System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Solomon Islands	GPE0016415	SCG	02/15/2024

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
1,478,483 (USD)	From Date	To Date	03/25/2026
	02/19/2025	02/18/2026	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- System diagnostics, compact development and education sector analyses
- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	Satisfactory (S)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

During this reporting period, the following are key achievements and progress.

? - The development of the new Five-Year National ICT in Education Master Plan (2026–2030) has been completed. The Master Plan is designed to ensure that the education system delivers high-quality learning outcomes for all students, with technology serving as a key enabler of national education priorities. The Plan is structured around four core strategic pillars, namely: iKonnect, which focuses on connectivity and digital infrastructure; iManage, which promotes data-driven governance and effective education management; iTeach, which strengthens teacher capacity and professional development through ICT; and iResource, which supports the development and use of digital learning content and platforms. The Master Plan will be officially launched in 2026, with priority initiatives progressively rolled out across all provinces.

? - The Provincial Education Legislative Framework (ELF) Workshops have been completed for the remaining provinces: Western, Choiseul, Isabel, Temotu, Renbel, and Central, reaching 253 education providers, provincial leaders, teachers, and school leaders who participated, bringing the total number of stakeholders supported through the SCG program to 479 (148 were female). The discussions during these provincial dialogues have enabled the Ministry and provincial education providers to negotiate and draft an Agency Agreement (AA) that defines the roles and responsibilities for education service delivery between the national and subnational levels in line with the newly approved Education Act (2023). This progress marks a significant step toward decentralizing education services, aiming to enhance overall educational quality.
? - The MEHRD Financial Capacity Assessment has been completed. The assessment findings are being used to design a tailored capacity-building plan, which is currently underway for MEHRD, Education Providers, and Schools. In addition, a Finance/Accounting Officer has been embedded within the Ministry aimed to increase staffing capacity for strengthening efficiency, budgeting, and sound financial management
? - The strengthening of the Solomon Islands Education Management Information System (SIEMIS) and overall data quality is currently underway. A technical consultant is working closely with the Ministry of Education to conduct a comprehensive SIEMIS data quality assessment, in collaboration with MFAT, which will support the provision of long-term technical assistance for SIEMIS and improved data integration. In addition, nine EMIS Data Officers have been embedded within the Ministry to support data entry, cleaning, and verification processes. This support has directly contributed to the successful production of the 2023 EMIS Performance Assessment Report.
? - Planning and consultation process for the development of the New Five-Year National Action Plan (2027-30) has commenced. The key findings and recommendations from the NEAP Mid-Term Review (MTR) and GEDSI analysis, both supported by this grant, will inform adjustments and priority areas for the new plan. In addition, the Ministry has endorsed the development of Provincial Education Coordination Plans (PECPs), which will be linked to the new NEAP to strengthen alignment, coherence, and implementation across all levels of the education system.

Some activities experienced delays, including planned work related to the Solomon Islands Education Management Information System (SIEMIS). These delays were partly due to ongoing internal discussions within the Ministry to define key priority areas and to facilitate the transition of SIEMIS from the Community Systems Foundation (CSF) to Solomon Islands Government Information Communication Technology (SIG ICT) under the Ministry of Finance and Treasury, which will assume hosting responsibilities and provide long-term technical support. The discussions between the two Ministries, Education and Finance, took considerable time to conclude. However, a strong coordination mechanism has now been established between MEHRD, development partners, and Solomon Islands Government ICT support unit (SIG ICT), with clearly defined roles and responsibilities. This improved coordination ensures that SIEMIS support is coherent, aligned, and well-coordinated among development partners and relevant government agencies.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	Satisfactory (S)

Detailed Description:
Under this window, the Gender Equality, Disability, and Social Inclusion (GEDSI) analysis and assessment were completed in the first year of the grant. The GEDSI analysis report is now informing the Ministry’s policy direction and guiding the development of the new National Education Action Plan (NEAP). This has strengthened the integration of gender responsiveness and inclusive policy measures, with the potential for system-wide impact across the education sector.
During the current reporting period, the key achievement under this window was the completion of the new Education ICT Master Plan for 2026–2030. The Ministry of Education and Human Resource Development (MEHRD) commissioned the plan to provide a clear and realistic roadmap for how technology can support the transformation of the education system. Unlike the previous ICT plan, which was considered overly aspirational, the new Master Plan is pragmatic, implementable, and designed for long-term sustainability across the sector.
With technical guidance from an external advisor and support from a multi-sectoral taskforce (MEHRD, ICTSU, SINU, and MCA), the ICT Master Plan has been finalized. The Plan positions technology as a key

enabler of national education priorities and improved learning outcomes for all students. It is structured around four strategic pillars:
o iKonnect: strengthening connectivity and digital infrastructure.
o iManage: promoting data-driven governance and effective education management.
o iTeach: enhancing teacher capacity and professional development through ICT; and
o iResource: supporting the development and use of digital learning content and platforms.
The development process was participatory and inclusive. Teachers, students, education providers, and development partners were actively engaged throughout the process. Two national-level consultation and validation workshops were held in August and December 2025, during which priority areas for the five-year plan were discussed and validated. The new Education ICT Master Plan is scheduled for official launch in 2026, with priority initiatives to be progressively rolled out across all provinces.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	Satisfactory (S)

Detailed Description:
Under area window three, three strategic priority activities for MEHRD have been supported. The implementation progress and details of each activity will be elaborated.

1. Provincial Education Legislative Framework

In this reporting period, the remaining Provincial Education Legislative Framework (ELF) capacity development Workshops have been completed in Western, Choiseul, Isabel, Temotu, Renbel, and Central, reaching 253 education providers, provincial leaders, teachers, and school leaders who participated, bringing the total number of stakeholders supported through the SCG program to 479 (148 were female). The discussions during these provincial dialogues have enabled the Ministry and provincial education providers to negotiate and draft an Agency Agreement (AA) that defines the roles and responsibilities for education service delivery between the national and subnational levels in line with the newly approved Education Act (2023). This progress marks a significant step toward decentralizing education services, aiming to enhance overall educational quality.

2. Strengthening MEHRD’s Financial Systems and Capacities
The Ministry of Education and Human Resource Development (MEHRD) has successfully completed its Financial Capacity Assessment following extensive consultations, an institutional functional review of finance operations, and several internal and external workshops, reviews, and validation processes.
To support implementation of the assessment’s recommendations, a Finance/Accounting Officer has now been embedded within MEHRD to strengthen the finance team’s capacity while the Ministry finalizes its Financial Capacity Development Plan.
Two internal validation workshops were held with the key Ministry team and divisions. These workshops reviewed the assessment’s key findings, confirmed capacity gaps, and aligned these with MEHRD’s priority needs. The outcomes have informed the drafting of a detailed Financial Capacity Development Plan, which is now in its final stages of completion and endorsement.
Once endorsed, implementation of the Financial Capacity Development Plan will be prioritized in 2026 to support MEHRD’s broader efforts to strengthen financial management systems and improve operational efficiency.
3. Strengthening data quality and analysis on Solomon Islands Education Management Information Systems (SIEMIS)

Strengthening the Solomon Islands Education Management Information System (SIEMIS) and improving overall education data quality is currently underway. A technical advisor has been engaged and is working closely with the Ministry of Education and Human Resource Development (MEHRD) to assess the quality of SIEMIS data, system performance, and recent progress. The SIEMIS support under the

SCG is closely coordinated with MFAT, which is also supporting education data and system strengthening through its new ten-year program as well as SIG ICT which is responsible overall government digital infrastructure. This coordination ensures alignment, avoids duplication, and maximizes impact. The technical advisor developed and agreed on a detailed SIEMIS work plan with MEHRD, outlining key tasks to be implemented in 2026. These include a comprehensive SIEMIS assessment, development of a transition and system upgrade plan, support for data analysis, production of the annual school census report, and the development of targeted dashboards to support evidence-based decision-making at national and sub-national levels

Lessons, innovative/promising practices

The Solomon Islands is undertaking major education reforms under the newly approved ELF (2023). A key lesson from this process is the importance of consistent, meaningful engagement between national and provincial education providers. This approach has strengthened ownership and accountability, particularly at the provincial level. A notable example is the Guadalcanal Provincial Government, which has assumed full responsibility for managing education services, an important milestone in advancing the long-overdue decentralization agenda.

Another major achievement during this period was the successful review and development of the Education ICT Master Plan. The process was marked by strong collaboration and active engagement across key government ministries and development partners, under the strategic leadership of the Ministry of Education and Human Resource Development. One of the most powerful and innovative practices in developing the ICT Master Plan was the meaningful involvement of school-age children in the design process. Their voices, ideas, and lived experiences with technology played a critical role in shaping priorities for digital learning and future investments. This approach ensured the Master Plan is not only technically sound but also grounded in the realities and aspirations of the young people it is meant to serve. The ICT Master Plan, for the first time, incorporates safe internet use in education to safeguard children's protection and well-being. It also emphasizes the importance of data privacy, including the use of AI tools in schools, to ensure that AI helps children learn better without exposing them to harmful misinformation, online bullying, or unfair treatment.

A compelling example of this success is the participation of Margaret Homelo, an 18-year-old student leader from Honiara. Margaret, who dreams of becoming a lawyer, brought her passion for technology and learning to the table, contributing insights that helped define how digital tools can better support students nationwide. Her involvement represents how young people are helping shape the future of education in the Solomon Islands.

As a result of this inclusive and collaborative effort, the Education ICT Master Plan 2026–2030 has now been finalized and validated, with ongoing discussions to mobilize support for its implementation. The process stands as a strong example of effective cross-sector collaboration and meaningful engagement of children and youth in national ICT education planning.

Impact stories

For further reading, here is the link: Learning Beyond the Reef in Solomon Islands | UNICEF Pacific Islands- https://www.unicef.org/pacificislands/stories/learning-beyond-reef-solomon-islands
Guadalcanal leads in education reforms with historic agreement signing | Theislandsun https://theislandsun.com.sb/guadalcanal-leads-in-education-reforms-with-historic-agreement-signing/

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
1,581,976.81	527,286	33.33	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

The financial absorption is rated off-track; however, spending commitments are in place. The delays of activities are primarily to three major SCG activities that are currently underway: (i) SIEMIS assessment, and trainings, (ii) financial capacity assessment, plan, and trainings for MEHRD, education providers, and school leaders, and (iii) development of the new National Education Action Plan (NEAP) for 2027–2031, which is scheduled to take place in 2026. In addition, in line with the Education Act (2023), MEHRD is undergoing a major institutional restructuring and functional review to align with its revised mandates, divisional roles, and strategic vision. This transition, together with a phase out plan from Community System Foundation (CSF) to SIG ICT, contributed to implementation delays during the reporting period. To ensure the grant is on track in the next reporting and validity period, a detailed implementation and expenditure plan has been developed and monitored regularly with MEHRD.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

1,581,976.81

Total Expenditure for the Current Reporting Period

527,286

Explanation for underspending or overspending in excess of 10%

N/a

Management Performance

Level of management performance

Satisfactory (S)

Detailed Description

As the Grant Agent, UNICEF has strengthened MEHRD's capacity to effectively implement activities in line with HACT guidelines. During the reporting period, UNICEF conducted targeted capacity-building sessions, enhanced resource management processes, and facilitated joint monitoring initiatives to improve program quality. UNICEF also promoted stronger collaboration with development partners to ensure coordinated support for the implementation of the SCG program of work.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Slightly Behind

Annexes

Annex 1: List of Acronyms

Acronym	Description
MEHRD	Ministry of Education and Human Resource Development
EDPCG	Education Development Partners Coordination Group
ELF	Education Legislative Framework
GEDSI	Gender Equality, Disability and Social Inclusion
NEAP	National Education Action Plan
MTR	Mid-Term Review
HCC	Honiara City Council
ICTSU	Information Communication, Technology Support Unit
SIEMIS	Solomon Islands Education Management Information System
PEB	Provincial Education Board
PEP	Provincial Education Provider
PECO	Provincial Education Coordination Office
PECP	Provincial Education Coordination Plan
SINU	Solomon Islands National University
SIGICT	Solomon Islands Government Information Communication Technology.

1 Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings.

Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 tooltip