Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

Solomon Islands

SOLOMON ISLANDS GOVERNMENT
METEOROLOGICAL SERVICES DIVISION
MINISTRY OF ENVIRONMENT CLIMATE CHANGE DISASTER MANAGEMENT AND METEOROLOGY

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Purpose

This Education Sector Snapshot as developed to provide consistent background and orientation for the many national and international stakeholders in comprehensive school safety and education in emergencies.

This ESS was developed by Save the Children with the help of:

- Ministry of Education and Human Resources Development
- National Disaster Management Office
- Taskforce for Education in Emergency Situations
- UNICEF
- UNDP
- University of the South Pacific
- Literacy Association Solomon Islands
- Coalition for Education in the Solomon Islands

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> Cover Photo: Save the Children ECD centre at Loemuni, Choiseul Province, Solomon Islands.
Photo: Robert McKechnie/Save the Children Australia

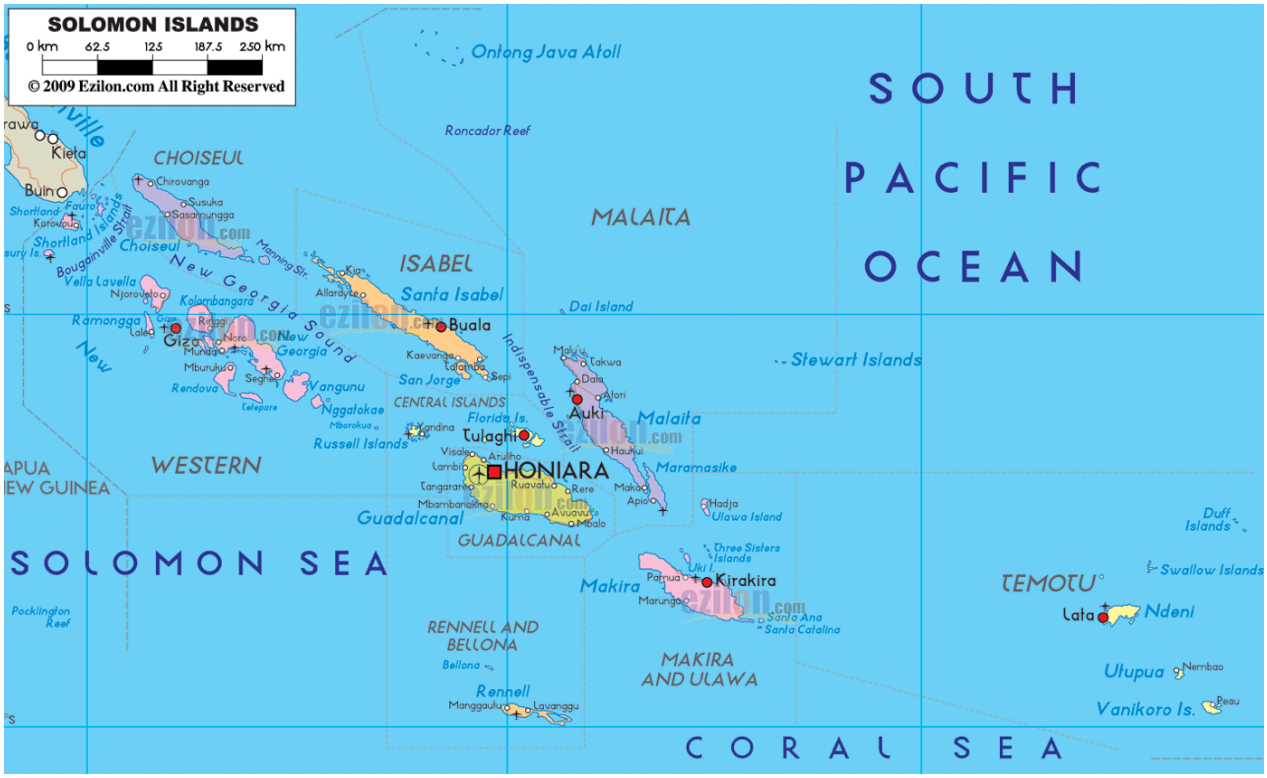
1. INTRODUCTORY DEMOGRAPHICS

Geography and population overview

The Solomon Islands is the third largest archipelago in the South Pacific, situated approximately 2,000 kilometres north east of Australia. The country is comprised of approximately 1,000 islands, covering more than 1.35 million square kilometres of ocean and 29,785 square kilometres of land. It is governed by 9 Provincial and 183 wards authorities. The capital, Honiara, is located on Guadalcanal, the largest island. It is neighboured by Papua New Guinea to the north-west and Vanuatu to the south east. The climate is consistently hot and humid, with temperatures averaging between 27 – 30°c. The main islands are characterised by mountains and rainforest, ringed by coral reefs. Low-lying coral atolls are also inhabited.

Cyclone season is from November to April. The region is geologically active and experiences frequent tremors and volcanic activity. Climate change is also likely to intensify a number of hazards, such as precipitation patterns, extreme weather events, air and ocean temperatures (likely to impact cyclones) and sea level rise.

English and Pijin are most commonly used as a means of communication ("lingua franca") although English is used sparingly outside of official circles. The country is home to a population of 555,000 (2013 estimate[1]), 95 per cent of whom are Melanesian. There are also small Polynesian, Micronesian, Chinese and European communities. Approximately 80% of the population lives in rural areas.



[1] Australian Department of Foreign Affairs and Trade, 'Solomon Islands Country Brief', http://www.dfat.gov.au/geo/solomon_islands/solomon_islands_brief.html, accessed August 2015.

2. EDUCATION SECTOR OVERVIEW

Policies and Strategies

The Education Sector in Solomon Islands is governed by the Education Act 1978; the national curriculum statement; the 5 –year National Education Action Plan currently under review for 2016-2020; and the HPS policy. This section covers the basic education structure, academic year, number of schools, teachers, students and education indicators in the Solomon Islands.

AGE	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
GRADE				P	1	2	3	4	5	6	1	2	3	4	5	6	7
LEVEL	ECE			Primary							Junior Secondary			Senior Secondary			
ACCESS	Voluntary																
COST	No data			Free										$1,100 - $2,000 SBD (2011)			

The National Education System:

Early Childhood – kindergartens are often managed directly by communities.

Primary Level – prep until grade 6. Form (Grade) 6 exams determine placement into secondary schools.

Secondary Level – secondary schools in Solomon Islands fall into 3 categories: National Secondary Schools (NSS), Provincial Secondary Schools (PSS) and Community High Schools (CHS).

NSSs are the most prestigious of the secondary schools. They take the highest achieving students from across the country and generally offer secondary education up to Form 6 or Form 7.

PSSs were set up to provide education to local children from the provinces, but in practice select those students that are not accepted into NSS. Provincial schools generally cover Forms 1-3, and up to Form 6.

CHSs are secondary day schools attached to existing primary schools and were introduced in order to increase access to locally-available junior secondary education, Forms 1 to 3.[2] Some CHS now go up to Form 6.

ECE and Primary School follow the national MERDH curriculum. There are limited spaces for students in senior secondary year levels. Exams at the end of Form 3, Form 5 and Form 6 downsize the student cohort to manageable numbers within the secondary education system. In 2013 there are 10,697 students enrolled in Form 1 and 596 in Form 7. Form 6 follows a Pacific-based curriculum developed in Fiji. Form 7 follows a University of the South Pacific curriculum foundation program and is considered a prepatory year for university. TVET and higher education pathways are available to students who do not finish secondary school.

The majority of schools in the Solomon Islands are public schools (72%), followed by religious schools (27%) and private schools (<1%). There are 29 different education authorities, including 10 provincial education authorities, 11 church education authorities and 8 private education authorities.

Out of School Children in Solomon Islands are reached through Education by Distance Flexible Learning Courses (DFL) through University of South Pacific

[2] UNESCO, 'Country Profile Solomon Islands', http://www.unescobkk.org/education/resources/country-profiles/solomon-islands/sector-wide-challenges/, accessed 2 September 2013.

Education in Solomon Islands is not compulsory.

In 2009, the government introduced fee-free basic education up to Form 3. Under this initiative schools receive grants in lieu of fees previously charged to students, based on enrolment numbers.[3] The amount provided by school grants is not sufficient to cover costs, so most schools require various additional financial contributions from parents, and/or contributions in-kind. Amounts charged vary from school to school but are guided by the Ministry of Education and Human Resource Development (MEHRD). The additional cost of attending school remains a barrier for a vast proportion of the population.

For Primary Education contribution amounts for 2013 are not available. School fees for public schools are $1,100 SBD for Forms 4 & 5, $1,200 SBD for Form 6 and $2,000 SBD for Form 7. Although MEHRD sets the fees range, church and private schools are charging higher fees. School grant amounts are available at Appendix 4.

Number of Schools in the Solomon Islands 2013

	PUBLIC	CHURCH	PRIVATE	TOTAL
Kindergarten	371	90	6	467
Primary School	381	142	3	526
Community High School	148	50	3	201
Provincial Secondary School	14	-	1	15
National Secondary School	2	10	-	12
(Secondary School Total)	(164)	(60)	(4)	(228)
GRAND TOTAL	**916**	**292**	**13**	**1221**

> Ref: Ministry of Education and Human Resource Development

Number of Teachers in the Solomon Islands 2013

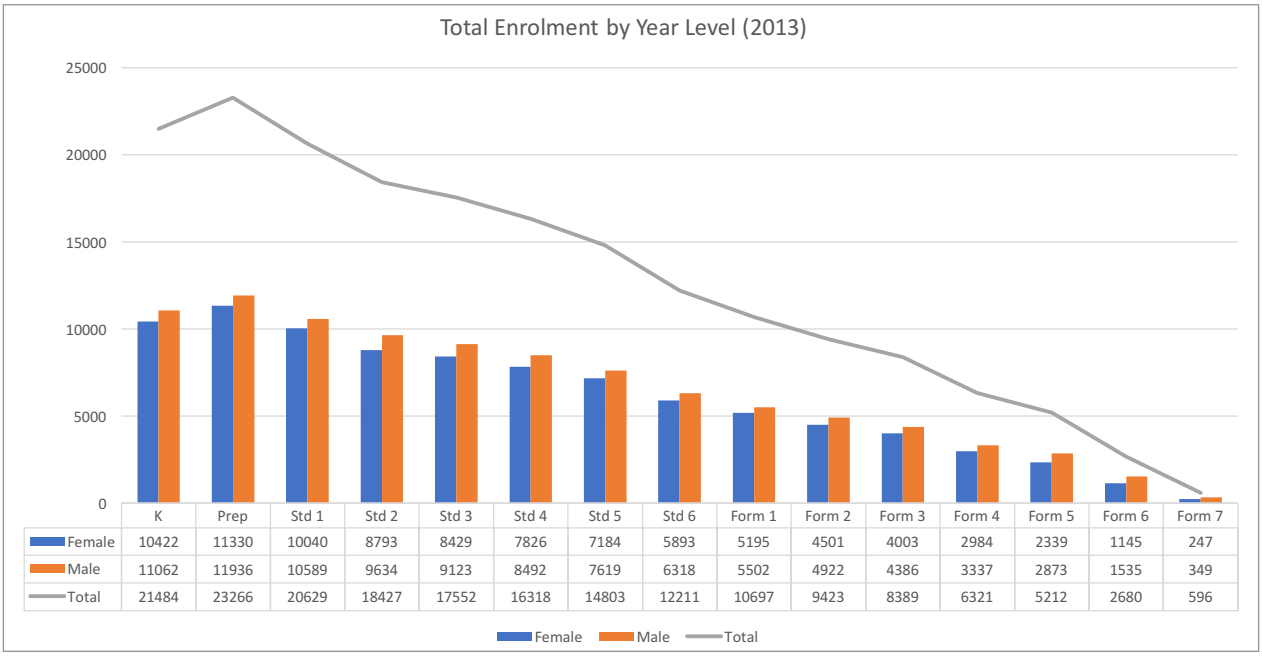
	NUMBER OF TEACHERS				LEVEL OF TRAINING		
	Female	Male	Unknown	TOTAL	Certified	Qualified	In Training
ECE	1136	175	0	1311	49%	66%	34%
Primary	2280	2613	14	4907	61%	66%	34%
Secondary	536	1103	6	1645	80%	88%	12%
TOTAL	**3952**	**3891**	**20**	**7863**	**63%**	**73%**	**27%**

> Note: 'Certified' refers to teachers who have a specific teaching certification. 'Qualified' refers to teachers with any type of qualification. 'Teacher-in-training' refers to teachers who as yet are unqualified.

> Ref: Ministry of Education and Human Resource Development

[2] Jeni Whalan, *Paper commissioned for the EFA Global Monitoring Report 2011, The hidden crisis: Armed conflict and education*, Report Number 2011/ED/EFA/MRT/PI/23, March 2010, p. 8.

Number of Students in the Solomon Islands 2013



	K	Prep	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7
Female	10422	11330	10040	8793	8429	7826	7184	5893	5195	4501	4003	2984	2339	1145	247
Male	11062	11936	10589	9634	9123	8492	7619	6318	5502	4922	4386	3337	2873	1535	349
Total	21484	23266	20629	18427	17552	16318	14803	12211	10697	9423	8389	6321	5212	2680	596

> Note: Not all kindergartens are registered or children attending enrolled. 42% of primary students are enrolled in Community High Schools.

Literacy Rates

Literacy rates are not available. This information is not routinely measured or documented by MEHRD.

The 'Solomon Islands Standard Test of Achievement SISTA-1' report on the national monitoring of literacy and numeracy achievements at the end of Year 4 in 2010 (published August 2011) was provided by MEHRD for literacy rate information. In this report 35% of females and 28% of males were deemed to have a satisfactory level of literacy at the end of Year 4. However, weaknesses were noted as 44% of females and 50% of females had not attained a basic level of literacy.[4]

According to the Solomon Islands Report on 2009 Population and Housing Census, the self-rated national adult literacy rate is 84.1% and youth literacy rate is 89.5%.[5] The rate is based on the "proportion of the population able to read and write a simple sentence in any language."[6]

An independent literacy survey conducted by the Asia Pacific Bureau of Adult Education found literacy rates of 17% overall (27.8% in Honiara and 7% in Malaita). Only 28.1% of primary school students and around 50% of secondary graduates were found to be literate.[7]

[4] Solomon Islands Ministry of Education and Human Resources Development, *Solomon Islands Standardised Tests of Achievement – SISTA 1: A report on the national monitoring of literacy and numeracy achievements at the end of Year 4 in 2010*, August 2011, p. 11

[5] Solomon Islands Government (2009) Report on *2009 Population and Housing Census: Basic tables and Census Description* p.vii. Accessed February 14th 2014: http://www.spc.int/prism/solomons/index.php/sinso-documents?view=download&fileId=60

[6] Ibid.

[7] Asian South Pacific Bureau of Adult Education, *Solomon Islands: Summary Report. Educational Experience Survey: Education, Language and Literacy Experience*, 2007, as stated in AusAID, Solomon Islands Education Sector Support Concept Note, June 2010, p. 1.

National Gross and Net Enrolment Rates 2013

	FEMALE	MALE	TOTAL
Early Childhood			
Gross Enrolment Rate	130.11%	131.58%	130.87%
Net Enrolment rate	34.69%	34.26%	34.47%
Primary			
Gross Enrolment Rate	112.88%	113.32%	113.10%
Net Enrolment rate	89.34%	88.53%	88.92%
Secondary			
Gross Enrolment Rate	48.67%	50.81%	49.78%
Net Enrolment rate	32.55%	32.10%	32.32%

Standard completion rates are not available. Form (Grade) level completion rates and raw data are available at **Appendix 5**.

Rough estimates indicate that of the cohort of students who commenced preparatory classes in 2000:

59% of females and 62% of males completed Form (Grade) 6
11% of females and 15% of males completed Form (Grade) 6
3% of females and 4% of males went on to undertake Form (Grade) 7.

School Year:

School commences in mid-late January and concludes in early December. The school-year is split into four terms of 10 weeks with 200 days of schooling per year. There are three one-week long breaks during terms 1-3, one midyear break that lasts four weeks and a Christmas break that lasts six weeks.

Indicative (unverified) student/teacher contact hours per school day:

Early Childhood:	8.00am – 11.30am		3 contact hours
Junior Primary:	8.00am – 12.00pm	½ hour break	3.5 contact hours
Senior Primary:	8.00am – 1.30pm	1 ½ hours break	4 contact hours
Junior Secondary:	8.00am – 1.30pm	1 ½ hours break	4 contact hours
Senior Secondary:	8.00am – 2.30pm	1 ½ hours break	5 contact hours

Organization of Education Sector:

The Curriculum Development Centre consists of 3 units

1. Curriculum unit (primary and secondary)
2. Production Unit (graphics and print shop)
3. Education resource unit (materials, procurement, storage and distribution)

The core functions of the Curriculum Development Centre are:

1. Development of learning and teaching materials
2. Printing and reprinting of teaching and learning materials
3. Procurement, storage and distribution of teaching and learning materials

The National Education Board (NEB) is established under Part II of the Education Act 1978. The functions of the board are as follows

- To advise the minister on matters concerning the operation and development of the education system of Solomon Islands
- To make recommendations to the minister on matters of education policy and any related matters referred to it by the minister; and
- To advise the minster on matters concerning the financing of education services

National Examination and Standards Unit's (NESU) main role is to co-ordinate the implementation of government policy relating to both primary and secondary examinations and standards while key responsibilities are as follows

- To administer 3 national examinations
- Administer school based assessments (SBA) for learning (secondary) and primary (from 2015)
- Plan to implement and monitor the national assessment policy framework
- Provide professional and technical advice to the minister through the Permanent Secretary
- Grant certification and approval for repeat
- Provides advices on new approaches or policies in assessment and examination, the development of SISTA ,Life-skills and EGA to set national baseline for Literacy, Numeracy and Life Skills
- Participate in regional benchmarking in setting up regional baseline for literacy and numeracy (PaBER regional project)
- Assist in the language pilot and setting up baseline in vernacular in Early Grade Assessment

National training unit has the following 7 main tasks

- To prepare decision making on selection of scholarships by the NTC and to ensure that all NTC decisions on training policies are implemented
- Coordinate all training at the tertiary level so that the national workforce needs are met in a consistent systematic manner
- To be a resource base for which information on the availability of training programs can be obtained
- To ensure that all awarding of training opportunities are consistence with national priorities, the national policy for tertiary education and the workforce requirements
- Monitor progress of those who are undergoing training
- To administer all national training committee approved training
- To provide academic and professional counselling to students on matters concerning scholarships

Teacher training and development offices (TTDO) contributes to improvement in accessibility to education, management and the quality of education through training and developing quality teachers, which in themselves are central to an effective education system.

- Explore options that will increase teacher training and development including the use of school-based, distance and flexible learning, continuing professional development and on-the-job training, in addition to traditional on-campus training for teachers
- To work with the school of education at SICHE to review its teacher training programmes in order to meet current and future teacher training needs
- To facilitate, design and implement professional development courses to help teachers improve their skills in areas of leadership, management, teaching and learning

- To work with training providers in training and development of teachers
- To continue with on-campus and distance education teacher training without traditional teacher training institutions locally and abroad
- Improve the use of data for quality decision-making regarding the training and development of teachers

TVET is a vehicle for empowering Solomon islanders, especially the youth, for sustainable livelihoods and also the socio-economic development of the nation. Promote skills acquisition through competency-based training with proficiency testing for empowerment, sustainable livelihoods and responsible citizenship. The main roles and responsibilities of the TVET division are to programme, administer, evaluate/monitor and report on the effective delivery of skills.

ORGANISATION OF EDUCATION SECTOR		DRR/EIE FOCAL POINTS
National Education Board	Advises the Minster on education policy, finance and operations. Approves new curriculum, policies, organisational changes, etc.	
Ministry of Education and Human Resources Development	Oversees, leads and develops educational services. Sets education policy strategies and curriculum, writes national examinations, coordinates teacher training, pays salaries, and manages school and education authority grants. Coherent and comprehensive education policy development, planning, management, and monitoring education sector performance Ensuring quality of education and learning environments.	• TEES chair & members • Frances Revo, EiE focal point who sits in Community and School Services Division • Henson Makoani, Chief Infrastructure Officer
Provincial Education Authorities Church Education Authorities Private Education Authorities	Administering education in their authority or province School supervision and quality assurance (inspection) Timely reporting to MEHRD on education performance in their authority/province	• Chief Education Officers
Schools		• School disaster management committees/School board

> (Adapted from Save the Children Solomon Islands Country Emergency Preparedness Plan and NDMO)

Education Management Information Systems:

The Solomon Islands Education Management Information System (SIEMIS) collates data from the Annual School Census Survey Forms. Data includes school profiles, enrolment, teachers, facilities, school resources and funding support received. Access to data can be requested through MEHRD. Data is stored in an MS Access database with links to excel-based analysis workbooks. There is no mapping or other technology associated with the system. Basic vulnerability and capacity data could be extracted. Ability to include damage assessment data is limited. Further details are available in Appendix 6.

School population:

All schools in Solomon Islands are co-ed. MEHRD drafted an inclusive education policy in 2013 which remains in draft form. Mainstream education does not have the necessary facilities to welcome children with disabilities. Children with disabilities who do attend school tend only to stay for a few years. Most children with disabilities in rural areas (the majority of the country) do not attend school, in part due to access and in part due to attitudes and confidence of teachers to teach children with different abilities. The Red Cross Special Development School is the only school that specifically caters to the needs of children with disabilities. There are two Rural Training Centres for people with disabilities.

Urban schools have much better access to materials and resources via the support provided to the school by working parents. Resource allocation is skewed at the secondary level. NSS have the most resources, and CHS the least. CHS also have a higher number of untrained teachers.

[8] Helen Tavola & Nainasa Whippy for UNICEF, *Pacific Children with Disabilities Report*, 2010, p. 34.

3. HAZARDS AND RISKS OVERVIEW

Natural and human-created hazards:

The Solomon Islands is exposed to cyclones, floods, tsunamis, drought, earthquakes, and volcanic activity. Climate change is having a disproportionate effect in the Pacific region with more frequent and intense weather events, increasing temperature means, rising sea levels, changing rainfall patterns, salinity intrusion, and a decline in food production. Inaccessibility, travel time between islands, limited and costly transportation, and the high cost of energy and communications exacerbate the impacts of natural hazards. These hazards trigger heightened vulnerabilities amongst children and youth, and challenge the capacity of communities to maintain healthy and prosperous living standards.

HAZARD	RISK LEVEL	AREAS MOST AT RISK	REMARKS
Flooding	High	Guadalcanal, Malaita, Makira and Isabel, affecting up to 50,000 people.	Wet season Nov – April.
Landslide	High	All parts of the country, affecting up to 50,000 people.	Small events are common.
Cyclone	High	Southern and Eastern parts of the country, affecting up to 20,000 people.	Cyclone season Nov – April.
Tsunami	High	All parts of the country, affecting up to 50,000 people.	Rennell is least at risk (raised coral atoll).
Earthquake	High	All parts of the country, affecting up to 50,000 people.	Situated on Pacific Ring of Fire.
Volcanic Eruption	High	Guadalcanal, Central, Western, Temotu.	Savo, Simbo, Tinakula and Kavachi volcanos.
Drought	Low	All parts of the country, highest risk in the north.	Linked to strong El Niño phase.
Sea Level Rise	High	Low-lying coral atolls throughout the country.	Sea level has risen by about 8mm per year.
Civil Unrest	Moderate	Mainly Guadalcanal, Central, Malaita and parts of Western Province.	Can be linked to political cycle.

> (Adapted from Save the Children Solomon Islands Country Emergency Preparedness Plan and NDMO)

Historical impacts of disasters and conflict on schools and related child-protection:

Earthquake and tsunami – Western and Choiseul – 2 April 2007

According to a paper commissioned for the EFA Global Monitoring Report 2011, 'over 20,000 students in the area were directly affected, with around 90 per cent of schools experiencing at least some disruption.[9] Eighty-four schools, nearly 50 per cent of the total, were either destroyed or suffered major damage, while a further 58 schools suffered minor damage.' [10]

[9] Asian Development Bank, *Solomon Islands: Strengthening Disaster Recovery Planning and Coordination*, 2010, p.12.

[10] UNICEF, *Solomon Islands Earthquake and Tsunami Disaster: An Evaluation of UNICEF's Response in the Emergency and Initial Recovery Phases*, UNICEF Pacific Office, 2008, p. 12.

Earthquake and tsunami – Temotu – 6 February 2013

The event resulted in the displacement of an estimated 2714 school children, and damage to 21 schools.[11] Impact on educational continuity was further compounded by a teacher's strike which was underway at the time of the disaster. Most classes resumed (or commenced) in April.

Flooding

The impact of recurrent flooding events on schooling is undocumented but contributes to a significant number of school days lost in any given year. For example, flooding in Makira province in July 2013 disrupted schooling for 144 students for over a month.

Ethnic tensions 1998 - 2003

The period of the ethnic tensions, known as "the tensions," had a serious and sustained impact on education. The education sector was stripped of funds due to the collapse of state finances. Teachers were paid irregularly, if at all, and many schools lacked basic teaching materials and proper sanitation.[12]

According to a paper commissioned for the EFA Global Monitoring Report 2011, 'Most schools on Guadalcanal were seriously disrupted and many closed as teachers and students fled violence. Up to 29 per cent of the displaced populations were of primary school age.[13] A number of schools were burnt down and many others vandalized, while schools that remained open struggled to accommodate the large displaced student population. In 2000, one study estimates that primary school enrolment dropped by around 50 per cent and secondary school enrolment by nearly 80 per cent, with similar reductions in teaching staff.[14] Meanwhile, many people fled to Malaita where already under-resourced schools were unable to absorb the rapid influx of displaced students. In September 1999, an estimated 41 per cent of children in Malaita were not in school; of those, only 60 per cent had attended school before displacement.[15]'

Bougainville crisis

The Bougainville crisis affected children's access to education in Choiseul in the late 1990s around the provincial capital (Taro) and in the Shortlands area of Western Province. During the conflict the PNG Defence Force performed raids on coastal villages searching for militants from Bougainville, armed with machine guns. Choiseul Bay Provincial Secondary School closed down, as did several primary schools in north west Choiseul, including Taro Primary School and Konamana Primary School. These schools remained closed for almost a full year, directly affecting an estimated 500 students. Some children moved to other schools within the province, to Honiara, and elsewhere. Other children permanently dropped out of school. Anecdotal reports suggest an increase in early marriage and teenage pregnancies during that time.[16]

[11] Government of Solomon Islands, 'Humanitarian Action Plan for the Santa Cruz Earthquake and Tsunami Response 2013', http://reliefweb.int/report/solomon-islands/humanitarian-action-plan-santa-cruz-earthquake-and-tsunami-response-2013, viewed September 2013.

[12] Jeni Whalan, Paper commissioned for the EFA Global Monitoring Report 2011, The hidden crisis: Armed conflict and education, p. 1.

[13] Donald Kudu,'Impact of the Ethnic Unrest on Social Development and Disadvantaged Groups in Solomon Islands' in Internal Displacement Monitoring Centre, Profile of Internal Displacement: Solomon Islands, Annex E-3, 2002, p.10.

[14] Donald Kudu, 'Impact of the Ethnic Unrest on Social Development and Disadvantaged Groups in Solomon Islands', p.11.

[15] Donald Kudu, 'Impact of the Ethnic Unrest on Social Development and Disadvantaged Groups in Solomon Islands' p.4.

[16] Key informant: Nelson Katovai, Provincial Coordinator – Choiseul, Save the Children Solomon Islands, September 2013.

Isolated conflict

In recent times several entire villages have been burnt to the ground as a result of personal conflict and land dispute, resulting in internal displacement of whole communities with access to land complicating resettlement options. A rough estimate places the number of children in the past three years who may have had their access to education affected by such events at up 150. Strategies to manage educational continuity for small pockets of displaced students are as yet undeveloped.

Guadalcanal and Honiara Flooding 2014

In 2014 a flash flood affected almost all the schools in the Guadalcanal Plains and in Honiara. Save the Children education assessment team were able to assessed 33 schools that were partially damaged and destroyed during the flash flood. Save the Children were able to train 40 teachers on education in emergency and psychosocial support for 40 teachers. 30 schools were reached with distribution of Education Kits including student learning materials and recreational kits.

El Nino drought 2015 to 2016

In 2015 Solomon Islands has experienced the El Nino drought mostly affecting Rennel Bellona, Choiseul Province and Western Province, with lack of water and food. Amongst those who were affected were schools in the provinces that experienced shortage of water or no water at all. This contributes to classes being called early or no schools in certain weeks. Increase of diarrhoea patients in all provinces results in children under 5 years old to be the most vulnerable during the El Nino phase.

4. DISASTER RISK MANAGEMENT OVERVIEW

> Save the Children DRR simulation at Vulughe Primary School, Guadalcanal Province, Solomon Islands
Photo: Robert McKechnie/Save the Children Australia

Political

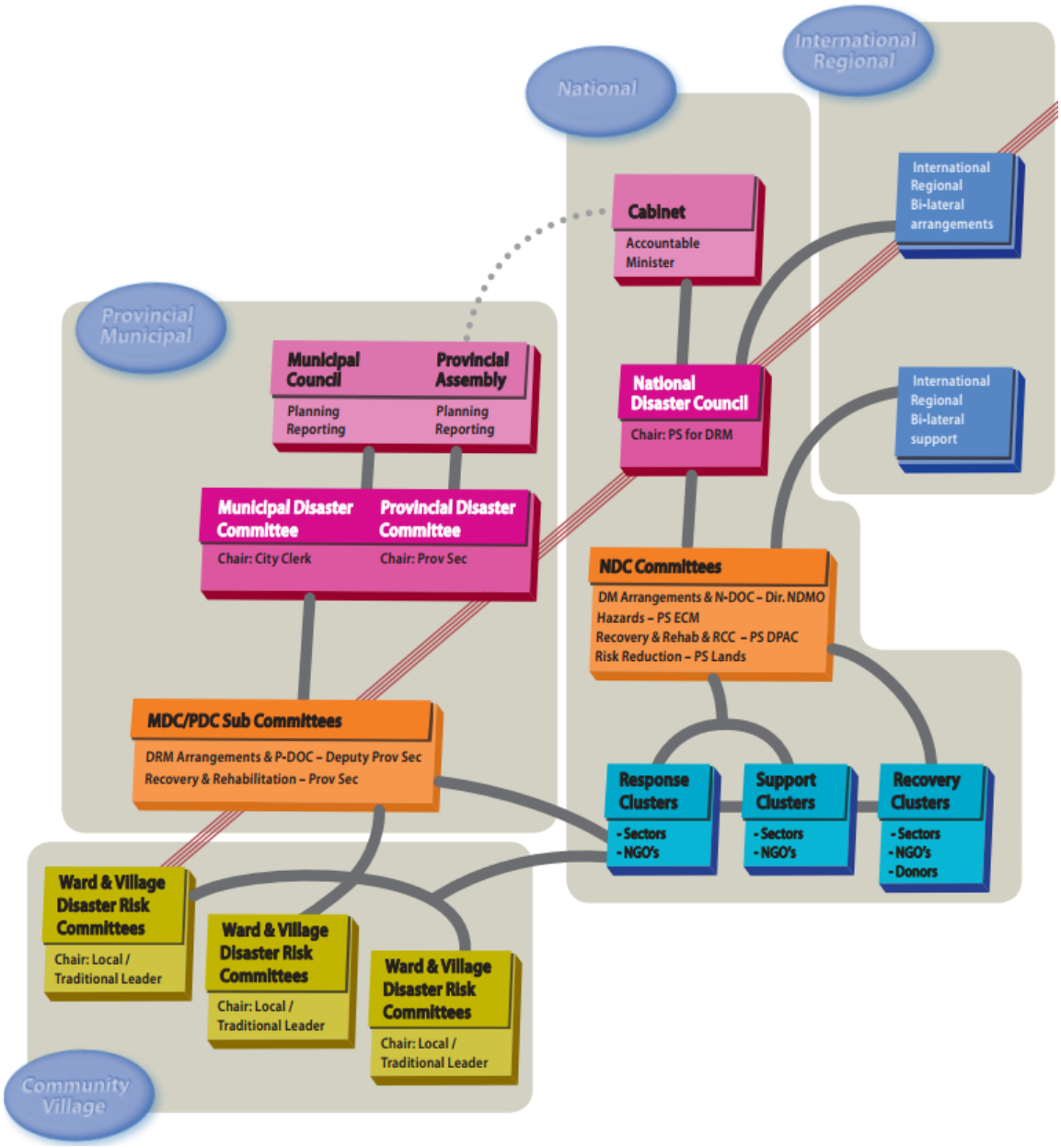
The *Solomon Islands Government National Disaster Risk Management Plan 2009* sets out the disaster risk management arrangements at the national, provincial and local levels.

The **National Disaster Council** is composed of Permanent Secretaries (PS) of most government ministries. The PS of Education is an associate member. National clusters are chaired by Undersecretaries (US) of relevant line ministries. MEHRD does not have an US who is chair of a cluster.

Provincial Disaster Committees are chaired by Provincial Secretaries, the top government official at the provincial level. Provincial DRM arrangements emulate the national system on a reduced scale. These have not yet been solidly established in all provinces.

Ward and Village Disaster Risk Committees are responsible for local disaster management and risk reduction activities. To date there are few ward disaster risk committees. The Red Cross and NGOs have assisted to establish village disaster risk committees in their respective community-based DRR project sites.

Recent years have seen a transition period in shifting responsibility from disaster management being perceived as the sole domain of the National Disaster Management Office, to disaster being everybody's business. Political will and support is strong. Politicians and government understand and see the value in undertaking risk reduction measures and setting up strong disaster management structures nationally and provincially, but investing in these areas is difficult in the context of competing with other service priorities such as providing basic healthcare and education. In a resource-poor environment, the tendency is to treat current situations rather than future risk. The ongoing process of changing mind-sets is a challenge and requires a strong driving force to assist stakeholders in learning how to manage their DRM responsibilities. Further difficulties have arisen in ensuring that what various stakeholders need to support is budgeted for.



Economic

The government funds the day-to-day operations of the National Disaster Management Office, but there is limited access to funding available to undertake response.

Donor support for Disaster Risk Management

JICA	*Strengthening community-based disaster risk management project in the Pacific region*; support to the NDMO through the *Policy and Human Resources Development Fund (PHRD).*
World Bank	*Community Resilience to Climate and Disaster Risk Project* (with PHRD, ACP-EU, GEF); *Pacific Catastrophe Risk Assessment and Financing Initiative.*
AusAID	*Pacific Risk Resilience Program* implemented by UNDP + INGO (tbd).
SPC/SOPAC	Ongoing technical support and training. Funds through EDF 10 disaster risk facility.
DIPECHO	Supporting national priority setting for Comprehensive School Safety and implementing School Disaster Management activities in schools

> Stakeholder mapping of INGOs, UN and other agency programs can be found in Annex 15.

UNOCHA Cluster System

The Ministry of Public Services houses numerous clusters including Health, WASH, Education, and Land.

Social/Cultural

Food security measures are traditionally practiced in parts of the country such as the drying of fish and shellfish, the making of 'six month pudding', storing nuts, multi-cropping and cultivating resilient crops such as giant swamp taro and wild yam. These practices are being affected however, by the increasing dependence on rice in the daily diet and as an expected provision in disaster response. Schools are encouraged to have school food gardens to supplement diet. This could be an entry point for DRR with some focus on food security and health.

In Renbel province, communities construct low rise buildings from local materials which are known for being highly cyclone-resistant. Rural Solomon Islanders often have a second house in the area of their food gardens, typically inland, which can be used for evacuation when under threat by coastal hazards. There is interest within the community and DRM actors to encourage and spread learning about traditional cultural practices for DRR. This could be an entry point for a DRR communications/ knowledge sharing initiative.

The 'wantok system' of drawing upon the support and resources of the extended family network provides a social safety net in times of personal hardship and disaster.

Technological

The Solomon Islands Meteorological Service (SIMS) and the NDMO have leading responsibility in issuing and disseminating early warning messages. SIMS is responsible for monitoring and communicating severe weather alerts and warnings through email, fax, radio and on their website. The NDMO is primarily responsible for issuing public safety messages and evacuation advice through radio, HF radio, and possibly television.

Official early warning systems are not set up within schools. Schools sometimes have HF radios which could be used to receive early warning. AM/FM radio (especially SIBC) is the main medium for communicating early warning messages to the community. Early warning at a village level is spread through the blowing of a cone shell or clanging bells.

Information on early warning effectiveness is not available. At the time of the earthquake and tsunami in Temotu (February 2013) SIBC radio was not functioning in this province. Effectiveness of early warning systems in relation to tsunami is tested in the annual Aelen Wev exercise. A system of colour-coded alert levels is in place, but the populace is not familiar with it and it is not generally used. JICA has invested in early warning systems in Guadalcanal with particular respect to flooding, encouraging the use of automated river level monitoring devices and rain gauges. This project included several schools.

SIMS set up a SMS-based system of providing weather and marine forecasts in September 2013 which has been used for early warning nationally in partnership with Telecom and MEI. Warning is provided for Cyclone and Tsunami.

There are severe limitations in the ability to spread early warnings and information to large parts of the rural community which makes up 80 per cent of the population. The lack of an effective communication network through the approximately 10,000 small rural villages is a major constraint to effective DRM and risk reduction.[17]

[17] Global Facility for Disaster Reduction and Recovery, 'Disaster Risk Management Programs for Priority Countries – East Asia and Pacific – Solomon Islands', http://gfdrr.org/ctrydrmnotes/SolomanIslands.pdf, p. 40, accessed September 2013.

5. DRR IN EDUCATION OVERVIEW

Key Policy and Standards

The following policies and standards are currently used by the Ministry of Education at the national level. The Comprehensive School Safety (CSS) framework, describes three areas of focus, referred to below as Pillar 1: Safe School Facilities, Pillar 2: School Disaster Management, Pillar 3: Disaster Risk Reduction Education

POLICY/STANDARDS	CSS FOCUS	NOTES
Infrastructure Policy	1	Including 6 Disaster resilient construction models/ typologies
National Children's Policy (2010 under review 2015)	1,2,3	Covers: 1. **Participation** 2. **Protection** 3. **Development** 4. **Survival** 5. **Planning**
EiE Policy (2011)	1,2,3	This will be updated in 2016
Curriculum Policy	3	The curriculum policy envisions an education and training system responsive to its leaners and the Goal is on QUALITY, EQUITABLE ACCESS and MANAGEMENT of the National Curriculum.
National Curriculum Statement	3	Covers nation, students, community
School Disaster management plan	2	The school disaster management policy aims to ensure safety for students, teachers and their families during an emergency. The content is on – school profile, school disaster management committee, roles and responsibility of stakeholders, hazard identification and safety, inventory of resources available, dissemination of the plan, simulation drills, early warning system and updating of the plan.
Qualification framework - TVET	3	Access to the TVET sector increased through provision of increased numbers of registered providers with and expanded range of subject areas
NEAP 5 year plan (under review)	1,2,3	Currently no reference to DRR/M, however EiE focal point is endeavouring to ensure its inclusion
DRR policy	1,2,3	To support communities in Solomon Islands to understand and manage hazards to reduce and mitigate risks. Disaster management policy also supporting National, Provincial and community level to manage risks.
NDRM plan	2	Currently does not reflect education sector
HPS policy	1	6 pillars including safety and environment in schools
Education Act 1978	1,2,3	The Solomon Islands Education Act 1978 captures all laws from Education Board, School Board, and Teachers service, and Curriculum, grants and students welfare. There are no direct references to education in emergencies or DRR but the act generally captures what should be done should an issue that the schools need to be closed or the students need to sit their exams. EiE policy will than exemplifies the act and break it down to be more focused on EiE by reflecting on the education act.

Integration and coordination mechanisms

Disaster risk reduction in the education sector is just beginning to emerge as an area of interest for further development.

MEHRD in partnership with Save the Children and UNICEF has piloted EiE and school disaster management training with 59 schools in Guadalcanal and Makira. Monitoring of these efforts is yet to be conducted. Future EiE and school disaster management training is planned to be rolled out by MEHRD with the support of UNICEF in two provinces per year. This will begin with Temotu, followed by Renbel.

Caritas has worked in partnership with MEHRD to support a DRR project with kindergarten teachers, with a view to inserting DRR into the early childhood curriculum.

The Taskforce for Education in Emergency Situations (TEES) was set up to ensure more coherent and effective coordination and management of response activities for the education sector in the event of emergencies. It is now also mandated to support prevention, mitigation and preparedness activities through all forms of education. To date the TEES has had more of a focus on preparedness and response. The TEES supports the national cluster system through representation in the Public Service Cluster and the Welfare and Internally Displaced Persons Cluster, to ensure there is appropriate coordination of EiE. Both of these clusters have some focus on education; however this has not been clearly defined by ToRs or SOPs. The TOR for TEES will be updated in 2016 to ensure a more comprehensive approach to school safety and the inclusion of risk reduction and resilience in the education sector (as seen in Annex 8: Roadmap to Education Safe From Disasters 2016-2020).

There is interest within MEHRD to have a greater focus on DRR and school safety. To further this agenda, the EiE focal point has shifted to be based in the Community and School Services Division overseeing Primary, Secondary and ECE Departments. However, there is no specific costing or financing information available in relation to funding provided for school safety.

There is no formal monitoring and evaluation framework set up to measure progress on DRR in the education sector.

6. PILLAR 1: SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS

Safe Site Selection:

There is not specific attention to safe school site selection within the School Infrastructure Policy or other documents. The issue of safe school sites has been discussed by members of the TEES in recognition that several schools that have been affected by flooding were poorly situated. School site selection is under the influence of traditional land owners and what land they are willing to allocate for school buildings. The selection is usually based on land availability, population and accessibility. It has been referenced in the 5 year Roadmap for Education Safe from Disasters to develop a checklist on safe site selection to be annexed in the School Establishment Policy which is currently in draft (see annex 8).

New school construction:

In November 2011, the Solomon Islands Cabinet ratified the "Policy Statement and Guidelines for School Infrastructure in Solomon Islands", the governing instrument for the design, development, construction, rehabilitation, repair and maintenance of all school infrastructure. The policy applies to all existing and future school infrastructure in the sub-sectors of Early Childhood Education (ECE), Primary, Secondary and Technical Vocational Education and Training (TVET) and to all stakeholders undertaking school infrastructure development. In addition they have the '6 Disaster resilient construction models/ typologies' and the "School Establishment Policy" currently in draft.

National infrastructure minimum standards are currently in draft form, and have been since 2011. The standards will address types of buildings, size of buildings and what materials to use. The drafting of WASH minimum standards, which will form part of the overarching minimum standards document, is currently being prioritised in support of the national WASH policy being drafted by the Ministry of Health.

MEHRD should be the authority for physical developments in any school, but currently schools are taking on developments without consent or approval. Feedback from schools is that the process to obtain approval takes too long, so they are acting directly. The process for approvals should come through the school, to the school board, to the provincial education authority to MEHRD.

Disaster resilient school design and safer school construction are featured within the School Infrastructure Policy with 6 models for disaster resilient design typologies. The policy requires that disaster risk management and reduction is incorporated into engineering design, construction and the ongoing maintenance of school infrastructure. School infrastructure is to be built to acceptable national engineering standards. Engineering design should incorporate factors for earthquake and extreme wind loadings and be designed and constructed in such a way to ensure minimum standards of structural integrity in such events. It is noted that even the best engineering design is no protection against the force of a tsunami and that other disaster risk management (DRM) measures must be taken to mitigate the effects of such events. DRM is recognised as a responsible and co-ordinated means of responding to the effects of natural hazards and conflict. Such measures as are relevant and appropriate should be incorporated into education infrastructure design, construction and management.[18]

[18] Solomon Islands Government (SIG) Ministry of Education and Human Resources Development (MEHRD), *Policy Statement and Guidelines for School Infrastructure in Solomon Islands*, November 2011, p. 23.

The Inspectorate Division of MEHRD is responsible for monitoring and reporting on safety standards and healthy water and sanitation standards at schools, as well as disaster risk reduction measures at schools. At present monitoring and reporting on safety standards and DRR measures is not in place.

The NDMO is responsible for advising and collaborating with MEHRD on:

- National planning of emergency preparedness and recovery and rehabilitation;
- Integration of disaster risk reduction in school infrastructure design, preparation, construction, rehabilitation and repair;
- Capacity building in emergency preparedness, disaster risk reduction, recovery and rehabilitation;
- Integration of measures for emergency preparedness in architectural and engineering designs of school infrastructure.

It should be noted that the NDMO was not fully aware of this and does not have the in-house expertise to advise on some of these elements.

Construction is carried out by contractors. Usually they are taken from the community so that if repairs are needed this is easier to facilitate. The Chief Infrastructure Officer or another MEHRD officer would do a field visit to conduct a briefing to train the community on how to carry out the construction. Project management and monitoring is done by MEHRD, or outsourced to an architectural/civil engineering firm.

Currently there is no proper assessment of status, quality and needs. MEHRD is doing a nationwide assessment of junior secondary schools which should contribute to this, and would like to assess all schools by 2015. In 2008 a large-scale school building condition survey was conducted to assess the status of school infrastructure but the survey results were never collated, analysed and entered into a database. The 2016-2020 Roadmap specifically references the need to access this data and undertake analysis to "Implement prioritizations schema for retrofit and replacement (including relocation) of unsafe schools".

Quality of school construction is often low. Even schools close to Honiara are very poor and do not have enough buildings. The infrastructure assessment report after the tsunami in Temotu showed that the difference between the condition of schools before and after was negligible because they did not have much to begin with, for example some schools had 50% of the desks required compared to the amount of students. This is representative of schools across the Solomon Islands.

School infrastructure has had no centrally co-ordinated engineering standards in the past and consists of infrastructure of varying designs and construction methods. Many schools have been constructed by donor organisations that utilised their own sets of designs and documentation.[19] Under the School Infrastructure Policy new schools should be built to be disaster-resilient but thus far this has not been taken into consideration.

There are no current programs or work activities with focus on disaster-resilient school design or safer school construction.

After the 2007 tsunami, school reconstruction under the 'Recovery Action and Rehabilitation Project' delivered by NZAID, MEHRD, UNICEF and the EU incorporated 'build back better' principles with varying success. 'At risk' infrastructure was largely rebuilt in the same locations as previously due to land issues, so whilst the buildings themselves are stronger, they are still vulnerable to tsunami.[20] An engineering report states that there has been too much variability in the quality of construction that aim to build earthquake, tsunami or cyclone resilience.[21]

[19] SIG MEHRD, *Policy Statement and Guidelines for School Infrastructure in Solomon Islands*, p. 22.

[20] B. Lockton Morrissey for NZ Ministry of Foreign Affairs and Trade and SIG MEHRD, Final Evaluation of the Recovery Action and Rehabilitation Project, 2011, p. 13.

[21] ibid., p. 24.

Financing of school infrastructure normally occurs through the following means:

1. Partnership with community for cost sharing – this mostly applies to provision of raw materials;
2. Funded by MEHRD;
3. Funded by communities;
4. Funding by donors through MEHRD (e.g. NZAID and AusAID funds that are allocated to school grants/infrastructure);
5. Direct funding from donors (e.g. JICA funding to a school in Choiseul-however this is not a preferred option)

School retrofit, rehabilitation and replacement:

Under the *School Infrastructure Policy*, financing is to be consistent with the principles of partnership, meaning that finance will come from varying sources including the Solomon Islands government, Provincial Government, Education Authorities, development partners, school fees, contributions and fundraising from local communities. MEHRD is to set guidelines for medium term recurrent budget allocation for the *National School Infrastructure Development Plan*, and build on this to develop annual budgets for new construction and rehabilitation to be determined as part of the national budgeting process.

Under the *School Infrastructure Policy*, the Infrastructure Coordination Unit (ICU) is responsible for providing professional engineering and architectural guidance and coordination of all school infrastructure development. More specifically, the ICU houses, approves and authorises all school infrastructure design, specifications, minimum standards and contract documents and acts in the capacity of superintendent for all school infrastructure construction and rehabilitation. The policy does not provide operational guidance on how to undertake retrofit, rehabilitation or replacement works. The drafting of minimum standards to guide construction, rehabilitation, quality and safety is incomplete. In reality, often the school and community themselves undertake the retrofitting or rehabilitation of facilities.

Non-structural mitigation and safe access:

There are no known policies or norms in relation to non-structural mitigation or safe access for fire, earthquake and flood. Most schools do not have fire safety equipment. No specific guidance on non-structural mitigation measures that can be taken in relation to earthquake, flood or other hazards is given to schools. Schools do not have emergency signage, emergency exits etc.

School maintenance, water and power:

At present there is a stronger focus on water, sanitation and hygiene (WASH) in schools.

According to the *School Infrastructure Policy*, the school committee or board is responsible for maintenance. This includes planning, selection and appointment of staff members for monitoring and effective management of school assets. School committees and boards are also responsible for financing small repair and maintenance programmes. DRR is to be incorporated into ongoing maintenance of school infrastructure.

Ten per cent of a school grant is earmarked for use in funding maintenance, but there are no policies or guidelines on how to use those funds. Additional infrastructure development contributions come from students' families to supplement school grants. Contribution amounts differ from one school to another.

In general water and sanitation facilities are highly inadequate. Most schools don't have adequate access to water, sanitation or electricity, especially rural schools. Those schools that do have access to water and sanitation facilities do not have sufficient ratios to meet the needs of the student population. There are some good school buildings and classrooms but poor maintenance and upkeep leads to facilities becoming rundown to a poor state.

Temporary Learning Spaces/Evacuation Centres in Solomon Islands

There are currently no policies that guide limited use of schools as temporary shelters, no guidance for construction of temporary learning spaces, and no management guidance for schools that are used as temporary shelters.

Recommendations:

- Disaster resilience construction models should be developed as a standard to use as examples
- Require a focal person
- Framework for coordination
- Develop assessment tools/checklist for site selection
- Stronger link with Ministry of Infrastructure. Need standard building codes and improve quality of construction
- Training of builders and construction company on disaster resilient designs
- Supervision of construction
- Incorporate the needs of people with disability into design typologies

See Annex 16 for result of Priority Setting workshop.

7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS

The MEHRD houses an EiE focal person in the Community and School Services Division (2010-2014 this was housed in AMU). This movement sees a shrinking focus on EiE and DRR with a smaller percentage of time allocated to this work. The EiE focal point will now also be responsible for school standards, compliance with policies, inclusive education and vernacular.

School-based risk assessment and planning for risk reduction and educational continuity:

The *Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in Solomon Islands* (EiE Policy) was approved in 2011, and allocates roles and responsibilities for developing and implementing a school disaster management plan from MEHRD down to the community level.

MEHRD produced 'Guidelines for Preparing a School Disaster Management Plan' in 2011 approved for use. Under these guidelines one female and one male student are to be part of the seven person school disaster management committee, however given that these guidelines are not yet approved, they have not been widely distributed. At present, school disaster management is not commonly in place or practiced though there are several schools where this has been introduced around Honiara and Guadalcanal by the NDMO, MEHRD and JICA (e.g. Selwyn College, Perch School, Tamboko).

School disaster management is not fully integrated as part of school-based management at this stage. However a recent partnership has been formed with USP who are reviewing the SDMP to be included in school management, and have rolled out teacher training to over 1,300 teachers. The Ministry expected that the training will be rolled out across the whole country in 2016 and that DRR is to be considered part of normal school management. In addition, School disaster management is briefly touched upon in school committee or board training in the module 'school environment and disaster preparedness'.

Training includes the following objectives:

- the participants will be able to identify problems with regards to school environment;
- the participants will be able to develop an annual work program for the maintenance and up keeping of the school grounds;
- the participants will be able to know and understand their roles and responsibilities in maintaining a conducive school environment;
- participants know about disaster management/preparedness.

The project is called the School Leadership program. The aim of the project is to build professional capacity of school leaders. There are five courses in the program which leads to USP Graduate Certificate in School leadership. Course 3 is on school management which includes School Disaster Management Planning was planned for the first half of 2016. The entire program should be completed in first quarter of 2017.

Whole School Development Standards, as referenced in the school committee or board training manual, outline 21 goals in the areas of access, quality (including safe and protective environment) and management. Goal 17 aims to ensure that schools have developed a disaster preparation plan and school staff, community members and pupils undergo regular drills. This plan is to be shared and reviewed with students and community members and practiced once per year.

Physical and environmental risk reduction in schools:

Schools are encouraged to identify environmental problems/issues within the school environment and priorities these for action. This should be included in development of an annual work program covering environmental activities and maintenance/upkeep of school grounds.

Schools are encouraged to have school food gardens to contribute to skill development and learning outcomes for children. There are 651 roof tanks for rainwater harvesting around the country, 72% of which are in poor condition or unusable. Information about mitigation measures including non-structural, flood and cyclone is not routinely documented and not available.

JICA is doing some work on solid waste management in the Pacific region. As part of this, 10 schools in Honiara and 5 schools in Gizo have been selected for the piloting of 'reduce, reuse, recycle' activities.

Response-preparedness in schools:

Standard operating procedures for evacuation, lockdown, and shelter-in-place and family reunification are being developed under an ECHO funded program in 2015 with support from Save the Children. There is no standard guidance in place for school drills. Most administrators and teachers have not had access to training or guidance to develop skills for organization of post-disaster response. Provincial education officers have completed frontline responder training for EiE. This included 12 education officers from the provinces and Honiara, three from church education authorities and one from the Red Cross Special Development School. Head teachers/ principals from 59 schools across Guadalcanal and Makira have completed EiE and school disaster management training.

Administrator and teacher capacity for school disaster management:

Education and training so far has included the piloting of EiE and school disaster management training with representatives of 59 schools in Guadalcanal and Makira by MEHRD in partnership with Save the Children and UNICEF; and 1,300 teachers through the USP and MEHRD partnership.

Key agencies, including Save the Children, UNICEF, Live and Learn, French Red Cross, and USP are all supporting capacity building efforts.

Education in emergencies capacity:

There is a tool for rapid damage and needs assessment for the education sector which is used routinely. The Education in Emergencies Focal Point in MEHRD and the education officer at UNICEF are familiar with this tool. When an emergency is not confined to schools alone, MEHRD prefers to

use the brief education data captured by the NDMO's rapid damage and needs assessment form in combination with on ground observations of provincial education officers. Feedback from the EiE focal point in MEHRD is that the tool would be suitable for use with minor changes to suit the different situations that arise.

There are no documented contingency plans to assure educational continuity. Under the strategic action plan of the EiE Policy, province-specific EiE contingency plans were due to be developed by December 2012, however this is yet to eventuate. Guidance for developing a contingency plan for educational continuity at the school level is included in the school disaster management plan template, which has as yet not been approved. There are plans to start rolling this out from next year.

There is no documented policy or guidance about using schools as temporary shelters, however informally this is expected. JICA has performed some assessments on the suitability of schools to be used as evacuation centres in Guadalcanal and has included this in flood contingency plans.

Temporary learning facilities are not available, nor are alternative methods of learning during disasters and emergencies. Tents (UNICEF, Save the Children) are available to set up temporary learning spaces. UNICEF has tents prepositioned in Honiara. Save the Children's Honiara stocks have been used, and now has 1 tent in Isabel, Makira and Gizo.

Training for psychosocial support is available as part of the MEHRD's school disaster management and education in emergencies training package.

Recommendations

- Ministry of Finance to provide funds
- Develop standard set of tools
- Evacuation plans of schools and community often don't exist
- Link SDMPs to provincial centres
- Create standard indicators for monitoring
- TEES to broaden scope and coordinate SDM not only EiE and response mechanisms
- Standardise SOPs
- Circulate and implement SDMP guidelines
- Improve monitoring mechanisms – include in EMIS, work with chief education officer
- Need stronger links between work of schools (MEHRD) and community (NDMO) at all levels
- Gizo provides a good example of creation of SDMCs and provides an opportunity to share good practice

See Annex 16 for result of Priority Setting workshop.

8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

> Save the Children ECD centre at Loemuni, Choiseul Province, Solomon Islands.
Photo: Robert McKechnie/Save the Children Australia

The National Curriculum statement governs curriculum development and implementation. Solomon Islands have transitioned to an outcome based learning approach which is learner focussed and looks at the student's needs.

DRR and CCA have not been strategically inserted into the curriculum, but there are elements pertaining to hazards and climate in the basic education curriculum for science and social science. Year 7 students learn about earthquakes, volcanos, tsunami, rivers and streams, and seas and coastline. This includes some emphasis on warning signs and appropriate actions to take in relation to earthquake and tsunami, and how to reduce or avoid risks posed to human life by volcanoes. Year 8 students learn about weather, climate and vegetation, and the way that human lifestyles are influenced by climate and weather.

Under the strategic action plan of the EiE Policy, a review of formal and non-formal curriculum for inclusion of appropriate materials related to natural hazards, responding to them and DRR measures was scheduled to have been completed by December 2012. Based on this review, DRR materials should be integrated into formal and non-formal curriculum, both for school and teacher education, ensuring inclusion of hazard awareness, risk identification, risk reduction, disaster prevention and response preparedness. A general senior secondary curriculum review is currently underway.

The Pacific Risk Resilience Program being managed by UNDP is looking into insertion of DRR/CCA into curriculum working alongside Live and Learn. In addition, GIZ has integrated CCA into the curriculum and produced learning outcomes for climate change. Save the Children has been working with MEHRD and partners on children's participatory activities for school disaster management to be included into the curriculum.

Peace education is included in the social studies syllabus for Year 7 – 9. The strand 'social issues and conflict resolution in the Solomon Islands' looks at community and social conflicts, process of resolving community and social conflicts, gender conflict, social unrest in the Solomon Islands 1999-2002; solutions to the social unrest in Solomon Islands, understanding peace and practicing peace building. Peace education also comes into Year 10 cultural studies 'living in harmony with others' and Year 8 Christian education 'forgiveness and reconciliation.'

The School of Nursing includes a three-day introduction into DRM for its third year students. This year this was expanded to include a group of students at Vanga Teachers College.

Informal education:

Vocational education and community education are the two types of non-formal education officially identified by the MEHRD. Community education focuses on a variety of short term programmes for teaching occupational skills, literacy, health and social issues. In practice, informal education is piecemeal and consists of a number of awareness raising campaigns, workshops and events. The NDMO runs an annual DRR awareness campaign linked to the International Day for Disaster Reduction. Child rights and child protection awareness raising are part of Save the Children's community activities. The NDMO has identified the need for stakeholders to coordinate awareness raising efforts, key messages and information provided to communities in relation to DRR so as to avoid creating confusion.

Recommendations

- Curriculum board to review SDMP
- Provision for schools should be standardized and include fire extinguishers, first aid kits and other resources and tools
- Teacher training should incorporate DRR and include also road safety
- TVET and SINU should offer certificate in DM/DRR course
- RTS needs standard training curriculum
- Staff development program is required

See Annex 16 for result of Priority Setting workshop.

[22] UNESCO Bangkok, 'Education System Profiles – Solomon Islands', http://www.unescobkk.org/education/resources/country-profiles/solomon-islands/, accessed September 2013.

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