Undecided or Neutral	Agree	Strongly Agree

Statement	Scale				
	1	2	3	4	5
Our school has a ppy programme					
Our school has carried out community awareness in the whole school catchment					

area on the importance of families to send children to ppy, and the community to support the ppy programme.					
Our school has carried out community awareness to encourage girls, children with disability and children from disadvantage families to enrol in the ppy programme					
As a school leader I am aware of the potential benefits, and the barriers to ppy education and I believe many of these barriers can be removed at the school-community level					
The school is beginning to use vernacular language as a language of instruction in ppy classes					
The school ppy programme in our school has increased enrolment across the whole school catchment area in the last two years					
The school ppy programme in our school has increased enrolment of girls					
The school ppy programme in our school has enrolled or increased enrolment of girls and children with disability/special needs as a result of community awareness					
Our school ppy programme has received increased community/parent support in the last two years					
The ppy programme has the potential to contribute to the achievement of SDG 4.2: equal access to quality pre-primary education					
I found some areas for the curriculum are useful, while other areas may not be so useful.					
The ppy programme in our school has enough qualified trained teachers who have good understanding of the child centred pedagogy and outcome-based learning					
Our school has access to adequate ppy curriculum resources such as teachers guides, resource books etc. and are being used effectively for teaching and learning of children					
The ppy outcome-based curriculum provides for quality ppy teaching and learning in our school					
The ppy trained teachers show an emergence of understanding of and begin to apply the concepts of outcome-based learning					
PPY teachers begin to plan, use and reflect on child centred teaching strategies					

The ppy trained teachers begin to demonstrate foundational literacy and <u>numeracy</u> and use this to plan, use and reflect on teaching and learning strategies					
The ppy trained teachers are providing quality teaching in our ppy classrooms using assessment for learning strategies					
Our PPY teachers are aware of professional standards and how these standards could be used to improve their professional practice					
The school has developed and is implementing a system for monitoring of teaching and learning in ppy classrooms to ensure readiness for year 1 in primary					
Our school provides funding through school grants/school budget to support ppy teaching and learning and operation of ppy programme					
The ppy programme in our school has been integrated into the school AWP and WSDP for the next 3 years					
Our school has set up a system for school base continuing professional development of ppy teachers					
Our school has established a support link with the EA and MEHRD to receive regular support to ensure effective ppy delivery for our children					
Support of parents and EA and the passion of teachers has contributed to success of our ppy programme					

Provide some comments regarding the success factors, bottlenecks and challenges facing the ppy programme at your school?

Thank you for participating in this survey to evaluate the PPY programme.
 From PPY Evaluation Team

2.2 Survey Questionnaire for PPY Teachers in Selected Schools

PPY Formative Evaluation

Code: _____

Profile:

Name of school	
Region and Province	
EA	
Qualified/certified/TIT (Tick (✓) which applies to you)	Qualified/certified: _____ TIT: _____
Number of years of work as ECE/primary and PPY teacher	
Number children enrolled in your ppy class (Tick (✓) which applies to you)	Boys (5 yrs. old): _____ Girls (5 yrs. old): _____ Boys older than 5 yrs.: _____ Girls older than 5 yrs: _____ Children with disability/special needs: _____ Children from disadvantaged families: _____

PPY Evaluation Survey

Instruction:

This survey is part of the PPY programme evaluation in Solomon Islands. As a teacher of a selected ppy school for this evaluation, please fill in the survey questionnaire below. The survey seeks your perceptions, observations and experiences as a ppy teacher in relation to access, quality and management of the ppy programme at your school. Tick (✓) the response which best reflects your perception, observation and experience in the each given statements.

Your individual participation is voluntary, and you may withdraw before or during the survey process. As an individual participant, you will remain anonymous, and all your shared information will be confidential and used for the purpose of this PPY evaluation only.

Response scale

1	2	3	4	5
Strongly Disagree	Disagree	Undecided or Neutral	Agree	Strongly Agree

Statement	Scale				
	1	2	3	4	5
The ppy programme has the potential to contribute to the educational priorities in Solomon Islands and achievement of SDG -					

equal access to quality early childhood education.					
I have participated to carry out community awareness in the whole school catchment area on the importance of families to send children to ppy, and the community to support the ppy programme.					
I have participated to carry out community awareness to encourage girls, children with disability and children from disadvantage families to enrol in the ppy programme					
As a ppy teacher I see the benefits and barriers to access to ppy education. I believe these barriers can be removed with more parent and community education?					
The ppy programme is addressing the needs (including language and literacy needs) of 5- year-olds and overage children					
The ppy programme is addressing the needs (including language and literacy needs) of children with disability/special needs.					
I have observed that the ppy programme is helping children with disability and special needs to develop suitable knowledge, skills and attitudes for their continued learning and development					
I have started to use vernacular language as a language of instruction in ppy classes					
I have enrolled increased number of children in my class from across the whole school catchment area as a result of community awareness					
I have observed increased enrolment of children with disability/special needs as a result of community awareness					
The ppy programme has enough qualified trained teachers teaching in our ppy programme who have good understanding of child centred pedagogy and outcome-based learning					
I have adequate curriculum resources – teachers guide, resource books, etc., for effective teaching and learning of children in my ppy class					
The find that the ppy outcome-based curriculum provides opportunity for quality ppy classroom teaching and learning					
I understand and begin to apply the concepts of outcome-based learning					
I begin to plan, use and reflect on child centred teaching strategies					

As a trained teacher I begin to demonstrate foundational literacy and <u>numeracy</u> and I use this to plan, use and reflect on teaching and learning strategies					
As a ppy trained teacher I am providing quality teaching in our ppy classroom using assessment for learning strategies					
I found some areas in the curriculum very useful, while some are not so useful					
I am aware of the professional standards and how these standards could be used to improve my professional practice					
I confirm the school has developed and is implementing a system for monitoring of teaching and learning in ppy classrooms to ensure readiness for year 1 in primary					
I confirm the ppy programme receives funding through school grants/school budget to support ppy teaching and learning and operation of ppy programme					
The ppy programme in our school has been integrated into the school AWP and WSDP for the next 3 years					
I am aware our school has set up a system for school base continuing professional development of ppy teachers					
I am aware our school has established a support link with the EA and MEHRD to receive regular support to ensure ppy teachers effectively ppy delivery for our children					

Provide some comments regarding the success factors, bottlenecks and challenges facing the ppy programme at your school?: _____

Thank you for participating in this survey.

From PPY Evaluation Team

Annex 3

3.1 PPY Evaluation – Field Data Collection - Schedule (July-August 2022)

Data Collection and Analysis Schedule (August – October 2022)

Date	Location & Stakeholders	Data to be collected
29 August – 6 Sept (7 days) 16 schools	Malaita Province - Central and East Region: EA, School/Center Leaders, Teachers, School Boards/Community	Survey, interviews Focus group/Tok stori documents, reports etc. Work samples
29-2 August (5 days) 10 schools	Makira Province – East and West Bauro: School/Center Leaders, Teachers. Survey only.	
29 August – 2 September 5 days 10 school	Honiara City – East, Central and West Survey Only	
19 – 23 September (5 days)	Guadalcanal Province - West and North Region: EA, School/Center Leaders, Teachers, School Boards/Community	
26 – 30 September (5 days)	Honiara City – West, Central and East Honiara sample schools Interviews and FG Toks Stori	
3 October – 11 October (7 days)	Transcription, data process and analysis	
28 October	Debrief Session with Stakeholders	

Note: There is term 2 school break from 12 – 16 September

Province/City	Schools/Teams	Participants	Data
Malaita Central, North, East	<u>20 schools/ECE Centers</u>	School Leaders PPY Teachers Parents/ Community	Interview Focus group Tok Stori Survey Documents Review: Samples of plans, budgets, students work, reports etc.
Guadalcanal West, North, Central	<u>16 schools/ECE Centers</u>		
Makira East Bauro West Bauro	<u>10 schools/ECE Centers</u>		
Honiara	<u>10 schools/ECE Centers</u>		
MEHRD	DS – T&L, Director T&L Manager/Team – TPDD Manager/Team – Curriculum PPY coordinator PPY training teams	Interviews, Focus group tok stori, Sample documents/ Policies/plans etc.	MEHRD role and engagement, PPY programme scope, delivery experiences/achievements/challenges, integration, access & quality, relevance/readiness for Yr 1, future plans, etc.
MPEA	CEO, PEOs		EA role and engagement/support, PPY programme scope at EA level, programme delivery
GPEA	ECE Coordinators		
HCCEA	School Inspectors		

	Training officer		experiences/achievements/challenges, integration, access/quality, future plans, role of PGs, school level capacity building, etc.
SINU SoE	Dean HoS – SoE Lecturers engaged in PPY programme		SINU role and participation/engagement/support.
UNICEF	Anna, Ali, Sandipan, Maria, Silas		UNICEF role and support prior and future?
Consultants	Marggi Martin		

ANNEX 4

4.1 PPY Evaluation, Solomon Islands. Participants Consent/Withdrawal Form

Participants Consent Form

Date:

School, EA or Community Participant: _____

Province/City Council: _____

Declaration by the participant

- I understand I am being asked to provide consent to participate in this _____
- I have read the Participant Information Sheet, or someone has read it to me in a language that I understand.
- I understand the purposes, evaluation research tasks and risks of the research described in the study.
- I understand that the research team will audio record the interviews; and I agree to be recorded for this purpose.
- I provide my consent for the information collected about me or from me to be used for the purpose of this research study only.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I freely agree to participate in this research study as described and understand that I am free to withdraw at any time during the study and withdrawal will not affect my relationship with any of the named organisations and/or research team members.
- I would like to receive a copy of the study results via email or post, I have provided my details below and ask that they be used for this purpose only.

Participant's Name (printed) _____

Organisation: _____

Signature _____ Date _____

4.2 Withdraw of Consent Form

Withdrawal of Consent Form

Date:

School, EA or Community Participant: _____

Province/City Council: _____

I hereby wish to WITHDRAW my consent to participate in the above Evaluation research and understand that such withdrawal WILL NOT jeopardize my relationship with MERHD.

Participant's Name (printed) _____

Signature _____ Date _____

ANNEX 5. DRAFT Evaluation Report Outline

Evaluation of the Primary Preparatory Programme (PPY) in the Solomon Islands

Preface

Executive Summary

Table of Contents

1. Introduction

2. Evaluation Purpose and Scope

3. Evaluation Methodology

4. Evaluation Findings by Criteria

4.1 PPY Programme Relevance

- Suitability/Integration of PPY programme strategies/activities to national policies, priorities, budgets, plans, M&E and target group's needs.
- Potential of the PPY programme for improved quality of service and development of school readiness skills in preparation to grade 1.
- Key barriers to access PPY programme for girls and children with disabilities

4.2 PPY Programme Effectiveness

- Achievements and challenges of the PPY programme approach
- PPY programme potential to achieve SDG 4.2
- Engagement of MEHRD and partners in M&E for decision making

4.3 Efficiency of Resources Used

- Use of resources to deliver programme outputs including management practices and communications strategies
- Efficient allocation of resources to the PPY programme (short and long term)
- Coordination of stakeholders and rationalisation of available resources

4.4 Sustainability and Expansion

- Impact of emerging policy framework in PPY programme in coming years
- Drawing lessons learned and best practices for scaling up
- Identify best practices used in programmatic emergency delivery in SI of quality PPY programme to children and families under *all* circumstances (COVID-19, disadvantaged children, etc.)

5. Evaluation Findings by National PPY Programme Strategy

5.1 Access to PPY Programme

- Children equitable access and completion of Preparatory Primary Year programme

- Development and implementation for expanding improved access and completion of the Preparatory Primary Year programme
 - Successes, barriers and challenges
- Development and implementation of the use of vernacular language as the language of instruction in PPY programme classes
 - Language Policy
 - Status of Vernacular Language Implementation Plan
- **Quality of PPY Programme**
- Curriculum and Pedagogy
 - Implementation of the National Curriculum for the PPY programme.
 - PPY Curriculum Framework
 - PPY Syllabus
 - PPY Resource books and Teacher Guides
- Workforce/Teacher Education / Qualification/ Ongoing Professional Development elements
 - Pre- & in-service Teacher Training for PPY teachers with School Cluster-Based Training
 - In-service teacher training implementation
 - Skills-based training upgrade of all PPY teachers in the use of the PPY National Curriculum
 - Use of child centred pedagogy by PPY teachers
 - Field Based Training (FBT)
- Family and Community Engagement
- Quality Assurance and Improvement Mechanisms

5.3 Management of the PPY programme

- School management performance standards, measurable performance indicators
- School management performance standards implementation for access and completion to education and the quality of teaching and learning
- Professional standards for school management, leadership, and teaching
- Use of professional standards by PPY teachers

5.4 Equity and Inclusion

- Inclusion of children affected by disabilities
- Participation of stakeholders
- Key barriers to access early childhood education learning
- Gender equity

6. Conclusion and Recommendations

ANNEXES

REFERENCES

ANNEX 6. DRAFT Evaluation Report Desk Review Outline

PREFACE

EXECUTIVE SUMMARY

TABLE OF CONTENT

1.INTRODUCTION

2.EVALUATION PURPOSE AND SCOPE

Scope: Desk Review Research is expected to be conducted for the data collection portion of the evaluation process. Please, avoid confusing with desk review process already conducted for the completion of the Inception Report.

Desk Review Research is aimed to provide information on indicators that cannot be measured by only conducting field data collection through interviews, surveys and/or focus groups. Most of the indicators to be measured for this evaluation project would be studied by using both field data collection and desk review research, Nonetheless, the following indicators are expected to be assessed by only using desk review research.

- Net enrolment rates including NER for children with special needs
- Number of teachers that identify children with learning disability
- Number of children at risk of dropping out
- Participation rate in organized learning (one year before the official primary entry age), by sex
- Effectiveness of quality monitoring policies

3.EVALUATION METHODOLOGY

Desk Review Research would be conducted as a systematic literature review. Results and findings from the Desk Review Research task will be compared and analyzed with field collected data. This would allow the project to methodologically rely on triangulation as a data analysis approach (as described above).

Timeline: Desk Review Research is expected to be conducted from July through October 2022.

Sources: For this task we are going to review relevant academic articles on the topics of interest regarding indicators. We are also using official documentation published and/or provided by MEHRD and UNICEF. If needed, additional documents are expected to be reviewed using google academics, official websites from related International Organizations and NGOs, and interview calls with main stakeholders.

Information Storage and Security: We have created a Share Point account for the HDPI SI Evaluation Project Team. Within this account, an archive was created so that all members of the team can have access to collected documents, data, and sources. Microsoft Share Point access is secured by strong information security and authentication policies to which we have already agreed as a team. The collected and archived information is not intended to be published and only us are going to be allowed to make use, edit, and share sources within this platform.

Academic sources on the theories selected to frame the evaluation project will be reviewed.

4.EVALUATION FINDINGS BY CRITERIA

4.1 PPY PROGRAMME RELEVANCE

Progress in net enrolment rates including NER for children with special needs

There are available net enrollment rates in the MEHRD official website from 2018 until 2019. However, non-rates section has been allocated for children with disabilities.³² Rates are only available until 2019.

Data for the last 4 years (2016-2019)													
Net Enrolment Rate (NER)	2016			2017			2018			2019			
	Education Sector	F	M	Total	F	M	Total	F	M	Total	F	M	Total
ECE	39.1%	37.8%	38.4%	41.9%	39.7%	40.7%	41.2%	37.8%	39.4%	32.0%		30.4%	31.2%

In accordance with a study conducted by UNESCO on inclusion “Education for children and adults with disabilities is mainly ensured by non-government, religious and international organizations in the form of special provision. There are six operating throughout the country: three located in Honiara, Guadalcanal province, and three in Makira and Isabel provinces. Through the Special Development Centre, the Red Cross has been providing primary education to children with disabilities since 1994, including basic health care and rehabilitation services.”³³

National Learning Support Resource Centres (NLSRCs) were established in 2014 to support regular schools in providing inclusive education for learners with disabilities. Some programmes on special education are still in place in Solomon Islands. Gizo Disability Centre for the Deaf, West-Hearing Impairment School, Isabel Special School, San Isidro Care Centre and Bethesda Vocational Training Centre in Honiara and Styvenburg Vocational Training Centre in Makira province are registered as special schools.³⁴

The Solomon Island Disability Inclusive Education Policy: Implementation Plan 2019-2020 does not mention the number of disabled children targeted by this policy work.³⁵ Enrolment rates for children with disabilities are not offered in any of the literature reviewed so far. A study conducted by UNICEF in 2017 provided essential context to understand this lack of enrolment rates for children with disabilities in Solomon Islands.

“A 2004/2005 national disability survey found that persons with disabilities in Solomon Islands are very marginalised and face discrimination in many forms, including not being respected, being denied their rights to food, clean water and clothing, decent housing, education, employment, and health, as well as their right to take part in community activities. The perception that having a child with disabilities is a punishment or a curse is still strong in Solomon Islands. Most children with disabilities reportedly do not attend school, as many people believe that such children are incapable and do not encourage them to seek education or learn independent living skills. Parents of children with disabilities often keep their children out of school to

³² MEHRD, 2019. Net Enrollment Ratio (NER) 4 Years. Retrieved from: <http://www.mehrd.gov.sb/education-access-indicators/net-enrol-ratio>

³³ UNESCO, 2021. Solomon Islands Inclusion. Retrieved from: <https://education-profiles.org/oceania/solomon-islands/~inclusion>

³⁴ Ibid

³⁵ MEHRD, 2019. Solomon Island Disability Inclusive Education Policy: Implementation Plan 2019-2020. Ministry of Education.

protect them from ridicule or teasing There are reportedly no coordinated, government-led efforts to counter such discrimination.”³⁶

For the purpose of assessing this indicator we consider it relevant to integrate the essential qualitative insight provided by context and not merely focusing on a quantitative rate. Despite these considerations, it is important to integrate to this discussion declarations delivered in 2021 by Mr. Jiope Iputu, the Principal of the Special Development Center (SDC) for children with disabilities, located in Honiara. The principal commented in an interview that:

“The provinces do not provide the proper education that students with disabilities need, and he hopes that the education ministry will do more to help. He added by saying that “children with disabilities in Solomon Islands have been deprived of both formal and non-formal education for years”. The principal continued presenting this issue and shared that SDC currently has 13 teachers and 3 volunteers for the 80 enrolled students with disabilities. He clarified to the newspaper that the majority of the teachers lacked previous training in teaching children with special needs so most of them received their training when they began working at the SDC.”³⁷

For us to acquire more specific data on enrollment rates of children with disabilities it would be a good idea to connect with MEHRD and the NGO Disabled People’s Association of Solomon Island.

Level of PPY teachers’ understanding of CCP and OBL

As defined by MEHRD, certified teachers are those who have both a qualification in their teaching subjects and a qualification in teaching or have a generalist teaching qualification.³⁸ Qualified teachers are those who have a subject specific qualification from a recognized institution but not a teaching qualification. Typically, this includes people with a degree and appointed to teach in the area of their degree e.g., Bachelor of Science appointment to teach science in a secondary school.³⁹

Percentage of Certified Teacher by Sector 2018-2019

Teaching Sector	2018							2019										
	CERTIFIED TEACHERS						TOTAL TEACHERS			CERTIFIED TEACHERS						TOTAL TEACHERS		
	F	%	M	%	Total	%	F	M	Total	F	%	M	%	Total	%	F	M	Total
ECE	0	0.0%	0	0.0%	0	0.0%	1248	159	1407	0	0	0	0	0	0.0%	1144	132	1276
Primary	1828	71.3%	1988	77.1%	3816	74.2%	2564	2579	5143	2159	80.2%	2020	82.4%	4179	81.2%	2692	2452	5144

Percentage of Qualified Teachers by Sector 2018-2019.

³⁶ UNICEF, 2017. Situation Analysis of Children in Solomon Islands. United Nations Children’s Fund (UNICEF), Pacific Office, Suva. P. 110.

³⁷ The Solomon Times, 2021. Solomon Islands special school principal shares challenge to reach out and teach children with disabilities. Retrieved from: <https://www.perkinsglobalcommunity.org/solomon-islands-special-school-principal-shares-challenge-to-reach-out-and-teach-children-with-disabilities/>

³⁸ MEHRD, 2020. Percentage of Certified Teachers By Sector. Retrieved from: <http://www.mehrd.gov.sb/quality-indicators/percentage-of-certified-teachers-by-sector>

³⁹ MEHRD, 2020. Percentage of Qualified Teachers by Sector. Retrieved from: <http://www.mehrd.gov.sb/quality-indicators/percentage-of-qualified-teachers-by-sector>

Teaching Sector	2018									2019								
	QUALIFIED TEACHERS						TOTAL TEACHERS			QUALIFIED TEACHERS						TOTAL TEACHERS		
	F	%	M	%	Total	%	F	M	Total	F	%	M	%	Total	%	F	M	Total
ECE	0	0.0%	0	0.0%	0	0.0%	1248	159	1407		0.0%	0	0.0%	0	0.0%	1144	130	1276
Primary	1922	75.0%	2076	80.5%	3998	77.7%	2564	2579	5143	2221	82.5%	2072	84.5%	4293	83.5%	2692	2452	5144

Pupil/Qualified Teacher Ratio

Data for the last 4 years (2016-2019)

Pupil/Qualified Teacher Ratio	2016	2017	2018	2019
Primary	36.41	34.71	33.09	29.71

Pupil/Certified Teacher Ratio

Data for the last 4 years (2016-2019)

	2016	2017	2018	2019
Primary	38.84	36.73	35.10	30.75

To implement the PPY curriculum MEHRD launched in 2018 its “Solomon Islands PPY Training of Trainers Manual” and “The Solomon Islands PPY Syllabus”.⁴⁰ This manual affirms all PPY teachers (certified and qualified teachers) are expected to receive PPY education training. The aims of the Pre-primary training manual are to:⁴¹

1. Introduce the new curriculum documents
2. Explain the principles underlying the curriculum and the approaches taken
3. Familiarize teachers with the materials, methods, and resources
4. Prepare teachers to implement the PPY Curriculum
5. Prepare Trainers of Trainers (TOT) to support PPY teachers.

⁴⁰ MEHRD, 2018. Pre-Primary Year Training of Trainers Manual. The Curriculum Development Division, Honiara, Solomon Islands.
MEHRD, 2018. Pre-Primary Year Syllabus. The Curriculum Development Division, Honiara, Solomon Islands.

⁴¹ Ibid. p 2

Session 2 B of this manual focus on Outcome Based Education. Accordingly, once they complete training, Participants should:⁴²

1. Demonstrate understanding of what the outcome-based education approach (OBE) is.
2. Discuss some changes that the OBE approach will initiate in learning and teaching.

Opportunities:

This data lacks disaggregation by Pre-Primary Education which it is not yet present on results provided by MEHRD.

Since the amount of certified and qualified teachers stays the same, It is not clear if the amount of qualified and certified teachers refer to the same amount of ECE teachers in general or if there are 1144 certified teachers plus 1144 qualified teachers.

New data for the years 2020 and 2021 is still needed. Field data collection could shed light on this missing data.

4.2 EFFECTIVENESS OF PPY PROGRAMME

Participation rate in organized learning (one year before the official primary entry age), by sex Child-teacher ratio.

No official information is available to assess this indicator through desk review research.

We expect to fulfill the assessment of this indicator through field data collection and/or interviews with EAs in SI.

4.3 EFFICIENCY OF RESOURCES USED

Effectiveness of quality monitoring policies

The government of Solomon Islands acknowledged through its National Education Action Plan 2022-2026 “effective monitoring, evaluation, and learning (MEL) is a key component of MEHRD’s arrangements to ensure institutional accountability and to measure progress”.⁴³

The Ministry of Education’s approach to monitoring is built on t”he review of previous M&E plans and activities, input from key stakeholders and analysis of the key global, regional, SIG and MEHRD education planning documents. It is designed to reflect and adhere to contemporary M&E standards and MERHD expectations and requirements. Relevant information from the NEAP 2016–2020, review findings were considered along with analysis of the legislative reform implementation planning”.⁴⁴

MEHRD’s website includes data sections on Percentage of Students achieving at or above the expected level (SISTA), Percentage of Students achieving at or above the expected level (PILNA), and Early Grade Reading Assessment (EGRA) Results.⁴⁵ However, data is only available for years 2018-2019, participation rates are not included into this data set, data is neither being segregated for the PPY education program nor by gender, and a clear set of evaluation indicators is yet to be implemented.

⁴² Ibid. p 6.

⁴³ The Government of Solomon Islands, 2022. Solomon Islands National Education Action Plan 2022-2026. P. 48

⁴⁴ Ibid

⁴⁵ MEHRD, 2020. Percentage of Students achieving at or above the expected level (SISTA). Retrieved from: <http://www.mehrd.gov.sb/quality-indicators/percentage-of-student-achievement-for-sista>

4.4 SUSTAINABILITY AND EXPANSION

5. EVALUATION FINDINGS BY NATIONAL PPY PROGRAMME STRATEGY

5.1 ACCESS TO PPY PROGRAMME

5.2 QUALITY OF PPY PROGRAMME

5.3 EQUITY AND INCLUSION

5.4 MANAGEMENT OF THE PROGRAMME

6. CONCLUSION AND RECOMMENDATIONS

ANNEXES

EVALUATION MATRIX

FIELD DATA COLLECTION METHODS AND TOOLS

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ANNEX 7. Coding for Field Data Collection and Entry.

Data Type	Honiara City	Malaita Province	Guadalcanal Province	Makira Province
Interviews: School Leaders	HI HI/School number/SL number. E.G. HI/S01/SL01	MPI MPI/school number/SL number. E.G. MPI/S02/SL01	GPI GPI/school number/SL number. E.G. GPI/S01/SL02	
EA Leaders	HI/EA number/EAL number E.G. HI EA01/EAL01	MPI/EA number/EAL number E.G. MPI/EA02/EAL01	GPI/EA number/EAL number E.G. GPI/EA01/EAL02	
FG Tok Stori: PPY Teachers Parents/ Community	HTS/school number/participant initial & number HTS/S01/PPYT01 HTS/S01/PC01	MPTS/school number/participant initial & number MPTS/S01/PPYT01 MPTS/S01/PC01	GPTS/school number/participant initial & number GPTS/S01/PPYT01 GPTS/S01/PPYT01	
Information Verification: PPY Teachers School Leaders EA Leaders	HIV/School number/ Participant initial & number E.G. HIV/S01/PPYT01 HIV/S01/SL01 HIV/EA/EAL01	MPIV/School number Participant initial & number E.G. MPIV/S01/PPYT01 MPIV/S01/SL01 MPIV/EA/EAL01	GPIV/School number Participant initial & number E.G. GPIV/S01/PPYT01 GPIV/S01/SL01 GPIV/EA/EAL01	MKIV/School number Participant initial & number E.G. MKIV/S01/PPYT01 MKIV/S01/SL01 MKIV/EA/EAL01
Survey: PPY Teachers School Leaders	HS/School number Participant initials & number E.G. HS/S01/PPYT01 HS/S01/SL01	MPS/School number Participant initials & number E.G. MPS/S01/PPYT01 MPS/S01/SL01	GPS/School number Participant initials & number E.G. GPS/S01/PPYT01 GPS/S01/SL01	MKS/School number Participant initials & number E.G. MKS/S01/PPYT01 MKS/S01/SL01

ANNEX 8. SI PPY Evaluation Program Data Coding System for Data Analysis.

