SOLOMON ISLANDS GOVERNMENT

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

POLICY STATEMENT AND GUIDELINES FOR SCHOOL INFRASTRUCTURE IN SOLOMON ISLANDS

November, 2011

Foreword

This Policy Statement and Guidelines for School infrastructure is derived from the National Education Plan and the associated longer term Education Strategic Framework, 2007-2015.
It is developed specifically for the education subsectors that are the Early Childhood Education, Primary Education, Secondary Education and Technical Vocational Education and Training.

School infrastructure plays a vital role in providing access to quality education hence it is important that any infrastructure development in schools is engineer designed, well constructed and maintained, safe, hygienic and regularly upgraded to provide a continuing conducive teaching and learning environment. The recent Barriers to Education Study report (2011) referred to lack of schools, specific classrooms, dormitories and water and sanitation facilities as one of the causes for low enrolment and drop out in rural areas, in particular for girls. The policy therefore stresses the importance of specific construction and rehabilitation programmes for these specific facilities.

Safety and security of students and other stakeholders who use the school facilities is paramount and therefore emphasis must be made to adhere to and promote the use of quality construction materials, construction quality and safety standards. It is necessary to ensure that all school infrastructure is built according to acceptable national engineering standards, that engineering designs incorporate preparedness for earthquakes and extreme wind loadings and incorporates the minimum standards of structural integrity in such events.

This Policy also seeks to ensure that architectural and engineering standards appropriate to the needs of the country are adopted and that project management of school infrastructure is professional and is able to deliver facilities that are constructed and maintained at nationally accepted standards. Other school infrastructure standards such as for Child Friendly Schools (developed by UNICEF) and Architects in Emergency are also considered

In ensuring that all these important aspects are addressed the Ministry developed this policy in collaboration with the Ministry of Health and Medical Services and also the Ministry of Infrastructure Development. All Development Partners were consulted as well.

This Policy Statement and Guidelines for the School Infrastructure in Solomon Islands is expected to raise the infrastructure quality and safety standards through the provision of appropriate and sustainable education infrastructure throughout the country and to increase the number of schools, classrooms, offices, specific classrooms, dormitories, toilets and water and sanitation facilities at the schools and to raise awareness about maintenance.

This Policy also sets out roles and responsibilities of all stakeholders in ensuring that everyone plays his or her part to develop and maintain the school infrastructure facilities to quality standards. On the basis of this Policy the Ministry will soon make its detailed longer term national school infrastructure plan.

I would like to sincerely thank all who contributed to the development of this policy.

Hon. Reuben Dick Inaona Ha'amori
Minister for Education, 2011
Ministry of Education and Human Resources Development

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Abbreviations

AusAID	Australian Agency for International Development
AWP	Annual Work Programme
CFS	Child Friendly Schools
CSP	Community Schools Program
CT	Coordination Team
DEFL	Distance Education and Flexible Learning
EA	Education Authority
EC	European Commission
ECE	Early Childhood Education
EIC	Education Infrastructure Committee
ESF	Education Strategic Framework, 2007 – 2015
ESIRP	Education Sector Investment and Reform Programme
EU	European Union
HRs	Human Resource/s
HRD	Human Resources Development
ICU	Infrastructure Co-ordination Unit (as part of the PCRU)
JICA	Japanese International Co-operation Agency
KPI	Key Performance Indicators
MEHRD	Ministry of Education and Human Resources Development
MID	Ministry of Infrastructure Development
MHMS	Ministry of Health and Medical Services
MLHS	Ministry of Lands, Housing and Survey
NEAP	National Education Action Plan, 2010- 2012
NEIP	National Education Infrastructure Plan
NMDO	National Management Disaster Office
NSIDP	National School Infrastructure Development Plan 2012-2015
NZAID	New Zealand Agency for International Development
NZHC	New Zealand High Commission
PCRU	Planning, Co-ordination and Research Unit (of MEHRD)
PE	Primary Education
PEA	Provincial Education Authority
PEAP	Provincial Education Action Plan
PS	Permanent Secretary
PTA	Parents and Teachers Association
RARP	Recovery, Action and Rehabilitation Program

SE	Secondary Education
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SIG	Solomon Islands Government
SOE	School of Education
TA	Technical Advisor
ToR	Terms of Reference
TTDD	Teacher Training and Development Division
TVET	Technical Vocational Education and Training
UNICEF	United Nations Children's Fund

Glossary

Terms	Definitions
Architectural design	Design of the physical appearance, spatial layout, aesthetic features, fittings and fixtures and style of buildings and grounds. Generally speaking architectural design must be integrated with engineering design to ensure structural integrity and safety standards are met.
Asset Management	A systematised approach to ensuring that assets such as school buildings, grounds and associated spaces are maintained in such a way as to protect their longevity, functionality, integrity and appearance. Asset management co-ordinates a database of assets with scheduled regular inspections of these to ensure that a program of remedial works, repairs or replacement is undertaken.
Basic Education	Refers to the first 9 years of education from year 1 to year 6 in the Primary School curriculum and years 7 to 9 in the Junior Secondary school curriculum.
Design according to best national practices	Incorporating engineering and architecture, standard Bills of Quantity, specifications and contract documents in the design to meet the Solomon Islands Building code and standards.
Engineering design (Civil and Structural)	Calculation of the size and material composition of construction members such as beams, columns, trusses, footings, retaining walls, concrete slabs, road surfaces and so on and integrating these members into a composite structure such as a bridge, building, tower, dam, motorway, etc. Engineering design, overseeing of design processes and project management of engineered structures must be undertaken by degree qualified, experienced engineers.
Environmental best practices	Promotion of practical, inexpensive ways to sort waste and to dispose of it thoughtfully, to refrain from lighting fires in school grounds, to prevent water pooling and ponding, to prevent septic waste from entering ground water, streams and rivers, to prevent erosion and sediment runoff from construction sites, gardens and to manage reforestation projects etc.
Fit for purpose	Designed and built to respond to the varying and agreed needs of major stakeholders and the specific physical conditions of the location. The designation ‘fit for purpose’ applies differently to the differing education sub sectors. Infrastructure needs and requirements that may be fit for purpose for the ECE sub sector, for example, may not meet the fit for purpose criteria for the secondary education sub sector. The Standard Drawings and Specifications define and illustrate the criteria of ‘fit for purpose’.
Force Majeure	Any natural major force that is beyond the control of people such as an earthquake, tsunami, cyclone, tornado, landslides, a volcanic eruption and so forth.
Infrastructure	Applies to physical components of the built environment including buildings, fittings and fixtures, water supply and sanitation facilities, earthworks, ground works comprising sporting facilities, pathways, play and recreation areas, roadways, parking areas, fences and other outdoor fixtures.

Terms	Definitions
Infrastructure Development	The conceptualisation, design and construction of the built environment. Infrastructure development incorporates new construction, rehabilitation, repair and maintenance of the built environment.
Maintenance	Monitoring, inspecting and taking care of assets on a regular basis to maintain the safety, functionality, quality, integrity and appearance of the specific infrastructure. Maintenance can include mowing, tree trimming, painting, cleaning, adjusting, lubricating, stripping rust, removing mould and so on.
Medium Term	Three to four years
Ministry	The Ministry of Education and Human Resources Development.
Ministry of Health and Medical Services standards	In this policy it refers to safe, hygienic sanitation and waste water facilities.
Minimum standards	Standards developed and approved by the Ministry of Infrastructure Development (MID), Ministry of Education and Human Resources Development (MEHRD) and Ministry of Health and Medical Services (MHMS) in accordance with nationally accepted practices for engineering, architecture, safety, environment, hygiene and disaster management and risk reduction standards. All school construction, rehabilitation, repair, maintenance, water and sanitation work have now minimum standards to comply with as a minimum requirements.
Project Management	A systematic approach to monitoring and controlling a project. Project management requires that careful planning, assessment and undertaking of all aspects of a project be done. This involves analysis, monitoring and controlling the project's scope, cost, timeline, quality, risk, procurement, communications and human resource (HR) functions and integrating them into a seamless management process.
Quality standards	Architectural design, construction quality, safety, access to safe and clean water, hygiene and fits to education purposes.
Rehabilitation	Replacement of worn, damaged, dangerous, obsolete, insanitary, dirty or unfit-for-purpose buildings by new works that may include painting, replacing worn parts, replacing wiring, plumbing and so on. Rehabilitation work usually concerns a whole structure, rather than an individual fixture or fitting and frequently involves a programme of works that may include both new work and repair work.
Repair	Restoring or replacing broken or damaged items, including fixtures, fittings, timber boards, electrical wiring, concrete pathways and soon. Repair work can form part of rehabilitation works. Repairs to structural members such as timber, concrete or steel beams or columns, retaining walls and other should only be done under the supervision of qualified, experienced engineers. Repairs to electrical fittings, specialist plumbing fittings and so on should only be done by qualified trades' personnel.

Terms	Definitions
Sanitation	Measures used to contain and control organic and inorganic waste products including sewage, grey water and stagnant water or runoff. These facilities usually comprise latrines, wash basins, bathing facilities as well as drainage and storage systems such as septic tanks, sewer lines, transpiration beds, waste pipes, guttering, soakage pits, drainage channels and sub-soil drain lines.
School	An institution that is registered with the Ministry of Education and Human Resources Development to provide education following the rules and regulations that govern the Solomon Islands Education system: Any registered institution or place at which any secular instruction (whether with or without religious instruction) is regularly given to 10 or more pupils or students outside their own homes. This includes: ECE-centres, primary and secondary schools, Rural Training Centres and Special Education Centres' (Education Act 1978)
School community	All stakeholders who have an interest in, or whose interests are directly affected by, a school. They include the principal or manager, teachers, students, school board, PTA, parents, guardians, grandparents and ancillary staff.
School infrastructure	All infrastructure belonging to schools (see definition above) such as classrooms, offices, libraries, storages, special workshops, laboratories, dormitories, toilets, sport areas etc.
Standard documents	This term refers to standard drawings, standard specifications (including architectural and engineering specifications), supplementary specifications, Bills of Quantity and standard contract documents, including General Conditions of Contract (GCC) to be formally adopted by and housed within the PCRU/ICU of MEHRD.
Superintendent	The client's representative under the terms of the general conditions of a construction contract. The superintendent has the delegated authority of the client (e.g. MEHRD) to oversee construction works on its behalf, does quality control, reports to the client on a regularly basis and ensures good progress and finalisation of the construction.

1. Definition

This document is called the Policy Statement and Guidelines for School Infrastructure (hereunder referred to as 'Policy Statement'). It shall be the governing instrument for the design, development, construction, rehabilitation, repair and maintenance of all school infrastructure.

2. Authority

2.1 The following legislations and other documents provide the underpinning authority for the Solomon Islands policy on education infrastructure development:

2.1.1 The Education Act (1978);
2.1.2 Solomon Islands constitution (Amendment) Act (1982);
2.1.3 Solomon Islands Government National Building Code (Draft) 1990.

2.2 Other important guiding policy documents and strategic links include the following:

2.2.1 The Education Strategic Framework 2007-2015;
2.2.2 The National Education Action Plan 2010-2012;
2.2.3 Solomon Islands National Disaster Management Plan 2010-2015.

3. Application

This Policy Statement applies to all new construction, rehabilitation, repair and maintenance of existing and future school infrastructure in the sub-sectors of Early Childhood Education (ECE), Primary and Secondary Education and Technical Vocational Education and Training (TVET). To ensure uniformity of standards, this policy applies to school infrastructure development undertaken by all stakeholders in Solomon Islands.

4. Vision

All children and students in Solomon Islands will be taught in quality educational facilities that will provide universal access to education in a fit for purpose, safe and hygienic learning environment that encompasses best local practice, sustainable engineering designs which meet all agreed minimum standards for schools.

5. Principles

I. Access

5.1 The development of school infrastructure aims to enable equitable access by all boys and girls and students with special needs;

II. Quality

5.2 All existing and new or rehabilitated infrastructure meets nationally agreed minimum standards for architectural design, construction quality, safety, access to safe and clean water, hygiene and fits to education purposes.

5.3 Maintenance is a normal and regular part of the school infrastructure development and is the responsibility of the school committee or board;

5.4 School infrastructure includes the provision of desks, chairs, shelves, black or white boards.

III. Management

5.5 The contract management, co-ordination, procurement, out-sourcing, monitoring, quality control of school infrastructure development is professional, follows SIG-guidelines and ensures quality schools and timely delivery;

5.6 Disaster risk management and reduction is incorporated into engineering design, construction and the ongoing maintenance of school infrastructure;

5.7 The supply of adequate, potable water that meets Ministry of Health and Medical Services (MHMS) standards is incorporated into all schools;

5.8 Skills, abilities and materials available within local school communities are used to meet quality standards. Participation in the school infrastructure development helps to strengthen and maintain ‘ownership’ and commitment to maintain the school infrastructure.

6. Purpose

The purpose of this Policy Statement is:

6.1 To *promote* the principle that all children, including those with special needs have the right to well constructed, safe, hygienic and well maintained educational facilities;

6.2 To *ensure* that quality standards for school infrastructure development are followed;

6.3 To *establish* the Ministry as the authority and central co-ordinating entity for school infrastructure development in the Education Sector;

6.4 To *inform* key stakeholders about the guiding principles underpinning the implementation of the School Infrastructure Policy in Solomon Islands;

6.5 To *provide* strategic direction for the Provincial Education Action Plans (PEAPs) and the National Education Action Plan (NEAP);

6.6 To *serve as a benchmark* that will guide and assist the Ministry and other stakeholders to implement quality school infrastructure development.

7. Policy Objectives

I. Access

7.1 To ensure that school infrastructure meets the requirements of all children, students, teachers, Education Authorities, Provincial and National Government and the broader school community to enhance equitable access to quality education;

II. Quality

7.2 To provide quality, fit for purpose, safe school infrastructure which meets nationally agreed standards and includes access to safe and clean water and sanitation facilities;

III. Management

7.3 To establish a professional, effective and efficient management of school infrastructure development.

8. Policy Priorities

Immediate priorities for the school infrastructure development in Solomon Islands are:

8.1. **Improved planning and monitoring of demand for all infrastructure and related requirements**

8.1.2 Collection of data about required and available school facilities from SIEMIS;

8.1.3 Development of forecasts for school infrastructure requirements;

8.1.4 Drafting of a National School Infrastructure Development Plan, 2011-2015 including a budget which is based on NEAP, PEAP and other Ministry policies;

8.1.5 To assess existing school infrastructure to ensure that they meet the agreed minimum standards;

8.1.6 To develop specific targets and key performance indicators (KPI's) for school infrastructure will be set as a benchmarking tool.

8.2 Timely provision of quality school infrastructure

8.2.1 Development of a complete package of school infrastructure documentation including standard designs for all types of school infrastructure incorporating best practices;

8.2.2 Ensuring that all agreed quality standards and the requirements in the planning and delivery of infrastructure development are met;

8.2.3 Ensuring that the chosen designs and quality standards for school infrastructure shall enhance teaching and learning.

8.3 Management and co-ordination

8.3.1 Ensuring continuous professional development of the Infrastructure Coordination Unit (ICU) staff and other delegated field staff involved in school infrastructure development;

8.3.2 Establishment of a data base of recommended and reputable engineering and architectural project management specialists, suppliers of quality construction materials and pre-qualified construction contractors.

9. Approaches

9.1 In compliance with agreed standards, the Ministry shall explore a range of design options and approaches to the quality delivery of school infrastructure including Solomon Islands traditional designs and other viable alternatives from countries with similar climatic and sociological conditions;

9.2 Approaches will be taken to explore architectural options for the full range of new and rehabilitated school infrastructure to be delivered and assess these against the criteria of cost, feasibility, safety, practicality, durability, sustainability, cultural appropriateness and desirability;

9.3 Engineering structural design calculations and methods will be incorporated into each and every structure to meet both seismic and cyclonic wind loading design requirements. Where appropriate the design will be supported by structural design calculations;

9.4 Collaboration with the MHMS, Development Partners and other stakeholders will result in the most appropriate approaches to providing adequate supplies of safe, potable water and to guaranteeing hygienic treatment and disposal of sewage that comply with agreed minimum standards;

9.5 Appropriate construction contracts will be developed that include the phases and the quality standards of construction, rehabilitation and repair for improved monitoring and timely and satisfactory delivery of school infrastructure;

9.6 Land use planning is to be incorporated into all school infrastructure requirements prior to the allocation of land for the construction of school buildings;

9.8 To achieve infrastructure that meet the minimum standards and requirements of the upgraded designs, an awareness programme will be developed to inform all education stakeholders, especially school communities that are represented by school committees and boards;

9.9 School infrastructure development will include environmental best practice;

9.10 To establish the Ministry as a central repository and authorising body responsible for the co-ordination and oversee of all school infrastructure development;

9.11 The Ministry has the required number of experienced and appropriately qualified staff to ensure adherence to agreed minimum standards and to facilitate timely and satisfactory delivery of school infrastructure.

10. Roles and Responsibilities of Stakeholders

I. National Level

10.1 The **Ministry** has overall responsibility for developing and reviewing of this policy;

10.2 The **Planning, Co-ordination and Research Unit (PCRU)** within the Ministry provides, organises and analyses all school infrastructure data and related data and does research when and where necessary.

PCRU also

10.2.1 Develops, co-ordinates and implements the national school infrastructure plan;.

10.2.2 Collaborates with the Ministry of Lands, Housing and Survey (MLHS) and EAs to register all land that is designated for the establishment of school infrastructure;

10.2.3 Liaises with the relevant Ministries, Development Partners on issues regarding school infrastructure;

10.2.4 Sets, manages and monitors the annual and medium term education work programmes and plans and in coordination with the Accounts Division monitors the budget for the Infrastructure Coordination Unit;

10.2.5 Promotes and supports whole school development planning and the strengthening of school committees and boards.

10.3 The **Infrastructure Co-ordination Unit** (ICU) within the Planning, Co-ordination and Research Unit provides professional engineering and architectural guidance and co-ordination of all school infrastructure development. The unit:

10.3.1 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;

10.3.2 Acts as an asset manager and co-ordinates this activity through links with EA's, inspectors and individual schools;

10.3.3 Manages and co-ordinates all school infrastructure development;

10.3.4 Monitors school infrastructure development;

10.3.5 Provides technical advice and support to the Ministry, EA's and schools;

10.3.6 Facilitates the implementation of the school infrastructure aspects of school development plans.

10.3.7 Facilitates national school infrastructure assessment and the national school infrastructure planning;

10.4 The **Inspectorate Division** comprises individual school inspectors assigned to each province. Inspectors are responsible for monitoring the quality of teaching and learning and in the area of school infrastructure for:

10.4.1 Communicating the most urgent school infrastructure needs to all EA's, the provincial government and the Ministry;

10.4.2 Monitoring and reporting on safety standards and healthy water and sanitation standards at the school;

10.4.3 Monitoring of disaster risk reduction measures at schools;

10.4.4 Monitoring and reporting on the teacher houses provision to local teachers.

10.5 The **Education Infrastructure Committee (EIC)** acts as an advisory body on school infrastructure policy, regulation, quality control and assurance standards. Its role is:

10.5.1 To facilitate and advise the ICU on tendering and contracting processes of all school infrastructure programs including contracts with service providers etc.;

10.5.2 To assist ICU to oversee and monitor the adherence to this Policy Statement and the development and implementation of the National Education School Infrastructure Plan;

10.5.3 To assist ICU to monitor the overall implementation of school infrastructure programs.

10.6 The **National Disaster Management Office** is responsible for co-ordinating, planning, implementing and monitoring all projects aimed at emergency preparedness. Its specific task in school infrastructure is to advise and to collaborate with MEHRD on:

10.6.1 National planning of emergency preparedness and recovery and rehabilitation;

10.6.2 Integration of disaster risk reduction in school infrastructure design, preparation, construction, rehabilitation and repair;

10.6.3 Capacity building in emergency preparedness, disaster risk reduction, recovery and rehabilitation;

10.6.4 Integration of measures for emergency preparedness in architectural and engineering designs of school infrastructure.

10.7 The **Ministry of Infrastructure Development (MID)** acts as a higher co-ordination authority that oversees all infrastructure development and develops, maintains, reviews minimum architectural and engineering standards in Solomon Islands and ensures adherence to overarching regulations and standards.

10.8 The **Ministry of Health and Medical Services (MHMS)** acts as a regulatory and inspection body with respect to water quality and sanitation standards.

10.9 The **Development Partners** that have signed the partnership principles shall on the basis of demand from the Solomon Islands government allocate part of their support to the implementation of this Policy Statement and the National School Infrastructure Plan (to be developed).

II. Provincial Level

10.10 All **Education Authorities** are responsible for:

10.10.1 Participating in and undertaking infrastructure needs assessment and cost analyses;

10.10.2 Planning, budgeting and monitoring infrastructure development according to ministry minimum standards, approved designs and procedures;

10.10.3 Liaising with ICU where necessary to achieve that all school infrastructure is built, rehabilitated or repaired according to minimum standards, approved designs and procedures.

III Community Level

10.11 The **community** is responsible for the following:

10.11.1 Making contributions and paying any legally required fees to support achievement of their School Development Plan regarding school infrastructure projects;

10.11.2 Where authorised by the PCRU/ICU and where required - the provision of skilled and unskilled labour and resources for the building and upkeep of school infrastructure

10.11.3 Provision of land for school expansion or for the establishment of new schools, classrooms and other school infrastructure;

10.11.4 Assisting with the upkeep of the school grounds including pathways, fencing, landscaping requirements, play areas and helping to ensure a safe, clean and healthy school environment;

10.11.5 Supporting the school board or school committee with identifying, planning for specific school infrastructure needs and monitoring during construction, rehabilitation or repair;

10.11.6 Providing up-to-date information on local building materials and service costs and rates;

10.11.7 Aiding with the security of school property.

10.12 The school committee or board is responsible for

10.12.1 Preparing whole school development plans, including school infrastructure development plans with budgets on the basis of up-to-date enrolment and forecasts and current classroom capacity information;

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10.12.2 Maintenance planning, selection and appointment of certain staff members for monitoring and effective management of school assets;

10.12.3 Ensuring that the members of the community assist the school management with the provision of specific local available materials and the upkeep of the school facilities and physical surroundings;

10.12.4 Active involvement where possible in the identification of infrastructure needs, planning, assistance, supervision, monitoring, fund raising and provision of land and resources. Community involvement in construction must meet agreed quality standards;

10.12.5 Ensuring adherence to this policy and in particular that minimum standards are met for the safety of children and teachers, and the durability of the infrastructure.

11. Financing

11.1 The Ministry will undertake cost/benefit analyses of life cycle costs of buildings of new and rehabilitated infrastructure, maintenance and repair and will determine the optimum method and type of construction to be undertaken on a case by case basis.

11.2 The Ministry will set guidelines for medium term recurrent budget allocation for the National School Infrastructure Development Plan (NSIDP). On the basis of recurrent budget baselines and financial forecasts from the Ministry of Finance and Treasury, the Ministry will seek multi-year predictable funding contributions from Development Partners to school infrastructure development in accordance with this policy and the NSIDP.

11.3 Financing of school infrastructure development will be consistent with the principles of partnership. That means that finance comes from varying sources such as the Solomon Island government, Provincial Government, Education Authorities, Development Partners, school fees, contributions and fundraising from local communities.

11.4 The needs and priorities for new infrastructure works and rehabilitation will be determined in advance on a medium term basis drawing on SIEMIS data, specific school infrastructure assessments and provincial and /or EA-information. The cost calculations are made on the basis of nationally agreed standard designs for all types of school infrastructure. These costs will be financed from a combination of recurrent and development budgets.

11.5 From these medium term budgets and costings, annual budgets for new construction, and rehabilitation will be determined as part of the national budgeting process, which include the planning of the specialist human resources needed in the permanent establishment and /or on the basis of contracts.

11.6 School committees and boards shall be responsible for financing small repair and maintenance programmes.

12. Monitoring and evaluation

12.1 This policy statement will be reviewed and revised from time to time or when further policy directions and requirements emerge in the education sector.

12.2 The Performance Assessment Framework (PAF) of the Ministry is the national tool for monitoring progress in the school infrastructure development.

12.3 The Ministry will develop an asset management system through SIEMIS that will keep accurate records of all office equipment in the Ministry, all school infrastructures in the country and offices of EAs and schools that have undergone new construction, rehabilitation, repair and maintenances.

12.4 The Ministry shall conduct regular monitoring tours, surveys, assessments and evaluations of the school infrastructure development and check if sufficient progress is made towards the objectives of this policy.

12.5 All stakeholders shall participate in the monitoring and evaluation of school infrastructure development using specific targets and KPI’s for school infrastructure.

Annex 1. Policy Strategic Framework and Action Plan

	Policy Objective	Strategies	Responsible	Timing
	ACCESS			
1	**Improved planning and monitoring of demand for all infrastructure and related requirements**			
	Policy Objective 1.1 Collection of data about required and available school facilities from SIEMIS.	-Improve SIEMIS-management -Improve return and completion rate of SIEMIS-forms in particular of school infrastructure part -Improve return rate from TVET sub sector -Organise specific infrastructure assessments where needed -Organise feed back of SIEMIS to schools and EAs, in particular on infrastructure current facilities and needs	-SIEMIS-section within PCRU -EA's and schools -TVET-division	2011-2015 2012-2015
	Policy Objective 1.2 Development of forecasts for school infrastructure requirements	-Training of SIEMIS-section and ICU on forecasting needs for school infrastructure on the basis of enrolment and other data	-Training provider	2012-2015
	Policy Objective 1.3 Drafting of a National School Infrastructure Development Plan, 2011-2015 including a budget which is based on NEAP, PEAP and other Ministry policies	-Development of a NSIDP, 2012-2015 based on enrolment estimations and forecasts for infrastructure needs, policy implications and priorities and PEAPs and AWP's from EAs	-MEHRD/ICU -EA's	2012
	Policy Objective 1.4 To assess existing school infrastructure to ensure that they meet the agreed minimum standards.	-Where SIEMIS-data is incomplete or not reliable, select these schools and implement an assessment of school infrastructure meet the minimum standards promoted by this policy. -MEHRD will produce a set of minimum standards in 2011.	-ICU and EAs -MEHRD/ICU	2012 2011

	Policy Objective	Strategies	Responsible	Timing
	Policy Objective 1.5 To develop specific targets and key performance indicators (KPI's) for school infrastructure will be set as a benchmarking tool.	-Develop KPIs for school infrastructure and targets to measure progress -Include these in the PAF and review of SIEMIS-forms.	-ICU -ICU	2011 2011

	Policy Objective	Strategies	Responsible	Timing
	QUALITY			
2	**Timely provision of quality school infrastructure**			
	Policy Objective 2.1 Development of a complete package of school infrastructure documentation including standard designs for all types of school infrastructure incorporating best practices.	-Developing standards designs for all types of school infrastructure -Involve local TA and MID	-ICU -MID and Local TA	2011 2011
	Policy Objective 2.2 Ensuring that all agreed quality standards and the requirements in the planning and delivery of infrastructure development are met.	-Develop minimum standards for the construction, rehabilitation quality, safety etc. and all phases from preparation to final delivery. -Utilise MID-standards and local TA.	-ICU -MID and local TA	2011
	Policy Objective 2.3 Ensuring that the chosen designs and quality standards for school infrastructure shall enhance teaching and learning.	-Integrate experiences from UNICEF's Child Friendly schools concept or other school improvement programmes into designs and drawings for school infrastructure -Utilise expertise from UNICEF, Emergency Architects and others and local TA	-ICU -Local TA	2011 2011

	Policy Objective	Strategies	Responsible	Timing
3	**MANAGEMENT AND COORDINATION**			
	Policy Objective 3.1 Ensuring continuous professional development of the Infrastructure Coordination Unit (ICU) staff and other delegated field staff involved in school infrastructure development.	-Expand ICU to at least 3 qualified permanent staff -Improve recruitment procedure for specialised personnel for ICU and monitoring of performance -Recruit field staff for the supervision and monitoring of school infrastructure projects -See also 2.1 and 2.2; Develop standard designs and minimum standards -Training and capacity building in project, contract, asset and HR-management, disaster risk reduction and sustainable development of school infrastructure through on-line courses, practical field training provided by professional and experienced trainers or firms, field visits etc.	-ICU/PCRU/HRD-division -Local TA -ICU/HRD-division	2012-2015 2011 2012-2015
	Policy Objective 3.2 Establishment of a data base of recommended and reputable engineering and architectural project management specialists, suppliers of quality construction materials and pre-qualified construction contractors.	-Support by IT and/or database specialists	-ICU/PCRU	2012-2015

Annex 2. Background

1. The National Education Action Plan 2010-2012 and the associated longer-term Education Strategic Framework 2007-2012 provide the authoritative source documents for the development of the Solomon Islands school infrastructure policy and guidelines;

2. The three strategic goals in the National Education Action Plan 2010-2012 are:
   - to achieve equitable access to education for all people in the Solomon Islands;
   - to improve the quality of education in the Solomon Islands;
   - to manage and monitor resources efficiently and effectively;

3. Essential to achieving these goals is a commitment to engineer designed, well constructed, safe, hygienic, regularly upgraded, well maintained infrastructure that is fit for purpose and that includes traditional approaches that fit into the cultural context;

4. While the PCRU/ICU of MEHRD will remain the authoritative body for school infrastructure development it is envisaged that the Ministry of Infrastructure Development (MID) may assume the role of the co-ordinating body for education infrastructure development at such time in the future as is deemed appropriate;

5. The National Education Action Plan 2010-2012, the Education Strategic Framework 2007-2015 and the Review of School Infrastructure Approaches, August, 2009 specify the need to keep abreast of infrastructure requirements that will ensure access, equity and the provision of purpose built facilities to provide universal access to education for all Solomon Islanders;

6. The National Education Action Plan 2010-2012 lists as a constraint within the ECE, primary school, junior secondary school, senior secondary school, tertiary and TVET sub sectors the general poor state of infrastructure and states that future directions need to address this. Examples include the following:
   - an insufficient number of classrooms to meet demand, in particular at secondary schools
   - lack of specialised classrooms such as libraries, science laboratories, technical rooms, home economics rooms, special ECE spaces
   - lack of good quality specialised facilities including teacher housing, storage, dormitories
   - poor sanitation
   - poor water supply facilities
   - the deteriorating state of school buildings and grounds in general;

7. 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 therefore utilised their own sets of designs and documentation;

8. Adherence to the use of quality construction materials and to construction quality and safety standards must be promoted and enforced;

9. This policy seeks to ensure that architectural and engineering standards appropriate to the needs of the country are adopted and that project management of school infrastructure delivers facilities that are constructed and maintained at nationally accepted standards;

10. It is necessary to ensure that all school infrastructure is built to acceptable national engineering standards, that engineering design incorporates 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;

11. It should be noted however that even the best engineering design is no protection against the force of a tsunami and that other disaster risk management measures must be taken to mitigate the effects of such events;

12. Other measures to ensure the safety of the school and college communities, such as the construction of fences, pathways, rubbish disposal methods and so on will receive high priority both in the design and construction of school infrastructure and in ongoing maintenance of educational facilities in general;

13. School infrastructure needs to include provisions to ensure that all staff and students have ready access to potable water supplies for drinking and washing and appropriate sanitation services. Minimum standards from MHMS and Solomon Islands Water quality guidelines are recommended. Guidelines from the World Health Organisation (WHO) Guidelines for Drinking Water Quality, 3rd Edition Volume 1 Recommendations and from UNICEF-WASH projects could be used to adapt national guidelines;

14. It is recognised also that school infrastructure development must incorporate an evidence based approach which will incorporate and build upon best practices and lessons learned from national practice and from development undertaken in similar environments. These precepts will be incorporated into architectural and engineering design standards and into associated documentation;

15. This will be achieved through a process of ongoing consultation with major stakeholders in order to adopt designs and documents and to contribute to the modification of such documents to meet future changing needs;

16 Solomon Islands has suffered from the combined effects of earthquakes, tsunamis, cyclones and civil conflict which have impacted heavily on school infrastructure. Such situations call for swift, effective response to lessen the impact of death, injury and suffering and to lessen the broader impact upon school communities;

17. Disaster risk management is recognised as a responsible and co-ordinated means of responding to the effects of force majeure and conflict. Such measures as are relevant and appropriate should be incorporated into education infrastructure design, construction and management;

18. The Ministry will develop its own national education in emergency plans for the education sector as part of the national framework for emergency planning by the NMDO. This education in emergency plan will incorporate mitigation and contingency measures at the school level and includes capacity building to all educational institutions.

Annex 3. Important guiding policy documents and papers

1) MEHRD, Community High Schools Annual Survey 2010

2) Solomon Islands Government, Education Act, Chapter 69 Education Part I Preliminary and Parts A & B.

3) MEHRD, National Education Action Plan 2010-2012, April 2010

4) MEHRD, Education Strategic Framework 2007-2015 (ESF), June 2007

5) MEHRD, Semi Annual Report January-June 2010, July 2010

6) MEHRD, Annual report 2010, April 2010

7) Solomon Islands Government, National Building Code (Draft), 1990

8) MEHRD, Performance Assessment Framework (PAF) 2007-2009, December 2010

9) Lawther, P; Review of School Infrastructure Development Approaches in the Solomon Islands, 2009

10) Solomon Islands Government, Rules for procurement, contracting and government-funded infrastructure

11) MEHRD, Secondary Schools Annual Survey 2010

12) United Nations' Water and Sanitary Hygiene (WASH) documents (Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools, www.washinschools.com).

13) World Health Organisation (WHO) Guidelines for Drinking Water Quality, 3rd Edition 2008 Volume 1, Recommendations

14) MEHRD, School Infrastructure minimum building standards and material specification, November 2011