



Solomon Islands Government  
Ministry of Education and Human Resources Development

# **Solomon Islands National Disability Inclusive Education Policy**



Gwaunoa Primary School, Malaita Province

## **IMPLEMENTATION PLAN**

**2019-2020**

Ministry of Education



Solomon Islands Government  
Ministry of Education and Human Resources Development

## Solomon Islands

### National Disability Inclusive Education Policy 2016-2020

#### Implementation Plan

2019 – 2020<sup>1</sup>

### Ministry of Education and Human Resources Development (MEHRD)

#### Our Vision:

"Our vision is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. We envision an education and training system responsive to its clients and efficiently managed by its stakeholders and clients. We wish to deliver quality education for everyone in the Solomon Islands"<sup>2</sup>.

#### Our Goals:

"The long-term goals for the Solomon Islands education system over the planning period (2016-2030) are:

- To provide equitable access to all girls and boys to quality early childhood development, care and pre-primary education by 2030 [... and to] achieve full completion to quality and relevant basic education (primary and junior secondary) for all children in the Solomon Islands
- To extend equitable access and ensure quality and relevance of secondary education to deliver both work-related skills and transferable skills [...]
- To manage education resources in an efficient, effective and transparent manner so that it promotes access and quality goals"<sup>3</sup>

#### Background to the Solomon Islands National Disability Inclusive Education Policy (SINDIEP)

*"The aim of this [SINDIE] policy is to promote, expand and complement realization of education delivery services to all children, youths and adults with disabilities, as outlined in the Education Strategy Frameworks and National Education Action Plan of the MEHRD in the Solomon Islands." (SINDIEP p.8)*

Children with disabilities in Solomon Islands have been deprived of both formal and non-formal education therefore, MEHRD through CESS Division has been conducting advocacy with some selected schools and relevant stakeholders

<sup>1</sup> Approved by National Education Board (NEB) 11 December, 2018

<sup>2</sup> <http://www.mehrd.gov.sb/> Published: Tuesday, 11 March 2014, accessed 20Oct18

<sup>3</sup> MEHRD Education Strategic Framework 2016-2030, pp5-6



to raise awareness of the purpose of this policy and at the same time to ensure the schools are supported to provide conducive learning environments that will develop a pathway that supports children with disabilities at the school level.

However, in order to effectively implement this policy over its final two years, an **IE Policy Implementation Plan** has been formulated, containing a yearly plan up until the policy is due to be reviewed in 2021. The **IE Policy Manual** (in progress) will then guide and support the work in MEHRD, Provinces, schools and other institutions that have provided access to children with special needs. Primarily the **IEP Manual** should provide clear instructions and strategies that link to the Policy so that implementation is relevant, sustainable and achieves the outcomes and objectives of the SINDIE Policy and the Solomon Islands Government.

The original **Inclusive Education Technical Working Group** (TWG) was established in 2012 to guide and oversee the development of the Inclusive Education Policy. It was chaired by the then Director of Primary Education and comprised a number of representative selected bodies.

Several consultation workshops were held with key stakeholders between 2013-2014 in Honiara, Gizo, Isabel, Tulagi and Malaita, during which the key issues were discussed and the policy formulation took place. Further successful advocacy and consultation workshops were held with key stakeholders in 2015-16 in Makira, Malaita (Central and Northern regions), Talagi and Guadalcanal (West).

In 2015 the TWG was changed to the **Inclusive Education Taskforce** (IE Taskforce) which is the current advisory body<sup>4</sup>. It is comprised of a representation of DPOs, NGOs, members of communities and related government bodies, school leaders and MEHRD representatives from the various divisions. Since the successful completion and NEB approval of the SINDIE policy in 2016 as per the original Taskforce ToR, the new IE taskforce that replaced the TWG will continue to work towards the policy implementation, provide support and advice to the monitoring of the policy, and report progress to the MEHRD Senior Management Team. This process however, will be necessarily subject to the formal approval of the Policy by Cabinet.

## **Solomon Islands National Disability Inclusive Education Implementation Plan (2019-2020)**

### **Purpose**

The purpose of this **SINDIE** policy is to provide a framework that will ensure and strengthen access to quality basic education for all persons with disabilities, eventually extending to all education levels (Early Childhood Education, Primary, Secondary, Special Schools, Universities, Vocational and Technical Colleges) throughout the Solomon Islands.

The purpose of the updated **SINDIEP Implementation Plan** along with the **IEP Manual** (in progress), is to guide and inform those with responsibilities in the implementation of the Solomon Islands National Disability Inclusive Education Policy over the next two years, 2019-2020, prior to Review in 2021.

The final IE Implementation Plan (2019-2020) will also be informed by consultations with key stakeholders. Familiarity with the background and intentions of the SINDIE policy will be provided and consultations with stakeholders around the key priorities and objectives of the policy will be recorded as part of 3 **Stakeholder Workshops**<sup>5</sup> held in October-November 2018, and used to inform the final IE Implementation Plan and the IEP Manual to be completed and available by January 2019.

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<sup>4</sup> See Terms Of Reference Inclusive Education Policy Implementation Taskforce (currently draft...004)

<sup>5</sup> See: *Inclusive Education Implementation Plan Consultation Workshops Report* (14 Nov 18)

## Key Priority Areas of Action

The first priority is to get the SINDIEP through Cabinet, for the Implementation plan to progress. Draft Cabinet paper is prepared, to be considered by next IE Taskforce Meeting (November, 2018).

The **five key priority areas of action**<sup>6</sup> identified within the implementation plan include the following:

### 1. Advocacy to improve understanding of the importance and practices of Inclusive Education

SINDIEP Objectives: 10.1.2; 10.1.3; 10.1.8; 10.2.9<sup>7</sup>

- a) This key ongoing priority cross cuts every other objective as this understanding of the importance of IE must be demonstrated through evidence, advocacy and training, to successfully achieve any of the following objectives in a sustainable way.
- b) This Advocacy/understanding needs to be integrated within all the divisions of MERHD (Central) and within all Provinces, initially through Education Authorities.
- c) It should be noted that this SINDIE Policy is not an addition (or an afterthought) to the current work of MEHRD but needs to be integrated/incorporated into all MEHRD initiatives as appropriate.
- d) Some introductory Advocacy and Consultation workshops have been completed in Honiara and other Provinces and more are planned and costed and due to be completed in 2018-19.

**Key Deliverables:** Progressive IE Implementation (Advocacy & Awareness) Workshops held across all provinces  
Distribution and explanation of IE Manual during Workshops

### 2. Teaching, Training and Professional Development (Curriculum, Inclusive Practices/strategies...)

SINDIEP Objectives: 10.1.2; 10.2.2; 10.2.4; 10.2.5; 10.2.7; 10.2.8; 10.2.9; 10.3.8;

- a) Teachers are due to be trained in how to use the New SI Curriculum in a flexible manner, to meet the different strengths and needs of all children in their classes (child centred learning). This necessarily relates to changes in teaching pedagogy and assessment practices.
- b) IE principles should be concurrent (integrated) with planned Curriculum Professional Development which overall, aims for the same outcomes:

*Outcomes-based education (OBE) that is based on the principles of a progressive and holistic curriculum that leads to culturally relevant self-awareness and deeper understanding of relevant knowledge. The emphasis is on the needs of the learner not the traditional content of the subject. We do not ask "which parts of the subject do learners need to know?" But "how can the subject help the learner to live a better life in the future?"*  
(Solomon Islands National Curriculum Statement 2013)

- c) The United Nations Committee on the Rights of Persons with Disabilities (CRPD/C/GC/4), in response to Sustainable Development Goal (SDG) 4, highlights the importance of recognising the differences between *exclusion, segregation, integration and inclusion*.
- d) The SINDIEP's primary focus is on *equity and inclusion* and its objectives must be integrated *within* current teaching, training, Professional Development (and management), not as a separate entity.

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<sup>6</sup> See revisions in document: *Solomon Islands National Disability Inclusive Education Policy (SINDIEP) Implementation Plan & Objectives (Updated) October, 2018*

<sup>7</sup> These original Objectives are as written in the *SINDIE Policy 2016-2020*



- e) Within Solomon Islands National University (SINU) current teacher training courses, students complete a compulsory unit (ES104) *Introduction to Special Education and Inclusive Practices*. Awareness begins here, but this unit also needs to be more closely aligned to the *SINDIEP* objectives, moving away from the 'Special Education' focus to emphasise an overall 'Inclusive' focus.

**Key Deliverables:** Increased support for, and understanding of IE teaching & learning practices  
School leadership supportive of improved student learning for all boys and girls  
Professional Development workshops include IE principles  
Pre-Service and In-Service teacher training promotes awareness and confidence in IE principles  
*Included in IE Manual*

### 3. Finances, Resources, Environment, Assets

*SINDIEP* Objectives: 10.1.3; 10.1.6; 10.1.7; 10.1.8; 10.1.9; 10.2.1; 10.3.1; 10.3.2; 10.3.4; 10.3.7

- a) To improve the way school operational grants are managed, disbursed, and monitored in terms of equity, fairness and Inclusive practices (CESS).
- b) New and existing classrooms and other facilities need to be assessed and maintained to ensure ongoing access to accommodate inclusiveness for CWD. Guidelines and checklists will be provided as appropriate. Consideration be given to CWD who may require the use of and access to other assistive devices (in cooperation and consultation with CBR and communities) and to ensure fair provision of adequate resources, tools and equipment for all students.

**Key Deliverables:** School visits, monitoring and assessments of:

- disability inclusive access
- equitable sharing of funds and resources

Disability Inclusive Guidelines made available  
*Included in IE Manual*

### 4. Management, Policy Level, Data Collection, Monitoring & Evaluation

*SINDIEP* Objectives: 10.2.1; 10.2.3; 10.3.7; 10.3.9;

- a) MEHRD leadership in development of policies, standards and guidelines needs to promote and institutionalize Inclusive Education principles at the national and community levels.
- b) Certified and experienced school leaders, with knowledge and training (or upgraded/PD) about Inclusive Education principles and with interpersonal skills in regards to relationships with students with diverse learning needs (and their families) should be prioritised.
- c) There needs to be good quality, relevant and appropriate assessment, monitoring and evaluation processes and procedures, based on quality data to be maintained at the school/EA levels and provided to MEHRD as per procedures. Verification of data should be carried out on all school visits.
- d) Standardising and coordinating disability indicators (Pacific-INDIE) and updating data collection (Census) questions and indicators (SIEMIS)

**Key Deliverables:** MEHRD updated procedures for integration of IE Principles  
Summaries, Advice and Checklists for MEHRD divisions  
*Included in IE Manual*

### 5. Education, Disability and Health

*SINDIEP* Objectives: 10.1.3; 10.1.4; 10.1.5; 10.1.7; 10.1.8; 10.1.9; 10.2.4; 10.2.7; 10.2.8; 10.3.5; 10.3.8;

- a) It must be emphasised that teachers do not try to diagnose or treat disabilities or impairments – this is the responsibility of MHMS (CBR). The teachers' role is to focus on and respond to the educational/learning abilities – strengths and needs (SENs – Special Educational Needs).
- b) A set procedure should be in place that includes a formal referral form so that teachers and/or school leaders can refer suspected cases needing medical support (including tests, mobility devices, and other medically assistive aids) as appropriate.
- c) CBR community referrals to encourage parents to support their child to attend school also need to be formalised so that families, schools and clinics are aware and health records can be added to Individual Learning Plans (ILPs) to be kept and maintained by schools and a copy provided to families.

**Key Deliverables:**

- Referral process/procedures documented
- Links between ILPs (MEHRD) and CBR (MHMS) referrals established
- Responsibilities in respect to ILPs (MEHRD) and CBR (MHMS) established

*Included in IE Manual*

## Responsibility

This SINDIE Implementation Plan should inform MEHRD's annual planning and budget processes. This will be led by the Community Education & School Services (CESS) Divisions with the support of other MEHRD units including:

- CESS-Standards Division
- Policy - SSU, Policy Analyst
- M&E – Monitoring and Evaluation SSU
- Teaching & Learning Division
  - Curriculum – CDD
  - Teacher Professional Development - TPDD
- Assets, Design & Infrastructure - AMD
- Education Authorities - EA
- Inspectorate, facilitated by Teaching Services
- Logistics – ERU
- SIEMIS

Support from other organisations includes MHMS – CBR, MWYCFA, PWDSI, SINU, UNICEF

Principals and Lead Teachers, School Boards, Community Members, School staff will be active and contributing participants in the Implementation of Inclusive Education principles across the Solomon Islands.

## Monitoring and Evaluation

Monitoring and Evaluation Indicators have been outlined within the implementation plan against which progress will be recorded on an ongoing basis during 2019-2020.

The MEHRD Solomon Islands Inclusive Education Taskforce, consisting of key stakeholders<sup>8</sup> will review progress against the indicators outlined within the implementation plan on a regular quarterly basis and report to the MEHRD Senior Management Team, and respond with feedback and advice to the managing team (CESS). Two Annual Reports (2019, 2020) describing progress, inhibiting factors, modifications and recommendations will be tabled (CESS). These reports will then help to inform the SINDIE Policy Review in 2021.

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<sup>8</sup> See: Terms Of Reference *Inclusive Education Policy Implementation Taskforce (v004)*



## ACRONYMS

AMD	Assets Management Division
AWP	Annual Workplan
CBR	Community Based Rehabilitation
CDD	Curriculum Development Division
CESS	Community, ECE & School Services Division
CRPD	United Nations Committee on the Rights of Persons with Disabilities
CWD	Children with Disabilities
DPOs	Disabled People's Organisations
EA	Educational Authorities
ECE	Early Childhood Education
ERU	Educational Resource Unit
IE	Inclusive Education
IE-M	Inclusive Education Manual
ILPs	Individual Learning Plans
InSET	In-service Education & Training
M&E	Monitoring & Evaluation
MEHRD	Ministry of Education & Human Resource Development
MHMS	Ministry of Health and Medical Services
MWYCFA	Ministry of Women, Youth, Children and Family Affairs
NA	Not Applicable
NEAP	National Education Action Plan
NEB	National Education Board
NGO	Non-Government Organisation
OBE	Outcomes Based Education
PPY	Pre-Primary Years Program
PYP	Primary Years Program
SDG	Sustainable Development Goal
SENs	Special Educational Needs
SIEMIS	Solomon Island Education Management Information System
SINDIE/P	Solomon Islands Disability Inclusive Education / Policy
SINU	Solomon Islands National University
SISTA	Solomon Islands Standardized Test of Assessment
SSU	Strategic Support Unit
TPDD	Teacher Professional Development Division
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
WASH	Water, Sanitation and Hygiene

Updated SINDIEP Objectives 2019-2020 (total 17)	Activities (what/how?)	Indicators of Achievement Verification	Responsibility (who?)
<p>1. Advocacy to improve understanding of the importance and practices of Inclusive Education</p>	<p>Advocacy and Awareness raising crosses over with every other Objective listed below. Equity and Sustainability are essential elements of IE. Consultation &amp; 'TokStori' is essential as part of the Advocacy and Awareness to ensure fit with the local context. Introduction to the principles and rationales of Inclusive Education and ensuring all stakeholders are informed and 'on side' is essential before any of these areas can be effectively implemented.</p>		
<p>1.1 All children in the Solomon Islands are entitled to equal opportunity to access quality education regardless of any form of disability and ability;</p>	<p>Activities according to IE Implementation Plan (2019-2020)</p>	<p>a) Increased enrolment in all schools especially with students who have been denied access to education due to disability and who will complete the cycle of basic education. (SIEMIS data) b) Verification of CWD data</p>	<ul style="list-style-type: none"> <li>MEHRD IE Team CESS</li> <li>All stakeholders</li> </ul>
<p>1.2 MEHRD and Education Authorities to support schools and centres to provide adequate, safe learning environments and reasonable accommodation that support Inclusive practices.</p>	<p>1.2.1 MEHRD to collaborate with EAs in Provincial schools and school teachers and leadership 1.2.2 IE awareness raising and training to EAs 1.2.3 Monitor and Assess school development plan for enforcement and approval 1.2.4 Monitoring to ensure school curriculum being used is conducive to inclusive learning 1.2.5 Ensure widespread teachers' understanding in relation to Inclusive education and Special Education Needs. 1.2.6 Healthy and safe learning environment appropriate to SENS 1.2.7 Prioritise assistance for established schools and centres already catering to CWDs</p>	<p>Included in Costing...</p> <p>3.2.2; 3.3.2; 4.3.1; 4.4.1 3.2.3; 3.3.1; 4.5.1; 2.3.1; 2.2.2; 2.3.2 2.3.4; 4.2.1 3.2.1; 5.1.1; 5.1.3; 5.2.1; 2.2.1; 2.2.2; 3.1.1; 3.1.2; 3.1.3</p>	<ul style="list-style-type: none"> <li>EAs, Principals and some teachers of established schools already helping PWDs</li> <li>School Board, parents</li> <li>MEHRD Inspectorate</li> <li>MEHRD Assets &amp; Management,</li> <li>Assets design &amp; Infrastructure (AMD)</li> <li>SIEMIS</li> <li>DONORS</li> </ul>

POTENTIAL COSTS

INCLUDED IN ADVOCACY & AWARENESS WORKSHOPS

SCHOOL/COMMUNITY VISITS



## OVERALL COSTING ESTIMATES 2019-2020 (2 years)

Priority Areas of Action	Advocacy & Awareness	Professional Development	Monitoring & Evaluation	Total Estimated Costs (\$ SBD)
1. Advocacy to improve understanding of the importance and practices of Inclusive Education	\$120,000 av. x 4 Provinces 2019 = \$480,000	\$155,000 x 9 Provinces 2019-20 = \$1395,000		(included in below costs)
2. Teaching, Training and Professional Development		1,395,000	300,000	1,695,000
3. Finances, Resources, Environment, Assets	10,000	90,000		100,000
4. Management, Policy Level, Data Collection, Monitoring & Evaluation	400,000			400,000
5. Education, Disability and Health	118,000		20,000	138,000
	528,000	1,485,000	320,000	2,333,000

2. Teaching, Training and Professional Development (Curriculum, inclusive Practices/strategies...)	Activities (what/how?)	Estimated Cost	Timeframe	Responsibility (who?)		Indicators of Achievement Verification
				MEHRD	Collaborating institutions	
2.1 Schools provide students with a <b>flexible</b> , relevant and appropriate <b>curriculum</b> that caters to the range of disabilities and abilities and special educational needs of all learners; and the <b>interests</b> and <b>choices</b> of these learners are respected.	2.1.1 Curriculum InSET Training planned on the New SI National Curriculum will include Inclusive focus (planning for child centred learning – already in place)	NA		Teaching & Learning, CDD, TPDD		a) Curriculum Inset Project (2019-2024) training content will be vetted for inclusive content and related strategies – No. of teachers undertaking PD. b) Professional Standards for Teachers will reflect Inclusive knowledge, values and practices.
	2.1.2 Introduce and train teachers in maintaining Individual Learning Plans (ILPs) for all students with disabilities and/or SENs. (IE-M – see manual)	NA		CESS	SINU, Red Cross, San Isidro, Bethesda	
	2.1.3 EAs and Schools recognise and support teachers in implementing and managing ILPs for students	NA		CESS, TPDD	Red Cross, San Isidro, Bethesda	
	2.1.4 Introduction to Basic Sign Language (IE-M)	98,000 (already in AWP2018)	2019-2020	CESS		
2.2 Teachers are provided with <b>training on mentoring and coaching</b> to be able to perform best Inclusive practices that are flexible and easily adaptable in the context of the Solomon Islands	2.2.1 Prioritise training for teachers in established schools for CWDs and ECE	NA	Long-term	CESS, TPDD, CDD		a) Students' learning will continue to be improving in areas of basic literacy and numeracy and other areas that match the level of strengths and needs of learners. b) Student satisfaction surveys (informal) c) Numbers of student/Teachers completing SINU IE Unit
	2.2.2 Professional development on IE specialised training (principles and classroom practices) for teachers	1,305,000	2019-2020	CESS	Support from UNICEF	
2.3 Proper planning and coordination of <b>professional development initiatives</b> with special focus on provision of ongoing <b>professional development</b> to develop capability of teachers working with children with SENs.	2.3.1 Appropriate and relevant curriculum (SI National Curriculum) and in-service training for teachers (InSET) and teacher aides that includes IE principles and strategies to meet SENs.	90,000	2019-2020 Long-term	NTU, EAs MEHRD, (TPDD),CESS	Schools, UNICEF, Red Cross, San Isidro, Bethesda	a) TokStori Consultation Workshop Reports – training needs b) Coordination with TPDD – planning, needs



	<p>2.3.2 Children's personalities are developed with a character of sense of self, confidence, courage, quick-thinking, language competence, coexistence, respect for diversity, self-organized and critical thinking.</p>	As above	Ongoing / Long-term	Curriculum InSET (CDD), PYP&PPY team (TL)	SINU, USP, NTU, Red Cross, San Isidro, Bethesda, National Disability Providers - NDP	
	<p>2.3.4 Assessment/verification of teachers' understanding in relation to Inclusive education and special needs</p>	300,000 (Monitoring & Evaluation)	2019-2020	CESS-MEHRD Inspectorate (verifying) Red Cross, San Isidro, Bethesda		

3. Finances, Resources, Environment, Assets	Activities (what/how?)	Estimated Cost	Timeline	Responsibility (who?)		Indicators of Achievement Verification
				MEHRD	Collaborating Institutions	
3.1 The needs of all learners are catered for through the fair provision of <b>adequate resources, tools and equipment</b> and CWD who may require use of and access to other <b>assistive devices</b> for improvement of learning such as ICT, hearing devices and/or interpreters	3.1.1 Facilitate help/training/referral for established schools and centres for blind and deaf	NA	Long-term	IE Taskforce/CESS, EAs	MHMS (CBR), Parents/community	<p>a) There is adequate supply of resources and appropriate equipment provided to SEN learners of recognised IE schools</p> <p>b) Funds availability to ensure training, teachers identified for training.</p> <p>c) Scholarships for special needs teacher training and use of assistive devices</p> <p>d) Selected school/s visited and assessed (Checklist <b>IE-M</b>)</p>
	3.1.2 Training for effective usage of assistive devices	90,000	2020	M & E Division (SSU)	MHMS (CBR), Red Cross (SDC), San Isidro, Bethesda	
	3.1.3 Support school/s already with CWD for each province via School Grants.	NA	Long-term	CESS, TL, CDD		
3.2 Support schools in the initial designing, planning and construction of <b>new and existing classrooms and other facilities</b> for better access to CWD who require additional assistance and appropriate facilities to accommodate inclusiveness	3.2.1 Assessment and monitoring of disability inclusive classrooms and facilities	See 2.3.4 (monitoring & Verification)	Long-term	CESS, EAs, TL,	MID	<p>a) All EAs have a costed and prioritised infrastructure improvement plan that considers disability inclusive access</p> <p>b) EAs to keep records of schools, classrooms and other facilities with IE access.</p> <p>c) Awareness to all EAs and schools on School infrastructure minimum standards and approved inclusive and safe designs</p> <p>d) Approved and costed standard classroom designs are available</p> <p>e) Increased number of schools with water and sanitation (WASH) facilities that meet the minimum standards for people with special needs.</p> <p>f) Increased number of schools with school maintenance and improvement plans</p> <p>g) Monitoring of construction – &amp; follow-up infrastructure, CWD Accessible</p> <p>h) Number of buildings approved and passed.</p>
	3.2.2 Improved understanding of Inclusive Education needs and practices.	10,000	2019-2020	CESS	UNICEF	
	3.2.3 Monitor construction contracts for access standards (AMD)	See 2.3.4 (monitoring & Verification)	ongoing	CESS, AMD		



<p><b>3.3 School assets and resources</b> are properly, effectively and efficiently managed and controlled according to the specific policies guiding their use; Proper sharing of <b>resources</b> based on data of enrolment for which students with special needs should NOT be deprived of resources suitable for their learning</p>	3.3.1	Monitoring and vetting relevant processes and standards	See 2.3.4 (monitoring & Verification)	2019-2020	CESS-MEHRD, Grants, AMD		a) Resources used for the right purposes and more accountability be realized. (Inspection Checklist <b>(IE-M)</b> )
	3.3.2	Monitor resource distribution and allocation to schools	See 2.3.4 (monitoring & Verification)		<ul style="list-style-type: none"> <li>• MEHRD</li> <li>○ SIEMIS Team</li> <li>○ Inspectorate</li> </ul>		b) Improved monitoring of SIEMIS data and resource distribution and allocation to schools.
	3.3.3	Improve and standardise data collection Category/Indicators to align with PacINDIE recommendations (SIEMIS)	NA	2019-2020	Resources (CESS), ITC		<p>c) Schools have good records of their stocks</p> <p>d) Student Headcount for verification</p> <p>e) SIEMIS data complete and available in enough time for verification to avoid unreliable information (data)</p>

4. Management, Policy Level, Data Collection, Monitoring & Evaluation	Activities (what/how?)	Estimated Cost	Timeframe	Responsibility (who?)		Indicators of Achievement Verification
				MEHRD	Collaborating Institutions	
4.1 Provision for good quality, relevant and appropriate assessment, monitoring and evaluation processes and procedures	4.1.1 Improve existing M & E tools in relation to CWD and Special Educational Needs.	NA	Long-term	SSU-MEHRD		a) Student learning will continue to be improving in areas of basic literacy and numeracy and other areas
	4.1.2 SISTA result disaggregated for CWD	NA	Long-Term	SSU-MEHRD		b) IE Annual Reports to include M&E data c) Raise Percentage of Numeracy & Literacy in SI, especially for CWD d) Access to SISTA result (rural schools)
4.2 All schools to have certified and experienced school leaders that have graduated to the minimum level of teaching qualification such as a diploma from a training provider recognized by MEHRD	4.2.1 Identify number of teachers for training in SEV	NA	Long-term	CESS, EAs, NTU, SSU		a) Data in the Education Authorities and schools in regards to students with SENs and allocation of resources will be accurate to reflect good leadership practices b) Management Training includes IE awareness
	4.2.2 USP training completed (Leadership) – further discussion with TPPD to include IE principles in next cohort training	NA	Long-term	SSU / NTU-MEHRD	TPPD SINU/USP	
4.3 All school leaders focus on improving the learning of all students and providing extra support to learners with special needs.	4.3.1 School Board & Leaders to understand IE principles and rationales through awareness raising	400,000	2019-2020	School Leaders, Community Members / School Board/ECE supervisors, CESS	DFAT	a) Outcome-based curriculum being introduced in the Solomon Islands as per the Statement of the National Curriculum (2012) can be individualized to match the different learning abilities of all students b) Completed lesson plans with IE considerations c) ILPs – Individual learning plans d) Percentage of schools improved and developed e) Active Community participation recognised and celebrated
	4.3.2 Provide time to create lesson plans and teaching and learning materials that responds appropriately to individual student learning needs (ILPs)	NA	2019-2020	School Leaders, EAs, CESS		
	4.3.3 School board and teachers organise work and make a call to the community to help create access and safe school environment to children with disabilities	NA	2019-2020	School Leaders, Community, CESS Members School Board		



<p>4.4 All School leaders, teachers and teacher aides to improve <b>interpersonal skills with regards to relationships</b> with students with diverse learning needs</p>	<p>4.4.1 Professional development on interpersonal skills eg: to better understand needs of children with disabilities (CWD) and/or SENs.</p>	<p>NA (Also included in 4.3.1)</p>	<p>Ongoing Long-term</p>	<p>CESS, CDD, TSD / Provision</p>	<p>SINU</p>	<p>a) Teacher-Student relationship are improved and understanding of different learning needs. b) Number of teachers trained</p>
<p>4.5 <b>Quality data</b> on schools and students especially with special needs are to be collected, collated and analyzed for informed decision making</p>	<p>4.5.1 Improve data collection and categories for PWD (SIEMIS) recognising data relationship to school grants</p> <p>4.5.2 Types/categories of disabilities needs to be consistent with MHMS. SENs (special education needs) needs to be consistent (see PacINDIE)</p>	<p>NA</p>	<p>ongoing</p>	<p>CESS, MEHRD, EA, Schools Principal, ICT</p>	<p>MHMS / CBR</p>	<p>a) Collaboration on consistent Disability Categories with CBR/MHMS (SIEMIS) b) Data in the EAs and schools in regards to students with special needs are available and accurate c) Head count verification (for allocation of tools, resources) d) EA strengthened collection timeframe</p>
<p>3.4 <b>School finance</b> properly spent and accounted for in a transparent manner as according to the eligibilities and reporting requirements of the updated Statement and Guidelines of Grants to schools in the Solomon Islands, 2012.</p>	<p>3.4.1 Training about school finance management and transparency to include reference to IE principles</p>	<p>NA</p>	<p>ongoing</p>	<p>MEHRD Accounts/CESS Schools</p>		<p>a) All schools are planned and constructed in accordance with the Universal Access Framework. b) Revised Grant/Finance Manual – to be mainstreamed. c) Number of school leaders trained with responsibility for CWD</p>

5. Education, Disability and Health (CBR – Health Services)	Activities (what/how?)	COSTING	Time Frame	Responsibility (who?)		Indicators of Achievement Verification
				MEHRD	MERHD Collaborating institutions	
5.1 All learners are provided equal access to essential health services through the school whilst enrolled at the school, and their privacy is maintained.	5.1.1 Ensure students have access to Clinics and health workers	NA	Ongoing	Schools	CBR-MHMS	a) Teachers capacity is increased in the areas identified as needed for professional development such as mentoring and coaching (2.2) b) Awareness training and Procedures are documented and available to staff
	5.1.2 Access to free testing and diagnosis	NA	Ongoing	Schools		
	5.1.3 Check Referral and Reporting systems are in place	NA	Ongoing Long-term	EAs, School CESS-MEHRD		
5.2 Provision for safety and health referrals and procedures developed for learners especially for learners with disabilities and/or special education needs.	5.2.1 Ensure health referrals and access is available for all students	20,000 (monitoring & Verification)	2019-2020	CESS, EAs, Schools	CBR-MHMS	a) Systems and procedures are in place and being used appropriately. b) Schools have up-to-date records c) ILPs include health referrals and relevant information
	5.2.2 Source material for school staff, health workers, police and law enforcers to know basic sign language-is made available (IE-M)	58,000	2019-2020	CESS-MEHRD, TL	Deaf Association/ San Isidro	
	5.2.3 Better and strengthened collaboration between schools, communities, village education development committees and local administration authorities	60,000	2019-2020			