INDEPENDENT REVIEW

of the

SOLOMON ISLANDS CURRICULUM REVIEW & REFORM PROGRAMME

a component of the

EDUCATION SECTOR INVESTMENT AND REFORM PROGRAMME (ESIRP), PHASE II

Table of Contents

ACRONYMS / ABBREVIATIONS

ADB	Asian Development Bank
AJR	Annual Joint Review
AusAID	Australian Agency for International Development
CCDO	Chief Curriculum Development Officer
CDC	Curriculum Development Centre
CDO	Curriculum Development Officer
CHS	Community High School
CRRP	Curriculum Review & Reform Programme
CSSF	Community Standard for School Financing
DFID	Department for International Development (UK)
EA	Education Authorities
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
ESD	Education for Sustainable Development
ESIRP	Education Sector Investment and Reform Programme
ESP	Education Strategic Plan
ESSC	Education Sector Coordinating Committee
EU	European Union
HDI	Human Development Index
INSET	In-service Education & Training
IST	In-service Training
KLO	Key Learning Outcome
MDG	Millennium Development Goals
MEHRD	Ministry of Education & Human Resource Development
NEAP	National Education Action Plan
NESU	National Examination and Standards Unit
NERP	National Education Reform Plan
NFE	Non-Formal Education
NGO	Non-Government Organisation
NSS	National Secondary School
NZAID	New Zealand Agency for International Development
OBE	Outcomes Based Education
PCRU	Planning, Coordination and Research Unit, MEHRD
PEDP	Primary Education Development Plan
PFNet	People First Network
PIU	Programme Implementation Unit, MEHRD (EU)
PRIDE	Project for the Regional Initiative on the Delivery of Basic Education
PSS	Provincial Secondary School
RTC	Rural Training Centres
SAC	Subject Advisory Committee
SIG	Solomon Islands Government

SICHE	Solomon Islands College of Higher Education
SISTA	Solomon Islands Standardized Tests of Achievement
SPBEA	South Pacific Board for Educational Assessment
SSS	Senior Secondary School
SWAp	Sector Wide Approach
SWG	Subject Working Group
TA	Technical Assistance
TTDO	**Teacher Training Development Office**
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UPE	Universal Primary Education
UNHDR	United Nations Human Development Report
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USP	University of the South Pacific
VTC	Vanga Training College
WB	The World Bank

EXECUTIVE SUMMARY

This report presents the findings of a review of the Solomon Islands Curriculum Review & Reform Programme undertaken during July and August, 2008. The Review has three specific objectives: (1) To assist the MEHRD/CDC in assessing the progress and achievements of the Curriculum Review & Reform Programme (CRRP); (2) To identify areas and activities of the CRRP that need further attention; and (3) To recommend ways to effectively achieve the expected outputs and to increase the sustainability of the CRRP.

Data for this report were collected from reviewing a comprehensive array of SIG/MEHRD, Development Partner and CPR documentation; carrying out a large number of focus group meetings and individual interviews with relevant stakeholders and stakeholder groups in Honiara and Malaita, and discussions with MEHRD officials, NZAID officials, the CDC Director and the Education Sector

The Solomon Islands Government (SIG) through the Ministry of Education and Human Resources Development (MEHRD) is implementing the second phase of an Education Sector Investment and Reform Programme (ESIRP) through a National Education Action Plan (NEAP) 2007-2009 which has the following strategic goals: (1) To provide equitable access to quality basic education for all children in the Solomon Islands; (2) To provide access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people; and (3) To manage resources in an efficient, effective and transparent manner.

A key component of the ESIRP is the review and development of a new, needs-based, culturally relevant and appropriate national school curriculum, aimed at improving access to and quality of primary and secondary curricula while increasing local capacity for the Curriculum Development Centre. The CRRP also emphasises a shift from a curriculum with mainly academic programmes towards a curriculum defined in terms of what learners are expected to know and be able to do, and one that places more emphasis upon practical subjects from the early years of schooling and technical/vocational subject pathways from primary through secondary and into post-secondary education. The move to outcomes-based education (OBE) is signalled as a key pedagogical shift from teacher-centred to student-centred classrooms, as is the need to link subject knowledge in practical ways to students' everyday life experiences.

The curriculum reform plans are presented in two documents: the Curriculum Reform Management Plan 2005-2009 (CRMP), and the Curriculum Review and Reform Project Implementation Document (CRPID), 2004 and involve the development of syllabuses, provision of textbooks and the provision of in-service support to the teachers in the implementation of the reformed school curriculum.. The CRRP is being implemented in two phases. The first phase has a fixed duration of five years, beginning in 2005 and ending in 2009 and covers Classes 1-6 (primary) and Forms 1-3 (junior secondary). The second phase will begin in 2010.

The recent development of a draft National Curriculum Statement, the purpose of which is to "to inform all stakeholders in the education system, and members of the public, about the philosophy, aims and expected outcomes of the school curriculum", encompasses much of the detail contained within the CRMP and CRPID and updates them in light of subsequent education reform documents. In doing so it elaborates basic education principles, curriculum principles and the main features of OBE. It also contains a set of Key Learning Outcomes (KLOs), to which each syllabus and all teaching and learning materials contribute, spelling out the attributes that Solomon Islands young people are expected to have developed through their schooling. Collectively these documents demonstrate an excellent conceptualisation of curriculum reform and a generally realistic understanding of the implementation strategies required. Such lengthy documents, however, do not encourage the development of the wide community understanding and acceptance of the curriculum reform process which will be crucial to its success.

The buildings in which the CDC is housed provide a pleasant workspace which is well maintained. The Primary and Secondary divisions each have open plan offices and conference rooms. New extensions, due for completion shortly, will include a separate office for the Director, a generous library space, kitchen/staff room and open verandah. All CDOs have up-to-date computers with relatively good internet access and adequate software and an efficient maintenance person is contracted and always on stand-by. The establishment of the CDC Library is underway with a quite extensive collection awaiting cataloguing and shelving when the building is ready and shelving provided. There are some concerns in terms of CDC facilities/equipment/ administrative staff. These need to be specified (they are referred to only in a general sense in the IOA) and a costed strategy developed for their provision.

Two long-term technical assistants were appointed to CDC in October 2005 with their main roles being to facilitate the planning, writing, editing and completion of curriculum materials and the delivery of training as determined in the CRMP; and to develop a capacity building programme for the team of CDOs in the knowledge and skills required for ongoing curriculum development and delivery. A comprehensive Capacity Building Programme began in February 2007 and continued until June 2008. Each session was modelled on the outcomes-based teaching and learning approach at the centre of the curriculum reform. Those CDOs who have participated since the beginning of the programme are very affirming of its benefits. The model of capacity building provided could well be utilised in other divisions of the MEHRD. Discussions have taken place with SOE about utilising selected strands in their teacher education programmes (pre-service and in-service) and drawing on CDC officers for their delivery.

Despite considerable slippage in the materials' development schedules as laid down in the CRMP and CRPID, to date, drafts of three new primary syllabuses (Science, Community Studies and Health Education) have been developed (in addition to English and Maths developed under PEDP). At secondary level (Years 7-9), drafts had been completed in Social Studies, Home Economics, Christian Education, Physical Education, Arts and Culture, English, Technology and Health Education. Business Studies, Mathematics and Science were close to completion at the time of the reviewers visit. It would have been advisable to review the curriculum as a whole prior to the syllabus revision in order to discourage subject silos and demands for subject specialist teachers in the junior secondary years The recent SOE decision to produce secondary teachers with double subject majors plus an additional subject

minor is one response to this, and combined with the introduction of Whole School Development processes and effective co-ordination between CDC, TTDO, SOE and the Inspectorate, offers good possibilities for overcoming subject silos through the conscious promotion of a more integrated approach.

Collectively, the syllabus drafts are of a high level, adhere closely to the established format, and indicate a very thoughtful level of engagement with the aims of CRRP. Each syllabus has the potential to be an excellent resource for teacher professional development, pre-service and in-service. Some concerns were noted, however, and it is suggested that in order to strengthen confidence in the syllabuses, an additional quality assurance procedure, external peer review, be put in place before they are published.

The key factor in curriculum reform failure has been identified through research as the failure to provide, or undue delay in providing, aligned teaching and learning resources in sufficient numbers to enable teachers to deliver the new curriculum as required by syllabuses/curriculum statements. The production of high quality teachers' guides (TGs) and students' books (SBs) in the print-runs indicated by the contract between MEHRD and Pearson Education (PE) Australia is an essential strategy towards the success of the CRRP. This involves either the adaptation of existing PE print resources to Solomon Islands' curriculum, a combination of adaptation and rewriting, or the writing of completely new resources, depending on the subject area. CDOs, Subject Writing Groups (SWGs), contract writers and advisors, will need a high degree of co-ordination and team effort if PE deadlines are to be met satisfactorily. It is suggested that the current publication schedule for primary subjects be accelerated by reducing some expectations of CDO writers' work schedules and making the adaptation/development of TGs and SBs their main focus for the next 18 months or so.

Given the 'heavier' content and length requirements and wide range of subject areas involved in adapting/writing junior secondary titles, there seems a clear need for both continuance of the current technical assistants' contracts to enable ongoing support to their specialist subject areas (English/Social Studies and Maths/Science), and additional technical assistance for selected secondary subjects as deemed necessary by the CCDO, TAs and CDOs concerned, according to a materials production timeline determined by them.

The nature and extent of in-service support to schools throughout the country in order to ensure that the shift to outcomes-based education is well understood and that when new curriculum materials get to the schools teachers are able to use them effectively, was seen as a "key issue" by all stakeholders. The Review found that the three-level cascade IST model developed to support the implementation of the primary English and mathematics curriculum, overall has been well planned and organised and its delivery has been generally well received by participants. The results of a pilot 'impact study' indicated that teachers attend closely to the guidance provided in the IST materials and have confidence in their ability to use them appropriately in organizing their classrooms. Mechanisms for the institutionalisation of a continuous and nation-wide monitoring of curriculum implementation at the provincial team, key teacher and zone levels is desirable, though clearly beyond the resources of the CDC alone.

There is a clear need to mobilise additional school-based IST support for curriculum delivery to primary schools throughout the provinces. The MEHRD focus on a Whole School approach to development planning and evaluation leaves open many possibilities for new ways of supporting and monitoring curriculum delivery in primary schools.

The secondary CDOs and advisor developed a plan for 'syllabus awareness' workshops in each province as the means of introducing the newly drafted syllabuses to schools and getting feedback from teachers in the respective subjects. Workshops were held in three provinces covering 50% of all secondary teachers but lack of funding prevented the extension of the workshops to other provinces. Participant teachers from Honiara and Malaita reported positively about the workshops. Especially for the Malaita teachers this was their first professional development experience for many years and they were excited by the opportunity to engage in dialogue about issues of educational importance.

A comprehensive programme of IST to support the curriculum reform at this level is of particular importance to improved quality and equity throughout the Basic Education (Years 1-9) programme and beyond. It is extremely important that the necessary investment is made in the provision of a high quality programme of in-service support to <u>all</u> teachers of Year 7-9 classes and the provision of at least minimal supplies of equipment for practical subjects in every school so teachers can teach them in practical ways.

IST programmes in support of curriculum reform at secondary level need to have a three-fold focus: on raising awareness about the new curriculum philosophy/pedagogy; increasing the level of teachers' academic content (subject) knowledge; and developing skill in the teaching approaches required by the new curriculum. It is the reviewer's suggestion that the current IST strategy be redeveloped so that every junior secondary teacher receives three cycles of professional development covering these three curricula aspects over the three year period of the introduction of the new materials. It is recommended that because of the need for each secondary CDO to be focused on materials development and production during this period, their involvement be restricted to the training of trainers (Key Teachers) in Honiara as each delivery of curriculum materials becomes available.

Current arrangements for managing the CRRP are conducive to neither sustainability in curriculum development and delivery, nor efficiency in co-ordinating organisational aspects of CRRP development and implementation within MEHRD.

Although the CRMP and CRPID refer to a Steering Committee and a Curriculum Implementation Committee the reviewer's consultations indicated that neither of these bodies was in existence. Also referred to in the documents is the National Schools' Curriculum Advisory Board, which was reported to the reviewer as meeting infrequently. It is suggested that given the tight scheduling of curriculum implementation in the next period of time and the importance of monitoring to ensure it is kept on track, quarterly meetings of the Board be scheduled.

Current arrangements for managing the CDC are not conducive to sustainability in curriculum development and delivery. Not having a full-time Director is one disadvantage, and the absence of a substantive CCDO another. A crucial role for continued long-term Technical Assistance will be to provide support and mentoring to CDC leadership in the

general co-ordination, management, and administration of the CRRP. To further promote the sustainability of knowledge/skills transferred though the capacity building programme and on-the-job training, it also is suggested that a position of CCDO Primary be created in CDC.

Subject Advisory Committees and Subject Working Groups are a significant mechanism in the operation of the curriculum reform process. The reviewer's consultations with the teachers involved in SACs and SWGs, and observations of their work in progress, indicated the effectiveness of this strategy in providing an extensive and very active level of participation for, and building the capacity of, a large number of teachers in this very significant educational reform process. It is important that membership of these groups be reviewed prior to the initiation of senior secondary syllabuses to ensure the necessary subject and pedagogical expertise for the development of the dual pathway intended at this level.

It can be predicted that short-term subject specialists will be required for the CRRP's extension into senior secondary education but there should be no need for future long-term technical assistance. It is suggested that a database of subject specialists with a proven record of effective curriculum development experience in the region be established so MEHRD can use its own procurement processes to recruit short-term international technical assistance. It is recommended that the current long-term technical assistant work with the Director and two CCDOs to develop a Transition Strategy that indicates the structures, processes and particular capacity building requirements needed to maximise the benefits of the work to date and ensure their sustainability.

The review's consultation with MEHRD officials found there was insufficient knowledge and understanding of the work going on within CDC. The curriculum is what schools exist to impart. It is central to the workings of the whole schooling system – how well the new curriculum is taught and assessed, and under what physical and material conditions, will do much to determine the life chances of every young Solomon Islander. As the implementation of the new curriculum proceeds it will become more and more important that the implications of other policy changes are addressed in a coherent way. This will require more frequent exchanges of information and sharing of ideas across the various divisions of MEHRD, especially with the TTDO, EU, Inspectorate and SOE.

Some efforts have been made to inform the wider public about CRRP (for example, through a booklet handed out at the recent Trade Show), and no doubt it is realised that these will need to be stepped up once the curriculum implementation is underway. Public acceptance of structural changes within the reforms cannot be assumed because they make good educational sense. For families to accept their young people proceeding through a pathway other than the historically established 'academic' one they will need to be convinced of the potential return for themselves and the nation.

Recommendations

In the main body of this report the following recommendations appear in chronological order (1-22). Here, however, they are clustered into four groups according to the lead organisational responsibility or work areas.

Responsibility	No.	Recommendation
CDC Work, Planning etc	1	That CDC be charged with developing a suitably abbreviated 'Curriculum Overview' containing key aspects of the new curriculum structures and processes for stakeholder dissemination.
	2	That specific needs in terms of CDC facilities/equipment/ administrative staff be agreed and a costed strategy developed for their provision.
	6	That a further quality assurance procedure be put in place before the syllabuses are finalized: that each be sent to an external subject specialist with OBE and curriculum development expertise for review according to CDC criteria
	7	That an acceleration of the current Teacher Guide/Student Book production process be negotiated with Pearson Education, and funded accordingly, so that all primary education materials are in schools by mid 2010.
	8	That Pearson Education be provided with the names of schools/institutions and numbers of each title to be sent to them at the stipulated delivery times so labelled boxes of books arrive in Honiara ready for distribution to schools.
	10	That a timed proposal be developed under the leadership of the CCDO for the recruitment of short-term secondary subject advisors, who will assist in the development of TGs and SB manuscripts for delivery to Pearson Education and thence to Solomon Islands schools at the scheduled times.
	13	That CDC, drawing on the materials used in the capacity building programme and awareness workshops, organises a series of teacher information/discussion sessions on the curriculum reform for radio broadcast.
	20	That the long-term advisor and the CDC director and two CCDOs collaboratively develop a Transition Strategy that identifies the structures, processes and particular capacity building requirements needed to maximise the benefits of the CRRP work to date and ensure their sustainability, and identifies activities necessary for ongoing CRRP developments

Responsibility	No.	Recommendation
MEHRD responsibility /lead	3	That other MEHRD divisions involved in specific aspects of educational reform develop capacity building programmes designed according to the CDC model.
	5	That as the introduction of the new Years 7-9 syllabuses to schools proceeds, the relevant divisions of MEHRD co-ordinate their processes to ensure an integrated approach to curriculum delivery is promoted by the allocation of teachers charged with teaching two-three subjects to the same class at these levels.
	11	That possibilities for institutionalising a continuous and nation-wide system for monitoring curriculum implementation at the provincial team, key teacher and zone levels be explored
	14	That the means of financing the equipment required by every secondary school in order that practical subjects are taught in practical ways be identified so that it is provided to schools before the introduction of Year 7 curriculum in these subjects
	15	That a three-year, two-level junior secondary IST strategy be developed ensuring that every Year 7-9 teacher receives three cycles of professional development through both school-based and subject-specific clusters, and that these be delivered by Key Teachers in each province.
	16	That quarterly meetings of the National Schools' Curriculum Advisory Board be scheduled with CDC Director reports distributed in advance
	17	That MEHRD ensure substantive CDC leadership is in place from the beginning of 2009 so that capacity in the general co-ordination, management, and administration of the CRRP is maximised through support and mentoring by the long-term Technical Assistant
(with CDC)	18	That a CCDO Primary position be established within CDC
	19	That prior to the initiation of senior secondary syllabus development, the membership of SACs and SWGs be reviewed
	21	That the Ministry as a whole, and particularly the ECE, Primary, Secondary and TVET divisions, takes more initiative in closely following and participating in the CRRP including the forthcoming recruitment of the new ECE and TVET CDOs.
	22	That attention be given to a communication strategy that ensures both effective co-ordination between CDC and other MEHRD divisions and optimal public understanding and acceptance of the CRRP

Responsibility	No.	Recommendation
SOE lead	4	That SOE be urged to incorporate aspects of the CDC capacity building programme into their programmes and draw on CDC expertise in their delivery
MERD with Development partners	9	That the current Primary and Secondary advisors be retained either as long-term TA or in scheduled short-term inputs in order to continue their roles in the planning, writing, editing and completion of curriculum materials
	12	That urgency be given to the provision of continuous school-based training and support in effective curriculum delivery to all primary teachers.

INTRODUCTION

This report presents the findings of a review of the Solomon Islands Curriculum Review & Reform Programme undertaken during July and August, 2008.

The Review has benefited greatly from the support, advice and assistance of many people. The Reviewer thanks the CEO and officers of Solomon Islands Ministry of Education and Human Resource Development (MEHRD), in particular the Acting-Director, Curriculum, the staff of the Curriculum Development Centre and all those CRRP participants who gave so freely of their time and shared their insights in the course of the study. Special thanks are due to the Chief Curriculum Development Officer and the Technical Assistants for all their efforts in organising and facilitating the consultation schedule. Particular thanks also to the Chief Education Officer, Malaita, his colleagues at the PEO and the many teachers in Malaitan schools who made time to share their thoughts and experiences with us. Thanks also to NZAID officials (Desk and Post) for facilitating preparation for the fieldwork and for their considerable support throughout the Review process.

Purpose

The overall purpose of the Review is to assess the progress and impact of the project to date, and to make recommendations for the future. The Review has three specific objectives:

- To assist the MEHRD/CDC in assessing the progress and achievements of the Curriculum Review & Reform Programme (CRRP);

- To identify areas and activities of the CRRP that need further attention; and

- To recommend ways to effectively achieve the expected outputs and to increase the sustainability of the CRRP.

Approach and Method

Although the field research component of the assignment was considerably shorter than initially indicated, the support provided to ensure the fulfilment of the Terms of Reference (see Appendix 5) and the willingness of all concerned to make time in their busy schedules to share their knowledge, enabled a review process both appropriately participatory and productive. The programme was as follows:

- Prior to and during the time spent in Solomon Islands a comprehensive array of SIG/MEHRD, Development Partner and CRRP documentation was reviewed (see Appendix 1). A large number of focus group meetings and individual interviews with relevant stakeholders and stakeholder groups in Honiara and Malaita were undertaken between July 10 – 25th (see Appendix 2). Initial discussions with MEHRD officials, NZAID officials, the CDC Director and the Education Sector Coordinator enabled the identification of key issues in the CRRP.

- A collective meeting of all available CDOs, followed by separate primary and secondary meetings, enabled the early exploration of issues concerning the various aspects of the CRRP. These were followed up with individual interviews with the twelve available CDOs. (The Agricultural Science officer was absent throughout the reviewer's time in Honiara).

- The primary and secondary Technical Assistants were interviewed together and separately, and consulted as necessary throughout the visit.

- Time was spent with the Technology Subject Working Group, Secondary Social Studies contract writers and with teachers at St Nicholas' School whose involvement in the CRRP included membership of Subject Advisory Committees and/or Subject Working Groups, and as contract writers and school curriculum coordinators.

- Curriculum materials produced to date were reviewed; questions/concerns were raised with those responsible for their production, and plans for ongoing curriculum materials production were reviewed and clarified as necessary through individual interviews with CDOs and TAs.

- Very useful meetings were held to discuss the linkages and impacts of the various on-going reform programmes across the education sector at SOE/SICHE and NESU offices, and at MEHRD. The Director of the Inspectorate and Chief Inspector, Secondary, Directors/Education Officers from Secondary, ECE, TVET and Primary divisions were in attendance.

- A visit to Malaita enabled extended dialogue with officials at the Provincial Education Office, along with visits to a provincial secondary school, a community high school and three primary schools, including one involved in the SICA/Oxfam pilot project. Teachers involved in both the Primary INSET and recent Secondary Syllabus Awareness and Feedback workshops were met. Being accompanied by the Acting-Chief Curriculum Officer provided an excellent opportunity to clarify uncertainties relating to the curriculum reform process.

- Attendance at the Annual Joint Review for the final two days of the reviewer's visit was a much appreciated opportunity to fill many knowledge gaps of sector wide issues and developments.

BACKGROUND TO THE CURRICULUM REFORM

The Development Context

Solomon Islands, the third largest archipelago in the Pacific Islands region, has a total land area of 27,990 km² within an exclusive economic zone of ocean covering 1.34m km²; it is made up of 992 islands. With terrain ranging from ruggedly mountainous islands to low-lying coral atolls, the country stretches in a 1,450-kilometre chain southeast from Papua New Guinea across the Coral Sea to Vanuatu. The country is located between latitudes 5-12° South, 3500 km NW of Wellington, New Zealand and 2000 km NE of Brisbane, Australia (ADB, 2007; MFAT, 2007; World Bank, 2005).

The six main islands of Choiseul, New Georgia, Santa Isabel, Guadalcanal, Malaita and Makira have rain forested mountain ranges, deep narrow valleys, and coastal belts lined with coconut palms and ringed by reefs. The smaller islands are atolls with raised coral reefs and lagoons. These features impact substantially on logistics and communication and can affect the effective delivery of services such as education throughout the country.

The country comprises diverse cultures, languages, and customs. About 120 vernacular languages are spoken. The official language of instruction in schools, administration and commerce, however, is English; the *lingua franca* is pijin.

The population is approximately 566,000 (CIA, 2007), with an estimated growth rate of between 2.7 and 3.1% per annum. This is the highest population growth rate in the region, and one of the highest rates in the world. Approximately 85% of Solomon Islanders live in rural areas, which are still largely subsistence, although they are both increasingly influenced by and have the desire to join the cash economy. In 2004, 41% of the population was reported to be under 15 years and over half to be under 19 years (NZAID, 2007; UNDP, 2006a). According to the 1998 national census only 57% of 5-14 year olds attended school, although this percentage has increased in recent years with the change in government policy towards free primary education, in line with the Millennium Development Goals.

Eighty seven percent of the land area is under customary tenure with the majority held by clans, tribes and kinship groups (Pollard, 2005: 156). Land holdings include *tambu* (sacred) sites that represent the history of people's clans, lineage and society in general, making land an important link between the living and their ancestors. Land ownership is thus fundamental to individual and group identity, and a source of political and economic power, as well as tension (Wale & Baeanisia, 2003). Self sufficiency and self reliance are facilitated by access to land and the kinship system, and largely protects people from absolute poverty. However, while resource-management regimes are community-based and participatory, their disparate nature creates difficulty in ensuring a national, sustainable, basic supply of food for all.

Poor rural public services and limited employment or cash-generating opportunities have driven rapid urbanisation. This, together with a national development emphasis focussing on Honiara and its environs, has made North Guadalcanal a magnet for inter-island migrants, especially from the neighbouring island of Malaita. Honiara's population is now estimated to be approximately 55,000 (FCO, 2007).

The recent ethnic conflict on Guadalcanal has devastated the national economy, and traumatised many who were affected by it. The nation and its education system have thus been urged to look critically at the situation and plan for the future. Many people believe that the values and attitudes promoted through the 'westernisation' of Solomon Islands society, and in particular by the education system, have been a root cause of the conflict. Although this is debatable, there is general acceptance that the current education system has increased tensions within communities, especially between younger people and their more conservative and traditional elders, by its promotion of and focus on economic advancement. The education system is seen by many as being unconnected to the social and cultural values on which Solomon Island communities and society are based (Pollard, 2005). Such views pose great challenges to the government and the Ministry of Education and Human Resources Development. The recognition that education has a key role to play in preventing conflict in the future and building lasting peace and stability has underpinned the undertaking of a systemic review and reform of the education sector.

The Education Context

The present education system is responsible for ensuring the operation and development of schools across the Solomon Islands. It manages 506 primary schools with a student enrolment of 103,175 and a teaching establishment of nearly 4,000; and 175 secondary schools with a student enrolment of 27,435 and a teaching establishment of almost 1,000 (PAF-data, 2007). The vision of the education system is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. It therefore aims to promote a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life.

The major challenges and issues facing the Solomon Islands education system since the 1990s are to maintain the delivery of education services by providing equitable access to quality education (ECE to Tertiary) for all children throughout the country, and to manage resources in an efficient and transparent manner. These challenges are also linked to the global international goals (Millennium Development Goal 2 and EFA Goals) for education and to the broader regional context in the Pacific, in particular achieving access to universal basic education for all Solomon Islands children. The target date set by the Solomon Islands Education Strategic Framework (2007-2015) is therefore aligned and is consistent with the target date of 2015 by the Millennium Development Goals and the UNESCO sponsored *Asia and Pacific Regional Framework for Action: Education for All*. The national strategic goals are also linked to the regional goals for education adopted by the Pacific Islands Education Forum Basic Education Action Plan

A further initiative in recent years has been the move to have greater input by the key stakeholders in planning of the education system. This has led to the development of Provincial Education Action Plans (PEAP) for the ten Provinces (including Honiara city) that started in 2004. The outcomes, recommendations and agreements that emerged from the ten provincial education action plans were synthesised and incorporated into the National Education Action Plan (NEAP) 2007-2009, a national planning document that reflects the general needs of all provinces and needs specific to individual provinces. The Solomon Islands Government (SIG) through the Ministry of Education and Human Resources Development (MEHRD) intends to fulfil the vision as stated in the NEAP 2007-2009, with the following strategic goals:
- To provide equitable access to quality basic education for all children in the Solomon Islands;
- To provide access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people; and
- To manage resources in an efficient, effective and transparent manner.

The overarching goal is to provide universal access to basic education for all children by 2015, and improved access to technical and vocational education and training. In the Solomon Islands, basic education refers to the first ten years of formal education: from the preparatory year, through Standards 1 to 6 in the primary school (Years 1-6), and including Forms 1 to 3 in the junior secondary school. It may also include similar programmes offered elsewhere at similar levels for out-of-school youth and adults.

To achieve these national goals, the MEHRD has undertaken the refocusing of education sector expenditure on providing services at primary and junior secondary schools. Six immediate key strategies have therefore been developed as a focus for the period 2007 to 2015. These include:

- To develop and implement a programme of human resource development capacity building;
- To improve the implementation of grants to support school operations;
- To develop an improved school infrastructure;
- To deliver effective teacher training and development;
- To support a programme of Curriculum Reform and Development;
- To improve access to the quality and delivery of tertiary education.

In effecting the above strategies, the MEHRD, with support from its development partners the European Union (EU) and New Zealand (NZAID), through the Education Sector Investment and Reform Programme (ESIRP) has embarked on implementing a Sector Wide Approach (SWAp), which reflects both medium and longer term planning and policy issues of the national education system. The first phase of ESIRP was developed in 2004 to implement the Education Sector Plan 2004-2006 (ESP). ESIRP I provided the framework for the governance, implementation, monitoring and review of a sector-wide approach to education development and described the broad nature of SIG, EU and NZAID inputs for the ESP. The ESP and the first phase of ESIRP expired in 2006, and MEHRD, with the help of development partners, developed an Education Sector Framework, 2007-2015. This and the NEAP provide the basis for ESIRP II 2007-2009.

A major programme of curriculum reform is being undertaken through and by the Solomon Islands Curriculum Development Centre (CDC), a division of the MEHRD.

OVERVIEW OF THE CURRICULUM REVIEW & REFORM PROGRAMME (CRRP)

Central to the developments outlined above is an overall education reform programme that is aimed at increasing access to culturally appropriate teaching and learning for all students and raising the standards of Primary, Secondary, Technical and Vocational Education and Training (TVET), and Tertiary Education in Solomon Islands. A key component of the reform process is the review and development of a new, needs-based, culturally relevant and appropriate national school curriculum, aimed at improving access to and quality of primary and secondary curricula while increasing local capacity for the Curriculum Development Centre. It also emphasises a shift from a curriculum with mainly academic programmes, and those defined in terms of content, towards a curriculum defined in terms of what learners are expected to know, be able to do and/or appreciate, and one that places more emphasis upon practical subjects from the early years of schooling and technical/vocational subject pathways from primary through secondary and into post-secondary education.

The CRRP involves the development of syllabuses, provision of textbooks and the provision of in-service support to the teachers in the implementation of the reformed school curriculum. These curriculum reform plans are presented in two documents: the Curriculum Reform Management Plan 2005-2009 (CRMP), and the Curriculum Review and Reform Project Implementation Document (CRPID), 2004. The CRRP is being implemented in two phases. The first phase has a fixed duration of five years, beginning in 2005 and ending in 2009 and covers Classes 1-6 (primary) and Forms 1-3 (junior secondary). The second phase will begin in 2010. (See Appendix 3 for the aims of the Curriculum Reform and priorities for the period 2005-2009).

The Curriculum Framework

The term 'curriculum framework' is used within the CRPID to refer to revision and development of syllabuses, teachers' guides and students' books to support the new curriculum. No specific document entitled a 'Curriculum Framework' in the accepted sense was developed to indicate the nature and form of the reformed curriculum and to guide the curriculum review and reform programme. However, the CRMP and CRPID together established a clear framework for the development of the new curriculum. The aims, rationale, purpose, timeframe, under-pinning principles, organisational structures and strategies for implementation, are well conceptualised and spelt out.

As is the function of a curriculum framework, these key documents include clear statements intended to ensure that what is taught in schools is consistent with the national educational vision and mission and linked closely to the wider education reform process and national developmental goals. Of particular note are the recognition of the importance to curriculum and wider education reform of core social and cultural values, and the important stabilising role of rural, village communities. The emphasis on basic education needing to be re-anchored in the community and to prepare young people to become effective and responsible citizens speaks to national and provincial education and development needs while reflecting commitments to international targets such as Education For All and the Millennium Development Goals. Basic Education is clearly defined and indicated as the focus of the first phase of the CRRP.

Other key aspects of a curriculum framework are also detailed in these documents, such as the most appropriate means of teaching and learning the knowledge, skills, attitudes and values contained within the curriculum. The move to outcomes-based education (OBE) is signalled as a key pedagogical shift from teacher-centred to student-centred classrooms, as is the need to link subject knowledge in practical ways to students' everyday life experiences.

The recent development of a draft National Curriculum Statement takes the notion of the 'Curriculum Framework' further in indicating its purpose as "to inform all stakeholders in the education system, and members of the public, about the philosophy, aims and expected outcomes of the school curriculum". This very comprehensive document encompasses much of the detail contained within the CRMP and CRPID and updates them in light of subsequent education reform documents (e.g. the NEAP). In doing so it elaborates basic education principles, curriculum principles and the main features of OBE. It also contains the Key Learning Outcomes (KLOs) to which each syllabus and all teaching and learning materials contribute. The KLOs fulfil another key expectation of a Curriculum Framework in

spelling out the attributes that Solomon Islands young people are expected to have developed through their schooling. They have been developed and phrased carefully to include attributes of significance to future adults in the Solomon Islands context and those required globally. Also included are the outcomes for each level of schooling and for each subject. Thus another of the key purposes of a curriculum framework - to promote a coherent view of how each subject contributes to the totality of knowledge, skills, attitudes and values young people develop through their years of schooling – is addressed.

The former two documents demonstrate an excellent conceptualisation of curriculum reform and a generally realistic understanding of the implementation strategies required, which the National Curriculum Statement draws on and elaborates to fulfil the key requirements of a curriculum framework. That these were developed by Solomon Islands educators, through consultation with Solomon Islands educators, with only limited input by external consultants, is to be commended. However, although each document can justify its 50+ pages, such lengthy documents do not encourage the development of the wide community understanding and acceptance of the curriculum reform process which will be crucial to its success. A worthwhile development would be a 'Curriculum Overview' of no more than 10-15 pages to provide a summary document for stakeholder information.

Recommendation 1: That CDC officials be charged with developing a suitably abbreviated 'Curriculum Overview' containing key aspects of the new curriculum structures and processes for stakeholder dissemination.

The CDC Work Environment: Facilities and Equipment
The buildings in which the CDC is housed provide a pleasant workspace which is well maintained. The Primary and Secondary divisions each have open plan offices and conference rooms. Renovations are underway which will provide a third area comprising two separate rooms – one large, one small – and one space at the top of the stairs which can be used for meetings. The new extensions, due for completion shortly, will include a separate office for the Director, a generous library space, kitchen/staff room and open verandah. However, a concern is that the present offices will not easily accommodate the four new CDOs expected to be appointed in the near future (two in TVET, one in ECE and a replacement Business Studies specialist).

All CDOs have up-to-date computers with relatively good internet access and adequate software. An efficient and obliging maintenance and advice person is contracted and always on stand by. The server and networking facilities are often inefficient and overloaded, and frequent power failures lead to printers or server goes off, thus needing external assistance to re-boot. The view of the long-term technical advisor is that a new networking system is needed as is the proposed standby generator.

The establishment of the CDC Library is underway with the following collection awaiting cataloguing and shelving: about 180 general educational and subject reference books; 50 Pacific titles from Institute of Pacific Studies at USP; 50 "development" titles from New Internationalist; 600 children's library books from Pearson (similar to books sent to all secondary schools). In addition to these titles, subscriptions have been made to a number of journals/periodicals including New Internationalist; Islands Business; Australian Curriculum

Studies Association; Australian Science Teachers Association. The Library itself will be housed in the new extension which should be ready by end of this year. Because no shelves were included in the original design, these will have to be ordered. A significant concern is monitoring the collection to ensure minimal loss and the suggestion is that a staff member who can act as "librarian" should be permanently located in the library.

The Printery next door to CDC suffers from fairly old equipment, some broken down or in need of maintenance and could not cope if CDC needed to produce a significant amount of material. With some repair and renovations it should be able to produce the materials that do not come with the Pearson Education project. It has not kept up with the demand for the reprint of present texts as an interim measure while await the delivery of materials through Pearson.

Recommendation 2: That specific needs in terms of CDC facilities/equipment/ administrative staff be agreed and a costed strategy developed for their provision.

The CDC Capacity Building Programme

Two long-term technical assistants, the Primary Education Curriculum Development Advisor and the Secondary Education Curriculum Development Advisor, were appointed to CDC in October 2005. According to their Terms of Reference their main roles were: to be involved immediately in the planning, writing, editing and completion of curriculum materials and the delivery of training as determined in the CRMP; and to develop a capacity building programme for the team of CDOs in the knowledge and skills required for ongoing curriculum development and delivery. Although the CDO team members are generally well-qualified and experienced as teachers (primary, secondary, tertiary), and some had completed undergraduate courses in curriculum topics and/or worked alongside external consultants on a previous curriculum project (PEDP), none had been trained in curriculum development to the extent required by the CRRP. Thus the priority given by the two advisors to the development of an in-depth and comprehensive 14 strand capacity building programme tailored to the needs of the CDO team (see Appendix 4a & b for an outline of the whole programme and outlines of selected strands). This was based on the self-evaluated competency profiles each CDO completed covering 25 key areas of curriculum development expertise.

The Capacity Building Programme, involving a total of 130 contact hours and additional preparation and follow-up time for CDOs, began in February 2006 and continued until June 2008. Each session was modelled on the outcomes-based teaching and learning approach at the centre of the curriculum reform, and incorporated a variety of delivery modes supported by selected readings and activities. They were initially sequenced according to the needs required by each stage of the curriculum development cycle, as laid down in the CRMD, and reordered as necessary to provide the skills, insights and competencies required to address immediate needs, particularly those required for the development of teaching/learning materials. On-the-job mentoring and supervision by the advisors ensured that the learning provided through formal sessions at each stage of the curriculum development cycle, was reinforced through practice.

Those CDOs who have participated since the beginning of the programme are very affirming of its benefits, offering comments such as:

- "excellent –really appreciated the sessions because they were parallel to the process we were going through, e.g. how to develop the criteria for judging overseas curriculum materials";
- "the theory-in-practice approach made a whole lot of difference – learning about curriculum at Uni. went right over my head – but this has led to a lot of reflection about my previously unconscious learning during the PDEP";
- "eye-opening in that we had written books and done in-service training before but no-one had made us aware of the learning involved";
- "very helpful – applies directly to the work we are doing for syllabus and books. I took a curriculum course at USP but it was all theory – now I have looked at many syllabuses from overseas and feel confident about combining global and local material";
- "a golden opportunity to use theoretical knowledge and apply to local context – develop relevant and Solomon specific material –at USP everything related to the whole region";
- "very useful – breaks the overall process down into skills needed at the time – wish I'd had training earlier".

As seen in Appendix 4 (c & d), the reviewer undertook post-tests with the available CDOs as a means of ascertaining their self-evaluations of competency levels following the intensive training received (through the programme and on-the-job). Although the sample is small (six primary and seven secondary CDOs) and no attempt has been made to compare the pre- and post- testing, or to carry out in-depth analysis as for the pre-test, some findings can be generalised:

Primary CDOs
- 83% of primary respondents ranked most competencies between 4 and 5 indicating they generally felt confident in applying their experience of teaching in a variety of schools and identifying the elements of the curriculum process.
- 83 - 100% of respondents rated the competencies [4, 5, 7-12, 18,] between level 3 and 4: These items were largely concerned with interpreting the curriculum, developing resources and creating an effective classroom learning environment, including indicators of achievement. They also felt reasonably competent at sharing knowledge through in-service workshops and training schemes.
- While three respondents felt that they had no ability to "Organise effective SAC meetings" this was because they had not been required to, as was the case for the two who recorded zero for being able to "Structure the topics and skills of a syllabus as a work and time planning scheme for the teacher".
- Item 15 (incorporating a variety of assessment modes) attracted a response spread of 1-4, and item 14 (sequencing learning experiences coherently) a spread from 1-5. Similar results were found for competence in ICT and using recognised criteria to judge the quality/appropriateness of learning materials. These results indicate that for some primary CDOs (those ranking 1-2) each of these areas need to be further investigated and supported.

Secondary CDOs
- Of the seven secondary respondents, 71-86% of them ranked the majority of items in the range of 3-4.
- Four were fairly confident (ranked 4) that they could apply previous experience to new situations and two were very confident (ranked 5) that they could present learning programmes effectively and/or write specific learning outcomes.
- A spread of responses were received for items 7 and 11 (1-5) indicating that there is a wide range of ability in specific subject skills and English clarity. Specific support in these areas may be required.
- In almost every case there was at least one respondent who ranked a competency with a one or zero, indicating some weakness in all areas. It can be assumed that these rankings are from recently appointed members of the CDO team.

While not all CDOs have been as committed to the programme as they could have been and those who have been recently appointed are having difficulty catching up on what they missed, the programme itself is extremely well conceived and structured and could well serve as an exemplar for curriculum reform programmes throughout the region.

The model of capacity building provided - the identification of the essential competencies/skills required by the planned reform, the competency profiles developed through a self-evaluation of those tasked with the reform, analysis of the profiles in order to identify priority training needs, and the development of a systematic programme to address these through a variety of delivery modes – could well be utilised in other divisions of the MEHRD. It is suggested that, given the necessary time, the primary advisor could assist in the development of similar programmes elsewhere in MEHRD.

The sustainability of the programme is enhanced by the substantive and efficiently collated documentation for each strand. Hard copies of readers, averaging 30-35 pages though varying between 20 and 60 pages depending on how many sessions are included in each strand, include original material and extracts from other sources. The complete set is filed in CDC and easily accessible for ongoing reference, and a complete e-record of the programme has also been filed.

Discussions have taken place with SOE about utilising selected strands of the programme in their teacher education programmes (pre-service and in-service) and drawing on CDC officers for their delivery.

Recommendation 3: That other MEHRD divisions involved in specific aspects of educational reform develop capacity building programmes designed according to the CDC model.

Recommendation 4: That SOE be urged to incorporate aspects of the CDC capacity building programme into their programmes and draw on CDC expertise in their delivery.

CURRICULUM MATERIALS: PROGRESS TOWARDS EXPECTED OUTPUTS

It is not surprising that there has been considerable slippage in the ambitious materials' development schedules as laid down in the CRMP and CRPID. Producing well written teaching and learning resources at any level of schooling requires both a high level of subject and pedagogical knowledge, and skill in translating these into well-designed documents. While a background in teaching can provide the former, the latter can be developed only through solid professional development, support and feedback processes, and availability and proficiency in the use of essential technology. Establishing the necessary working conditions and processes is time-consuming. The fact that much of the painstaking work in materials development is done by teachers and others already in full-time employment also explains the slippage.

The Syllabus Development Process

At the time the two advisors took up their positions at CDC in October, 2005, the curriculum review had been underway for over a year, having begun with revision and redevelopment of the existing primary and junior secondary syllabuses. This process was led by the few staff in CDC positions and subject advisory committees (SACs) made up mainly of teachers from Honiara and nearby. A shift of focus to OBE was recommended by the Dawson Report in early 2005 and subsequently formalized in the CRMP. Further to this shift was the development of a TVET policy calling for more emphasis on practical and vocational subjects throughout the school curriculum. At this point further CDO appointments were made; the increased complement of CDC staff and SACs were directed to again revise all syllabuses, this time in line with OBE. Because of this directional change the advisors considered it advisable to continue with the processes already in place. Therefore, much of the initial period of technical assistance went into deepening CDO and SAC understandings of OBE, and developing a comprehensible format for all syllabuses.

To date, drafts of all three new primary syllabuses – Science, Community Studies and Health Education – have been developed (in addition to English and Maths developed under PEDP). At secondary level (Years 7-9), drafts had been completed in Social Studies, Home Economics, Christian Education, Physical Education, Arts and Culture, English, Technology and Health Education. Business Studies, Mathematics and Science were close to completion (at the time of the reviewer's visit). The delay in the first of these was due to no CDO expertise in that area (an appointment has since been made) and the syllabus was the work of the SAC; for the latter two subjects, delays were due to recent CDO appointments and therefore a lack of capacity in curriculum development, OBE etc, and/or insufficient subject knowledge. The primary advisor's expertise in these subject areas enabled him to provide feedback and monitor further developments. The Agriculture syllabus was close to completion, but the prolonged absence of the CDO concerned had held things up.

In hindsight, it would have been advisable to review the curriculum as a whole prior to the syllabus review. The current structure, especially for Forms 1-3, encourages subject silos and gives rise to demands for subject specialist teachers that are becoming increasingly difficult to meet, given the proliferation of Community High Schools. At these class levels in many countries a more integrated teaching/learning programme is implemented where core subjects are taught by the same classroom teacher. Such an approach would have been more

consistent with the CRRP intent for an integrated approach to curriculum development. The recent SOE decision to produce secondary teachers with double subject majors plus an additional subject minor is in direct response to the diverse teaching demand of the junior secondary curriculum in small schools. This initiative combined with the introduction of Whole School Development processes and effective co-ordination between CDC, TTDO, SOE and the Inspectorate, offers good possibilities for overcoming subject silos through the conscious promotion of a more integrated approach, in the medium-term. Increasingly the allocation of teachers to Year 7-9 classes would need to be based on the expectation that each class at these levels would be taught three subjects by its form (or home-room) teacher according to an integrated programme, and as far as possible have the same teachers for more than one of the remaining subjects.

Recommendation 5: That as the introduction of the new Years 7-9 syllabuses to schools proceeds, the relevant divisions of MEHRD co-ordinate their processes to ensure an integrated approach to curriculum delivery is promoted by the allocation of teachers charged with teaching two-three subjects to the same class at these levels.

Collectively, the syllabus drafts are of a high level, adhere closely to the established format, and indicate a very thoughtful level of engagement by their developers – quite an achievement when working as a team. The detail on learning outcomes, indicators and assessment events for each strand at each year level (for primary 1-6; for secondary 7-9) is preceded in each case with: the subject rationale, aims and structure; strand statements (usually 5-6); a subject processes and skills table; lists of how the subject contributes to the KLOs and how the subject relates to other curriculum subjects; a subject assessment programme; a subject time allocation & learning programme planner; and reporting information. A list of teaching and learning resources for the subject and a glossary of terms follows the strand/level detail. Each syllabus has the potential to be an excellent resource for teacher professional development, pre-service and in-service. The syllabuses for primary and secondary Health Education, a new curriculum subject, are noted particularly for their "cutting-edge" approach and content. If implemented as intended, this subject should have significant impact.

The reviewer had neither the time not the expertise to evaluate each syllabus. Some concerns were noted, however:
- there was a disconnect in the level of language used between the primary and secondary Social Studies syllabuses; for example, in how each expressed its contribution to the KLOs (the conceptualizing/expression at primary was considerably more difficult than at secondary);
- both the Technology and Arts & Culture syllabuses use a level of language that could well pose difficulties for teachers at the respective levels and diminish their value as professional development resources;
- the Technology syllabus demands a wide range of resources that most schools probably cannot provide – some arrangement whereby schools can offer options (beyond those already made between the 'core' and 'advanced' courses) is recommended.

As indicated in Appendix 5, in addition to the syllabus awareness workshops (see below) all secondary teachers have been given the opportunity to complete an evaluation on each new syllabus for the subject(s) they teach and provide feedback to CDC. This is commendable. However, it is suggested that in order to further strengthen confidence in the syllabuses, an additional quality assurance procedure be put in place before they are published. This is to send the subject syllabus(es) to an external subject specialist with OBE and curriculum development expertise for review. A possible set of criteria for this is included as Appendix 4. In the interests of developing CDC/SOE collaboration further, and drawing on external expertise with Solomon Islands knowledge, it may be advisable to employ Waikato University people to carry out the reviews. The contracted assignment for each syllabus should be no more than two days (time to read the draft National Curriculum Statement, consider the syllabus as a suitable reflection of this and in terms of the criteria provided, and prepare a 1-2 page report) with a turnaround time of no more than two weeks. Immediate attention to this and recruitment of appropriate reviewers by working through the Waikato University director of the SOE partnership programme should ensure a minimal time delay in finalising the syllabuses.

Recommendation 6: That a further quality assurance procedure be put in place before the syllabuses are finalized: that each be sent to an external subject specialist with OBE and curriculum development expertise for review according to CDC criteria.

Teacher Guides & Student Books: The Pearson Plan & Technical Assistance Needs

The key factor in curriculum reform failure has been identified through research as the failure to provide, or undue delay in providing, aligned teaching and learning resources in sufficient numbers to enable teachers to deliver the new curriculum as required by syllabuses/curriculum statements. This is especially crucial where the reform involves a fundamental shift in pedagogy and when teachers are under-qualified and/or untrained. The production of high quality teachers' guides (TGs) and students' books (SBs) in the print-runs indicated by the contract between MEHRD and Pearson Education (PE) Australia is an essential strategy towards the success of the CRRP. Although a large investment in financial terms, when one calculates the per book outlay (approx $AU10.50) for a four colour publication of an average length of around 200 pages the value for money is clear. The research and thinking behind this strategy of either the adaptation of existing PE print resources to Solomon Islands' curriculum, a combination of adaptation and rewriting, or the writing of completely new resources, depending on the subject area, has led to a well-founded optimism among teachers about their ability to deliver the new curriculum in ways that promise much more interesting classroom experiences for students.

In order for this optimism/promise to be fulfilled, however, there is still very extensive effort required by CDOs, Subject Writing Groups (SWGs), contract writers and advisors, if PE deadlines are to be met satisfactorily. Observations are that there is more rewriting and original writing going on than adaptation, that particularly for the secondary level books editing needs are more than the TA can provide prior to chapters being sent, and that the current CDC busyness will continue for a number of years yet.

This is not the case for primary class materials. All primary materials are planned to be completed by 2012. The TGs and SBs to support the three new primary syllabuses at Year 4 are expected to be in schools by the beginning of the 2009 school year; at Year 5 by 2010; and Year 6 by 2011. Delivery of all of the Teachers Guides for Years 1, 2 and 3 is planned by 2012 with SBs for Years 3, 5 and 6 to be delivered from 2010-2012. It is suggested that the publication process for primary subjects be accelerated by reducing some expectations of CDO writers' work schedules and making the adaptation/development of TGs and SBs their main focus for the next 18 months or so.

Recommendation 7: That an acceleration of the current TG/SB production process be negotiated with Pearson Education, and funded accordingly, so that all primary education materials are in schools by mid 2010.

Another area needing attention is the distribution of books to schools once the book production/delivery process is in full swing. In order to avoid another layer to the multiplicity of tasks CDC staff members already attend to, there will need to be a smooth distribution of multiple copies of multiple titles of books to schools.

Recommendation 8: That PE be provided with the names of schools/institutions and numbers of each title to be sent to them at the stipulated delivery times so labelled boxes of books arrive in Honiara ready for distribution to schools.

Given the 'heavier' content and length requirements and wide range of subject areas involved in adapting/writing junior secondary titles, there seems a clear need for additional technical assistance for the secondary division. The situation at the time of the reviewer's visit was such that it appeared unlikely that Year 7 TGs and SBs would be ready for classroom use at the beginning of 2009, as the manuscripts for most of them would not be developed to the point required by PE until late '08/early '09. Because the secondary advisor's time is taken up with providing editing and feedback to a wide range of subjects, many of which he claims no expertise in, he is not able to provide the extent of support he could be giving to the two important subject areas he has first-class expertise in – English and Social Studies – and possibly Agriculture, an area in which he has been involved developing curriculum for the Rural Training Centres. The primary advisor's very hands-on guidance in secondary Mathematics and Science is also essential to continued developments in these important subject areas. It is envisaged that with a more focused programme of one-to-one support to the writers in the subject areas the adaptation process for Years 8 and 9 could proceed more quickly in the relevant subjects (e.g. Maths, Science) than scheduled. Where manuscripts are being developed from scratch (Social Studies) or substantially rewritten (English) this is not likely.

Recommendation 9: That the current Primary and Secondary advisors be retained either as long-term TA or in scheduled short-term inputs in order to continue their roles in the planning, writing, editing and completion of curriculum materials.

It is suggested that short-term technical assistance be provided in other secondary subjects for which student books are being adapted/written as deemed necessary by the CCDO, TAs and CDOs concerned, according to a materials production timeline determined by them.

<u>Recommendation 10:</u> That a timed proposal be developed under the leadership of the CCDO for the recruitment of short-term secondary subject advisors, who will assist in the development of TGs and SB manuscripts for delivery to Pearson Education and thence to Solomon Islands schools at the scheduled times.

TEACHER IN-SERVICE TRAINING FOR CURRICULUM DELIVERY

The reviewer has read with interest the recently undertaken *Distance and Flexible Learning for Teacher Education* report. The nature and extent of in-service support to schools throughout the country in order to ensure that the shift to outcomes-based education is well understood and that when new curriculum materials get to the schools they are well looked after and teachers are able to use them effectively, was seen as a "key issue" by all stakeholders consulted for the CRRP review. Clearly there are many possibilities for synergistic developments in the provision of curriculum-focussed professional development to in-service teachers by DFL field-based mode, and for the incorporation of the new curriculum materials (teacher and student) into these and the SOE/Waikato pre-service and TIT programmes through the process of conversion into DFL-friendly modes.

The report indicates that the delivery of a DFL TIT programme to untrained teachers should be first priority and should be implemented over the next 2-3 years. This makes sense. SOE managers explained to the reviewer that their focus must be on pre-service and credentialed in-service programmes thus the impossibility of them committing time to in-servicing the new curriculum.

Therefore, given the immediacy of CRRP in-service needs – i.e. the introduction of the new OBE curriculum in 2009 and 2010 to all primary/junior secondary schools and teachers – and other demands on CDC staff if the materials production process is to proceed as planned, it is necessary at this point to consider CRRP IST strategies in the short-term. For the primary CDOs and advisor getting underway an in-service training cycle for the use of the Nguzu Nguzu English and Maths books has been a key priority for the last three years. For the secondary CDOs and advisor this has recently become so.

Primary Nguzunguzu INSET

The Review found that the IST supporting the implementation of the primary English and mathematics curriculum is using an integrated approach to develop subject knowledge, pedagogical skills, assessment skills, planning, monitoring and evaluation skills.

A three level cascade model has been used as follows:
1. CDOs conduct IST for all Provincial Training Teams which as far as possible include trainers from the Year 1-4 PEDP training teams
2. Provincial Trainers conduct IST in their provinces for all Key Teachers. Key teachers are the Year 5 and 6 teachers from Key Schools: those selected as training venues for surrounding schools (2 per zone)
3. Key Teachers conduct IST workshops at Key Schools for all Year 5 & 6 teachers from surrounding schools over two weeks, one week for each subject.

Since the initiation of national IST to support the distribution of (reprinted) PEDP-developed Nguzu Nguzu Years 5 and 6 Maths and English materials, which began in August 2006 and carried through until December 2007, the focus has been on ensuring all classroom programmes are OBE oriented. The primary advisor and CDO view is that although these materials were developed prior to the OBE shift, the child-centred and active learning approach of the Student Books is consistent with the OBE approach. The Teacher Guides, however, are objectives related, very lengthy and not well linked to the SBs. The primary advisor has, therefore, guided the primary CDOs through the development of Training Manuals and Unit Lesson Planners (ULP) for Years 5&6 Mathematics and Years 5& 6 English respectively, as a means of enabling teachers to make the necessary links.

The IST materials produced to date to support curriculum delivery are of very good quality and have continuing value as a significant resource for teachers and school management generally. The 2008 focus on is on IST for Years 3-4 English and Mathematics. Training has happened at the first two levels but is yet to go to the third. Further cycles will be required for Years 1 and 2 in English and Maths and then throughout the three new curriculum areas for which SBs and TGs are currently being developed.

Despite some concerns, it appears that primary IST delivery overall has been well organised and well received by participants. The willing participation of school inspectors and provincial education officers in training workshops is commendable. As the roll-out of new curriculum materials into schools proceeds, they will have a key role as curriculum managers and monitors. Evaluations (satisfaction surveys) of level one and two training are reported to be positive. An impact study was carried out by primary CDOs through classroom observations of and interviews with Year 5 and 6 teachers from eight schools in October-November 2007. Its aim was to evaluate the impact of the IST on teacher use of the Nguzu Nguzu materials and results were generally encouraging indicating that teachers attend closely to the guidance provided in the materials and have confidence in their ability to use them appropriately in organizing their classrooms. Mechanisms for the institutionalisation of a continuous and nation-wide monitoring of curriculum implementation at the provincial team, key teacher and zone levels is desirable, though clearly beyond the resources of the CDC.

Recommendation 11: The possibilities for institutionalising a continuous and nation-wide system for managing and monitoring curriculum implementation at the provincial team, key teacher and zone levels be explored.

Concerns expressed about the primary IST programme include:
- the continued tendency of some CDOs to employ a 'lecturing' approach to training despite the emphasis placed in the capacity building programme (Strands 12 &13) and the process of developing training materials on their need to model OBE pedagogies;
- that many teachers still do not 'get' OBE, i.e. more IST is required;
- that as the cascading moves downwards the conceptual base of the programme is weakened.

All of these concerns are to be expected given the logistics involved and the inevitable limitations of relying on the relatively small numbers at the core of the programme. The reviewer's questioning revealed that key teachers were performing well but were spread too

thin. It was noted that some of the school principals consulted did not have familiarity with the new curriculum approach or development. This is of concern given the important role principals should take as professional leaders in their schools. Regional experience of the 'cascade' IST model is that key messages often become diluted before reaching classroom teachers, or that when they reach the frequently un/under trained teachers they do not have the pedagogical foundation needed to effectively interpret them within the classroom programme. For these reasons, many countries have moved to a 'semi-cascade' (only one or two training levels) in combination with cluster or school-based training. This is less reliant on a small core group, such as CDC personnel.

This point is significant given that the immediate needs for 2009 and into 2010 are for those CDOs working in the three new primary curriculum areas to be focussed on the materials development involved, and for the others to continue with developing materials for Nguzu Nguzu Years 1 and 2 training.

There is a clear need to mobilise additional school-based IST support for curriculum delivery to primary schools throughout the provinces. Some possibilities, all of which could feasibly be used in combination, include:
- extension of the Oxfam/SICA pilot underway in Malaita, whereby a field assistant is assigned to provide professional development support to a cluster of schools;
- releasing of Key Teachers from school-level responsibilities so they can be employed fully as itinerant trainers to schools in their zones;
- using the SIBC radio facility to deliver sessions around the new curriculum;
- entering into partnerships with CSO/NGOs such as Save the Children and Live and Learn for the delivery of teacher support programmes. This would probably require allocation of a specific organisation to one particular district. An essential expectation is that the organisation would utilise MEHRD/CDC materials and approaches.

The MEHRD-wide focus on School Based Management through a Whole School Development approach to development planning and evaluation, one that demands much of school principals and senior teachers in particular, leaves open many possibilities for new ways of supporting and monitoring teachers in curriculum delivery to primary classes. Developing curriculum indicators to include in the Evaluation Framework for each school as proposed by the Inspectorate will be essential. If a set of Minimum Service Standards is to be introduced as signalled at the recent Annual Joint Review then it is important that those relating to curriculum delivery be included.

Recommendation 12: That urgency be given to the provision of continuous school-based training and support in effective curriculum delivery to all primary teachers.

Because of the recognition that the introduction of new syllabuses requires that they be strongly 'owned' by teachers, the secondary CDOs and advisor developed a plan for 'syllabus awareness' workshops in each province as the means of introducing the newly drafted syllabuses to schools and getting feedback from teachers in the respective subjects before forwarding them for publication. While 15-20 subject teachers had been involved in the development of each (as members of SACs and SWGs) the wish was to inform and receive input from wider groups of teachers, especially those in schools beyond Honiara. Between

May and July this year workshops were run in Honiara, Guadalcanal and Malaita- together these three provinces cover over 50% of all secondary teachers. One teacher (the curriculum co-ordinator) from each school attended the workshop in which the ideas/policy shifts behind the revised syllabuses – particularly the shift to OBE – and the new syllabus structure were explained. The curriculum co-ordinator from each school would then use the Booklet provided to deliver the same workshop to all teachers, provide subject departments/teachers with the draft syllabus and feedback questionnaires to all teachers (see Appendices5&6). The expectation was that the draft syllabuses would be discussed in the relevant subject departments and teachers would then fill out the evaluation and the curriculum co-ordinator would be responsible for dispatching them to CDC. Although this process was reported to be underway in Honiara schools, school holidays had immediately after the Malaita workshops meaning that school workshops had not yet happened at the time of the reviewer's visit. The secondary CDOs and advisor were disappointed that lack of funding prevented the extension of the workshops to other provinces and were investigating possibilities for providing the print materials developed to schools in these provinces and using radio to relay the syllabus awareness information to teachers and asking them to fill out the evaluation forms provided and return them to CDC.

Participant teachers from Honiara and Malaita spoken with by the reviewer reported positively about the workshops. Especially for the Malaita teachers this was their first professional development experience for many years and they were excited by the opportunity to engage in dialogue about issues of such educational importance. While generally supportive of policy shifts they indicated the need for wide debate about the moves to abandon secondary school selection through the Year 6 entrance exam and the proposed two stream structure ('Academic and 'Technical') after Year 9. Discussion included reference to the establishment of the Provincial Secondary Schools in the 1970s, the reasons for the failure of that attempt to offer a more diversified and 'relevant' curriculum, and how the current proposal would address them. The suggestion was made that teachers in the provinces would benefit from exposure to regular professional information, debates and dialogue about more than the 'housekeeping' aspects of teachers' work, and that the radio was one way of doing this.

Recommendation 13: That CDC, drawing on the materials used in the capacity building programme and awareness workshops, organise a series of teacher information/discussion sessions on the curriculum reform for radio broadcast.

IST Strategy for the New Junior Secondary Curriculum 2009-2011

A comprehensive programme of IST to support the curriculum reform at this level is of particular importance to improved quality and equity throughout the Basic Education (Years 1-9) programme and beyond. Parents are more likely to ensure their children's enrolment, regular attendance and active participation in the primary years if they have know there will be access to improved teaching and learning in the post-primary years. The junior secondary years are an essential part of the pathway through to the post-basic educational structures the Solomon Islands Government is introducing. For these reasons it is extremely important that the necessary investment is made in the provision of a high quality programme of in-service

support to <u>all</u> teachers of Year 7-9 classes and the provision of at least minimal supplies of equipment for practical subjects in every school so teachers can teach them in practical ways.

<u>Recommendation 14:</u> That the means of financing the equipment required by every secondary school so that practical subjects are taught in practical ways be identified so that it is provided to schools before the introduction of Year 7 curriculum in these subjects.[1]

The proposed and costed IST programme for teachers across the range of Years 7-9 subjects to familiarise them with the new curriculum materials as they become ready for introduction to schools, plans the delivery of either one or two week long workshops in six locations to selected teachers in three subject groupings: Academic (English, Maths, Science and Social Studies); Technical /Practical (Technology, Home Economics, Agriculture and Business Studies), and Personal Development (Creative Arts, Christian Education, Health and Physical Education). As the materials across these year levels become available in consecutive years so too will an IST cycle be provided.

IST programmes in support of curriculum reform at secondary level, especially in systems where teachers are often under-qualified in the curriculum subjects they teach, and where many are also untrained or under-trained in effective delivery of the curriculum, need to have a three-fold focus: on raising awareness about the new curriculum philosophy/pedagogy; increasing the level of teachers' academic content (subject) knowledge; and developing skill in the teaching approaches required by the new curriculum. While the first of these can happen in generic workshops, preferably at school-based level, the other two are best done in subject-specific groups at zone level.

It is the reviewer's suggestion that the current IST strategy be redeveloped so that every junior secondary teacher receives three cycles of professional development covering these three curricula aspects over the three year period of the introduction of the new materials. Rather than the primary three-level strategy, given the lesser numbers of junior secondary teachers it is proposed that there be only two-levels. It is recommended that because of the need for each secondary CDO to be focused on materials development and production during this period, their involvement be restricted to the training of trainers in Honiara as each delivery of curriculum materials becomes available. A pool of trainers that might include current SAC and SWG members, but should be extended to include Key Teachers across all subject areas from every province (the Chief Inspector Secondary should assist with their identification), will be responsible for the delivery of both generic and subject-specific workshops back in their provinces. As for primary, secondary Key Teachers, especially in core subject areas and provinces with many secondary schools, will need to be released from school-level responsibilities they can be employed fully or part-time as trainers.

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[1] The reviewer did not have sufficient time, or access to the necessary information, to determine the costs involved in ensuring all learning centres at the various levels addressed by the CRRP (ECE, primary, secondary, RTCs) have access to the equipment and teaching/learning materials beyond those provided by CDC, as identified in the resource lists included in subject syllabuses. It is assumed that School Grants can be expended on such items. It would be worthwhile if MEHRD divisions considered bulk purchase of such items so schools were able to access them relatively easily.

Recommendation 15: That a three-year, two-level junior secondary IST strategy be developed ensuring that every Year 7-9 teacher receives three cycles of professional development through both school-based and subject-specific clusters which improve awareness of the new curriculum, raise academic content knowledge, and develop the teaching skills required by the new curriculum.

Connectedness of CRRP IST and the DFL study's findings

The DFL study refers to the need for TTD co-ordinators to be appointed to each province, the development of 'local field-based mentors and supervisors', elsewhere referred to as a 'locally-present system', of the need for 'local agents' at provincial, district and school levels to deliver field/school-based training, and the potential of radio in support of print materials in providing in-service training to teachers. The thrust of the DFL study's findings is very much in tune with what is suggested above. The pool of expertise that would be developed to deliver to schools and teachers the immediate professional developments needs of the CRRP, would contain within in it the 'local agents' required for the longer-term DFL strategy that could then deliver the in-service training required as the CRRP rolls out in the medium and long-term. The challenge of determining 'who', 'how' and 'what' this could happen over the various time periods involved is for MEHRD to address.

SUSTAINABILITY & EFFICIENCY IN THE MANAGEMENT & ORGANISATION OF THE CURRICULUM REFORM

Current arrangements for managing the CRRP are conducive to neither sustainability in curriculum development and delivery, nor efficiency in co-ordinating organisational aspects of CRRP development and implementation within MEHRD.

Although the CRMP and CRPID refer to a Steering Committee and a Curriculum Implementation Committee the reviewer's consultations indicated that neither of these bodies was in existence. Also referred to in the documents is the National Schools' Curriculum Advisory Board, which was reported to the reviewer as meeting infrequently. It is suggested that given the tight scheduling of curriculum implementation in the next period of time and the importance of monitoring to ensure it is kept on track, quarterly meetings of the Board be scheduled so all the relevant parties – the relevant divisions within MEHRD, non-government system directors and development partners – are informed as to developments and issues requiring address. The reviewer was told by the previous CDC director that quarterly reports to the Secretary were required of him. It is suggested that this requirement be reinstated (assuming it has lapsed) and provide the basis for discussion at the meetings.

Recommendation 16: That quarterly meetings of the National Schools' Curriculum Advisory Board be scheduled with CDC Director reports distributed in advance.

Within CDC, not having a full-time Director is disadvantageous to the management of the curriculum reform, although not as significant as it could be given the Supervising Director's previous experience in CDC. In terms of sustainability the absence of a substantive CCDO has been more significant– TA transfer of global curriculum development skills to the acting-CCDO has been limited by his significant subject responsibilities. A crucial role for

continued long-term Technical Assistance will be to provide support and mentoring to CDC leadership in the general co-ordination, management, and administration of the CRRP.

Recommendation 17: That MEHRD ensure substantive CDC leadership is in place from the beginning of 2009 so that capacity in the general co-ordination, management, and administration of the CRRP is maximised through support and mentoring by the long-term Technical Assistant.

A further way in which the CRRP's management could be sustained and enhanced is through an additional professional leadership position. Once the primary CDOs scheduled writing tasks are complete (with an accelerated process this would be mid-2010), primary CDOs should then engage in the essential task of developing and implementing a monitoring and evaluation framework aimed at measuring the impact of the new curriculum in schools. In order that the leadership this will require in the primary CDO team is developed while the primary advisor is still in the Solomon Islands, and to further promote the sustainability of knowledge/skills transferred though the capacity building programme and on-the-job training, it is suggested that a position of CCDO Primary be created in CDC, and that the appointee be one who has experienced both the PEDP and the CRPP and has the ability to develop, monitor and evaluate curriculum in more than one subject area.

Recommendation 18: That a CCDO Primary position be established within CDC.

Subject Advisory Committees and Subject Working Groups are a significant mechanism in the operation of the curriculum reform process. The reviewer's consultations with the teachers involved in SACs and SWGs, and observations of their work in progress, indicated the effectiveness of this strategy in providing an extensive and very active level of participation for, and building the capacity of, a large number of teachers in this very significant educational reform process. The CDC officers leading the subject teams, and the advisors and CDC managers responsible for establishing and supervising the SAC/SWG processes deserve commendation for the smoothness of the operational aspects and the generally high level of productivity involved. From the reviewer's perspective, based on experience/review of such processes elsewhere in the region, the Solomon Islands example stands out. However, it is important that membership of these groups be reviewed prior to the initiation of senior secondary syllabuses to ensure the necessary subject and pedagogical expertise for the development of the dual pathway intended at this level.

Recommendation 19: That prior to the initiation of senior secondary syllabus development, the membership of SACs and SWGs be reviewed.

In terms of the longer-term sustainability of the curriculum reform process and the need for its extension to senior secondary level beyond the time of the current long-term technical assistance, it can be predicted that short-term subject specialists will be required. If the recommendations above are accepted and suitable appointments made, there should be no need for future long-term technical assistance. In the meantime, it is suggested that a database of subject specialists with a proven record of effective curriculum development experience in the region be established. This will enable MEHRD to use its own procurement processes in recruiting the necessary short-term international technical assistance, thus avoiding the considerable overhead costs of consultancy firms.

It is recommended that the current long-term technical advisor work with the newly appointed Director and two CCDOs in developing a Transition Strategy that indicates the structures, processes and particular capacity building requirements needed to maximise the benefits of the work to date and ensure their sustainability. This should include a re-assessment of the broad challenges noted by CDC personnel during MEHRD's *Institutional and Organisational Assessment* undertaken mid-2007 and specification of actual needs. It should also identify activities that will be required beyond the technical advisor's contract period if the work undertaken during the CRRP is to achieve its full potential and intentions. Where activities fall outside the boundaries of work to be completed under the current CRRP period, the strategy should identify actions that MEHRD will need to undertake and any further external assistance required.

Recommendation 20: That the long-term advisor and the director and two CCDOs collaboratively develop a Transition Strategy that identifies the structures, processes and particular capacity building requirements needed to maximise the benefits of the CRRP work to date and ensure their sustainability, and identifies activities necessary for ongoing CRRP developments.

COMMUNICATION ABOUT THE CRRP WITHIN AND BEYOND MEHRD

The review's consultation with MEHRD officials found there was insufficient knowledge and understanding of the work going on within CDC. This could be attributable to the lack of substantive leadership. It also could be just a by-product of a system undergoing reform in every aspect of schooling and thus unable to keep up with all that is happening. However, while each aspect of the reforms is important in itself, their co-ordination is essential if the reform goals are to be met. The curriculum is what schools exist to impart. It is central to the workings of the whole schooling system – how well the new curriculum is taught and assessed, and under what physical and material conditions, will do much to determine the life chances of every young Solomon Islander. As the implementation of the new curriculum proceeds it will become more and more important that the implications of other policy changes are addressed in a coherent way. This will require more frequent exchanges of information and sharing of ideas across the various divisions of MEHRD, particularly for the Examinations Unit and the various institutions and agencies involved in teacher development. It is crucial to the coherence of policy development and implementation within all divisions, particularly those contributing to Basic Education programmes, that they understand fully and contribute to the curriculum reform processes and al l that is involved with their development and implementation. The Key Learning Outcomes at the centre of the new curriculum should have been an outcome of cross-ministry deliberation. At this stage it would be worthwhile ensuring that they are well understood and accepted.

Recommendation 21: That the Ministry as a whole, and particularly the ECE, Primary, Secondary and TVET divisions, takes more initiative in closely following and participating in the CRRP (including the forthcoming recruitment of the new ECE and TVET CDOs).

Some efforts have been made to inform the wider public about CRRP (for example, through a booklet handed out at the recent Trade Show), and no doubt it is realised that these will need to be stepped up once the curriculum implementation is underway. Public acceptance of fundamental structural changes such as the abolition of the secondary entrance examination cannot be assumed because they make good educational sense – attempts at this elsewhere in the region have failed because of public resistance. So too the proposed senior/post-secondary structure: for families to accept their young people proceeding through a pathway other than the historically established 'academic' one they will need to be convinced of the potential return to themselves and the nation.

Recommendation 22: That attention be given to a communication strategy that ensures both effective co-ordination between CDC and other MEHRD divisions and optimal public understanding and acceptance of the CRRP.

APPENDIX 1: Reviewed and Referred Documents

a) DOCUMENTS REVIEWED
- SIG/MEHRD, *National Education Action Plan 2007-2009*, April 2007.
- SIG/MEHRD, *Education Strategic Framework (ESF) 2007-2015*.
- SIG/MEHRD, *Curriculum Reform Management Plan 2005-2009*, March 2005.
- SIG/MEHRD, *Curriculum Review and Reform Project Implementation Document,* March 2004.
- Curriculum Review Working Group, *Report to* MEHRD: *Review of the Curriculum in the Context of Basic Needs,* August 2001.
- Dawson, Graham, *Solomon Islands Curriculum Review and Reform Program: Report to NZAID & MEHRD*, March 2005.
- Grinsted, Martin, *Progress Review of ESIRP Phase I: Report to NZAID & MEHRD*, October, 2006.
- MEHRD, *Annual Report 2007,* April 2008.
- Wrightson, Tony, *Review of the School of Education Partnership Link Programme,* May 2008.
- Wrightson, Tony, *Distance and Flexible Learning for Teacher Education,* July, 2008.
- TA Consultancy Management Services to ESIRP, *Report to MEHRD & EU for the Period January to March 2008,* April 2008.
- Curriculum Development Centre, *National Curriculum Statement (draft)*, June 2008.
- Curriculum Development Centre, *Capacity Building Programme, Strands 1-15, 2006-2008*.
- Curriculum Development Centre, *The Curriculum Review and Reform Program: Outcome Based Education Approach,* June 2008.
- Curriculum Development Centre, *Syllabus Awareness and In-Service Booklet,* March 2008.
- Curriculum Development Centre, *Solomon Islands Health Education Syllabus for Primary Schools, Years 1-6* (draft), February 2008.
- Curriculum Development Centre, *Solomon Islands Science Syllabus for Primary Schools, Years 1-6* (draft), February 2008.
- Curriculum Development Centre, *Solomon Islands Social Studies Education Syllabus for Primary Schools, Years 1-6* (draft), September 2007.
- Curriculum Development Centre, *Solomon Islands Christian Education Syllabus for Secondary Schools, Years 7-9*(draft), 2008.
- Curriculum Development Centre, *Solomon Islands Physical Education Syllabus for Secondary Schools, Years 7-9*(draft), 2008.
- Curriculum Development Centre, *Solomon Islands Technology Syllabus for Secondary Schools, Years 7-9*(draft), 2008.
- Curriculum Development Centre, *Solomon Islands English Language Syllabus for Secondary Schools, Years 7-9*(draft), 2008.
- Curriculum Development Centre, *Solomon Islands Agricultural Science Syllabus for Secondary Schools, Years 7-9*(draft), October 2007.
- Curriculum Development Centre, *Solomon Islands Home Economics Syllabus for Secondary Schools, Years 7-9*(draft), November 2007.
- Curriculum Development Centre, *Solomon Islands Social Studies Syllabus for Secondary Schools, Years 7-9*(draft), October 2007.

- Curriculum Development Centre, *Nguzu Nguzu Years 5 & 6 Implementation: Initial Monitoring Study,* November, 2007.
- Curriculum Development Centre, *Nguzu Nguzu Years 5 & 6 Primary Mathematics In-service Training Manual,* 2006.
- Rodie, Franco & Janet Davy, *A Handbook For Curriculum Developers,* Solomon Islands: MEHRD, 2002.

Plus draft chapters of learning materials across the range of subjects at primary and junior secondary levels.

b) DOCUMENTS REFERRED TO:

ADB. (2007). *Solomon Islands Country Information*. Retrieved 14 May, 2007, from http://www.adb.org/SolomonIslands/country-info.asp

CIA. (2007). *World Fact Book: Solomon Islands*, from https://www.cia.gov/library/publications/the-world-factbook/geos/bp.html

FCO. (2007). *Country Profiles: Solomon Islands*. Retrieved 12 May, 2007, from http://www.fco.gov.uk/servlet/Front?pagename=OpenMarket/Xcelerate/ShowPage&c=Page&cid=1007029394365&a=KCountryProfile&aid=1019041597313

MFAT. (2007). *Solomon Islands. Country Information Paper*. Retrieved 12 May, 2007, from http://www.mfat.govt.nz/Countries/Pacific/Solomon-Islands.php

NZAID. (2007). *February 2007 Making a difference in Solomon Islands. New Zealand Assistance 06/07*. Wellington: New Zealand Agency for International Development.

Pollard, B. (2005). Solomon Islands Education and Donor Assistance in the Post-Conflict Period. In K. Sanga & A. Taufe'ulunga (Eds.), *International Aid Impacts on Pacific Education*: Victoria University, Wellington.

UNDP. (2006). *Human Development Report 2006. Beyond scarcity: Power, poverty and the global water crisis*: UNDP.

Wale, R., & Baeanisia, J. (2003). Solomon Islands Country Paper, *Pacific Regional Workshop on Education Policy: Issues, Gaps and Advocacy from a Civil Society Perspective*. Port Vila, Vanuatu.

World Bank. (2005). *IBDR/IDA Regional Engagement Framework FY 2006-2009. Report No. 32261EAP*. Retrieved 29 May, 2007, from http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2005/05/09/000012009_20050509112554/Rendered/PDF/32261.pdf

www.siteresources.worldbank.org/INTPACIFICISLANDS/Resources/A-FIJI.pdf

APPENDIX 2: People Met / Interviewed

In Honiara

Ministry of Education & Human Resources Development

Mylyn Kuve	Permanent Secretary for Education
Donald Malasa	Under-Secretary; Acting Director, Curriculum
Veronica Toben	Director, Inspectorate
Constance Nasi	Chief Inspector, Secondary
Aseri Yalangono	Director, Secondary Education
James Iroga	Director, Technical & Vocational Education and Training
Kathleen Sikapu	Acting Director, National Examinations & Standards Unit
Bernadine Ha'amori	Director, Early Childhood Education
Don Houkuera	Principal Education Officer, Primary Division
David Sanga	Secondary Division
Peter Potter	Education Sector Coordinator

NZAID

Rebecca Spratt	First Secretary, NZ High Commission, Solomon Islands
Tara Thurlow-Rae	Programme Officer for Solomon Islands

Curriculum Development Centre

Edwin Ha'ahora	Acting Chief Curriculum Development Officer
Julian Treadaway	Technical Assistant, Secondary
Mike McRory	Technical Assistant, Primary

Curriculum Development Officers

Linda Puia	Primary English & Social Studies
Ellen Wairua	Primary Social Studies
Gideon Sukumana	Primary & Secondary Health
Phillip Samani	Secondary Technology
Rose Paia	Secondary Home Economics
Georgina Pita	Secondary English
Lynold Damola	Primary Language
Ian Waena	Secondary Science
Tim Omani	Primary & Secondary Arts and Culture
Eric Matangi	Secondary Mathematics
David Sokaika	Primary Mathematics
Edwin Ha'ahora	Secondary Social Studies

Technology Curriculum Writing Group

Jackson Wara	HOD Technology, King George VI College
Toben Hivu	School of Industrial Development
Robert Tuen	Technology Teacher, St John's Community High School
Sidney Takubalia	Technology Teacher, Goldie College
Rudyard Assanao	Technology Teacher, King George VI College

Social Studies Curriculum Writing Group

Aaron Pita	HOD Social Studies St Nicholas'
Louise Misitom	Florence Young College
Brenda ?	
Edward Maelagi	SICHE, SOE

SOE/SICHE

Suzana Maezara	Director, School of Education, SICHE
David Lancaster	Director InTREC, Partnership Link Programme SOE/SICHE

St Nicholas' School

Aaron Pita	HOD Social Studies
Charles Bice	Form 6/7 Tutor
Richardson Adomana	HOD Business Studies
Resina Guliwa	HOD Home Economics

Malaita

Stanley Brown	Chief Education Officer, Provincial Education Authority
Daniel Lulu	Principal Education Officer, Secondary, PEA
Dudley Siufimae	Education Officer, Early Childhood Education, PEA
Katherine Otari	Principal/Home Economics Teacher, Fulisango CHS
John Samani	Deputy Principal, Secondary/Social Studies Teacher
Patrick Suakini	Deputy Principal, Primary/Standard 5 Teacher
Mahlon Moete'e	Head Teacher, Bitakuala Primary School
Samson Anga	Acting Principal, Aligegeo Provincial Secondary School
Jezreel Irofanua	Form 6 Tutor/Geography Teacher, Aligegeo PSS
Phillip Maelolo	Head Teacher, Alota'a Primary School
Charles Maefonea	Deputy Head Teacher/Standard 5 Teacher, Alota'a Primary School
David Afia	Project Field Assistant, SICA

In New Zealand

Tara Thurlow-Rae	NZAID Programme Manager for Solomon Islands
Myra Harrison	NZAID Education Advisor
Jane Strachan	Waikato University, Director, Partnership Link Programme
Franco Rodie	Former Director, CDC; PhD candidate Waikato University

APPENDIX 3: Aims and Priorities of the Curriculum Reform

Source: *Curriculum Reform Management Plan* pp.4-5

Aims of the curriculum reform

The aims of the curriculum reform are:

1. To enhance the knowledge, skills and abilities of all students and to assist all students develop positive values and attitudes, which will result in the establishment of a solid foundation for life-long learning and whole-person.

2. To revise and develop the primary and secondary curriculum to ensure it is current, that its scope is sufficient to meet current and future learning priorities of the nation and to make it more culturally relevant to the needs of students in the Solomon Islands.

3. To shift from a curriculum that mainly provides students with a large body of information to one that brings about understanding of subject knowledge so that it can be applied in everyday life.

4. To develop and implement a National School Curriculum that identifies relevant and achievable learning outcomes and provides appropriate learning opportunities at each stage of schooling for each student, ensuring that there is depth, breadth, continuity and progression of learning.

5. To develop culturally relevant and improved curriculum, teaching and learning and assessment resources for primary and secondary schools to support the revised curriculum.

6. To develop and implement student assessment processes that contribute to improved student learning outcomes and provide evidence about students' knowledge, understandings, skills, attitudes and values.

7. To improve the professionalism of teachers and the quality of teaching and learning in schools by providing teachers with education and training on the revised curriculum and by strengthening teacher networking.

Priorities for curriculum reform 2005-2009

Between 2005 and 2009 the major focus of curriculum reform will be on basic education. It is intended that the following priority outcomes will be achieved:

1. Develop and publish a *Solomon Islands National Curriculum Statement* which provides the curriculum principles and policy framework for the development of a new National Schools Curriculum for the nation.

2. Recruit and train CDC curriculum and support staff to ensure that they have the capacity to review, design, develop and support the implementation of a new National Schools Curriculum.

3. Establish effective and ongoing links between CDC and other educators and stakeholders who can support and assist the curriculum reform process.

4. Establish systems and processes within CDC to manage and assure the quality of the curriculum design and development process.

5. Review all existing curriculum for basic education, that is, Standard 1 to Form 3 and develop new syllabuses and curriculum materials in all required areas.

6. Review the alignment and links between ECE and primary education to improve the continuity and outcomes of early learning.

7. Review the linkages between general secondary curriculum and TVET to improve learning pathways and learning outcomes for secondary school students.

8. Develop combined Curriculum and Assessment Guides, in collaboration with the National Examination and Standards Unit (NESU) and the School of Education, SICHE, to formally introduce school-based assessments across primary and secondary subjects, and to align assessment with curriculum, and learning with teaching.

9. Improve the supervision and monitoring of the delivery of curriculum which is considered a critical area.

10. Establish and adopt more efficient methods of selecting, producing, procuring and distributing educational materials, so that the MEHRD can benefit from and pass on these benefits in the form of savings to parents of school children.

11. Procure and distribute student learning resources and equipment to primary and secondary schools.

12. Provide, in partnership with the School of Education, SICHE, and the newly established National Teacher Training and Development Programme, extensive implementation support for teachers and educators to ensure the effective implementation of the revised curriculum.

APPENDIX 4: CDO Capacity Building Programme, Outline of Selected Strands & CDO Self – Evaluations of Competencies Developed

a) CDO CAPACITY BUILDING PROGRAMME: STRANDS

Strand No	Strand Title	Suggested aspects	No of Contact sessions
1	**Curriculum process**	Curriculum philosophies; curriculum principles; curriculum models: e.g. Situation analysis, curriculum design, learning material design, school trialling, evaluation	1
2	**Research skills**	Time management; study skills; sourcing skills, bibliographic skills, note taking, word outliner, encyc. skills, web research, MS Windows Explorer for electronic storage; filing, indexing; diaries; work records	2
3	**Analysis of learning and teaching materials packages**	Tools and instruments for reviewing and analysing packages of curriculum materials (Likert scale type, semantic differential type ; textual reporting type)	2
4	**Planning and design for teaching and learning**	Curriculum development; process of specifying learning outcomes; course and subject aims; learning outcomes; product outcomes; process outcomes, competencies); topic analysis; schemes of work; sequence of topics planning documents; lesson planning; learner/teacher negotiation	2
5	**Development of learning materials**	Resource retrieval; conceptualisation; concept, understanding, and skill sequencing; concept artwork; structuring; dummy prep.; writing; page design; language level; questioning; presentation devices (icons and cues)	3
6	**Assessment of learning**	Formative assessment, diagnostic assessment; norm and criterion referencing, accuracy of test instruments, validity and reliability, accreditation of prior achievement, assessment of practical work, assessment of competences, evidence of learning - assignment and projects, student profile formats, learner records, curriculum distortion	3
7	**Learner cognitive development**	Teacher centred vs. learner centred models; learning theories - behaviourism, humanism, cognitivism; domains; motivation; memory; meta-cognition	2
8	**Learning material trialling**	Trial objective; trial design; decisions on excerpts; sampling design; negotiation; instruments; teacher feedback; learner feedback; interpretation of findings; conclusions	3
9	**Educational research methods (esp. Curriculum research)**	Issues; criteria for curriculum research; types of surveys; evaluations; strategic and intervention studies, action research impact studies, classroom interaction; materials analysis, etc); approaches and methods; instruments (questionnaires, observation schedules, report formats)	3
10	**Basic statistics**	Descriptive statistics; data handling and presentation; data interpretation; reporting, populations and sampling; hypotheses and probability; statistical procedures; conclusions	3

Strand No	Strand Title	Suggested aspects	No of Contact sessions
11	**Learning/teaching styles**	Teaching skills; selection and application of teaching strategies; teaching strategies; strategies appropriate to small land/or large groups; strategies appropriate to individual work; evaluation of teaching strategies	1
12	**Dissemination and evaluation**	School curriculum infusion in ITT; effective In-service strategies; dissemination strategies (constraints of cascade model); impact evaluation; barriers to take-up	3
13	**CDO In-service training skills**	Planning; adult learning strategies; effective communication; use of technology (all levels); hand-outs; graphics; charts; OHP; PowerPoint; course evaluation	3
14	**ICT (**slow paced, over 2 months, medium level – out-sourced**)**	Windows Explorer; intermediate level of proficiency on Word, Excel, PowerPoint, Publisher.	12
15	**Subject expertise**	Skills of clarifying conceptual coherence of subject strands; skills of decision-making on concept sequencing and scoping; resource referencing; use of expert sources; local expertise; building central references for subject areas (possible medium-term refresher/update, intensive courses in subject areas)	

b) SELECTED STRAND OUTLINES: CDO Capacity Building Programme

Strand 2: Research Skills

a.   Basic Study Skills – Language and Study
b.   Bibliographic Skills
c.   Basic Study Skills – extraction of ideas from sources
d.   Basic Study Skills – note-taking
e.   MS Word Outliner
f.   Dewey Classification System
g.   Developing a 'chunk' of a syllabus from source material
h.   Organising physical filing systems
i.   Using Windows Explorer for electronic filing
j.   MS Word – specific facilities: ToC from Styles, Mail Merge
k.   MS Excel – specific facilities: Database sorting and filtering ; Graphs

Strand 5: Developing Learning Materials

a.   Preparatory work: Analysing approaches to writing and learning
b.   Preparatory work reporting
c.   Approaches to writing for learning
d.   Making learning materials inter-active
e.   Questioning in written materials
f.   Sequencing in textual material
g.   Writing a 'chunk' of learning material
h.   Reporting on preparatory work for session 2: writing a 'chunk'.
i.   Range of adaptation changes
j.   Suggested adaptation changes to selected 'chunks'.
k.   Adaptation changes to language
l.   Preparatory work for session 3: adapting an existing text
m.   Report on preparatory work
n.   Stages in developing a 'chunk' of learning material
o   Further guidelines on research

Strand 7: Learner Cognitive development

a.   Preparation for Session 1
b.   Follow-up on preparatory work
c.   Issues in learning
d.   The process of learning
e.   Learning in the cognitive domain
f.   Learning in the psychomotor domain
g.   Learning in the affective domain
h.   Learning in the Affective Domain
j.   Learning Theories: Behaviourism
k.   Learning Theories: Gestalt
l.   Learning Theories: Cognitivism
m.   The importance of language: Chomsky
n.   Developmental Psychology: Piaget
o.   Learning Theories: Humanism
p.   Learning Theories, Teaching and Text book Writing

c) PRIMARY CDOS' SELF-EVALUATIONS (0=Low; 5=High)

	Competence	0	1	2	3	4	5	No data	Total
		0	**1**	**2**	**3**	**4**	**5**	**No data**	Total
1	Acquire direct experience of the teaching situation in a variety of schools and apply it.	1				1	4		6
2	Identify the elements of the curriculum process				1	3	2		6
3	Recognise that there are competing philosophies, models and organisational approaches within curriculum design			2	1	3			6
4	Recognise the essential elements of an OBE approach to curriculum design				3	2	1		6
5	Present learning programmes (syllabuses) in terms of learning outcomes, competences, performance criteria, indicators of achievement and assessment strategies				2	3	1		6
6	Analyse syllabus documents according to a set of criteria			1	1	3	1		6
7	Deploy the understandings, concepts, and skills of a specific subject area competently in syllabus and learning materials development.				2	3	1		6
8	Apply a range of research skills to elicit information and ideas from a variety of sources				3	3			6
9	Apply basic understanding of the conceptual development of children to the planning and writing of learning / teaching materials.			1	3	2			6
10	Use a variety of styles of writing within learning / teaching materials, to ensure clear and accessible English, based on an appreciation of the language levels and difficulties faced by students.				2	4			6
11	Use a variety of devices to generate learner interest when developing learning / teaching materials				2	4			6
12	Apply various types of questioning in learning / teaching materials.				2	4			6
13	Write learning outcomes which specify learner behaviour, conditions, and criteria for performance	1		1	2		1	1	6
14	Sequence learning experiences so that understandings, concepts and skills are logically coherent		2	1	1	1	1		6
15	Incorporate a variety of assessment modes into written instructional material		1	1	1	3			6
16	Structure the topics and skills of a syllabus as a work and time planning scheme for the teacher	2		1	1	2			6
17	Incorporate suggestions on teaching methods within a syllabus structure	1	1		1	2		1	6
18	Deploy basic editing and graphic design skills in the development of instructional materials				4	2			6
19	Apply principles of page design when conceiving instructional material	1		3		1	1		6
20	Deploy an adequate competence level of ICT skills		1 (1.5)	1	1	2	1		6
21	Use recognised criteria to judge the quality and appropriateness of learning materials.		1	1	1	2	1		6
22	Use printed materials in a learner-centred manner, to conduct valid, useful trials of learning/teaching materials in schools				3	3			6
23	Effectively organise in-service workshops				2	3	1		6
24	Use a variety of techniques and devices for training				3	3			6
25	Organise effective SAC meetings	3				2	1		6

d) SECONDARY CDOs' SELF-EVALUATIONS (0=Low; 5=High)

	Competence	Ranked Responses										
		0	1	2	2.5	3	3.5	4	4.5	5	No data	Total
1	Acquire direct experience of the teaching situation in a variety of schools and apply it.	1				1		4		1		7
2	Identify the elements of the curriculum process		1			2	1	2			1	7
3	Recognise that there are competing philosophies, models and organisational approaches within curriculum design		1			2	2	2				7
4	Recognise the essential elements of an OBE approach to curriculum design			1		3	1	1		1		7
5	Present learning programmes (syllabuses) in terms of learning outcomes, competences, performance criteria, indicators of achievement and assessment strategies		1				1	3	2			7
6	Analyse syllabus documents according to a set of criteria		1			2	1	3				7
7	Deploy the understandings, concepts, and skills of a specific subject area competently in syllabus and learning materials development.		1			1	1	2	1	1		7
8	Apply a range of research skills to elicit information and ideas from a variety of sources		1			2	1	2		1		7
9	Apply basic understanding of the conceptual development of children to the planning and writing of learning / teaching materials.		1			3	1	2				7
10	Use a variety of styles of writing within learning / teaching materials, to ensure clear and accessible English, based on an appreciation of the language levels and difficulties faced by students.		1			1	1	2	1	1		7
11	Use a variety of devices to generate learner interest when developing learning / teaching materials		1			3	1	2				7
12	Apply various types of questioning in learning / teaching materials.		1			3		3				7
13	Write learning outcomes which specify learner behaviour, conditions, and criteria for performance		1			4			2			7
14	Sequence learning experiences so that understandings, concepts and skills are logically coherent		1			2		3		1		7
15	Incorporate a variety of assessment modes into written instructional material		1			2		4				7
16	Structure the topics and skills of a syllabus as a work and time planning scheme for the teacher		1			1		5				7
17	Incorporate suggestions on teaching methods within a syllabus structure		1			1		4	1			7
18	Deploy basic editing and graphic design skills in the development of instructional materials		1			4	1	1				7
19	Apply principles of page design when	1	1		1	3				1		7

	Competence	Ranked Responses										Total
		0	1	2	2.5	3	3.5	4	4.5	5	No data	
	conceiving instructional material											
20	Deploy an adequate competence level of ICT skills	1				3	1	1		1		7
21	Use recognised criteria to judge the quality and appropriateness of learning materials.		1			2		3		1		7
22	Use printed materials in a learner-centred manner, to conduct valid, useful trials of learning/teaching materials in schools		1					5	1			7
23	Effectively organise in-service workshops		1			2	1	2		1		7
24	Use a variety of techniques and devices for training		1			1	1	3			1	7
25	Organise effective SAC meetings		2					5		1		7

APPENDIX 5: Syllabus Evaluation Questionnaire

Subject: _____

<u>**Section A: Teacher Report Sheet**</u>

School: _____

Teacher: _____

Date: _____

<u>**Section B: Instructions**</u>

This Instrument is devised to collect feedback information from teachers on the respective new revised draft Syllabus. Please complete this easy-response sheet after going through the relevant parts of each sub strand of the syllabus.

You should **NOT** do this until your school Curriculum Coordinator, who attended the syllabus awareness workshop, explains the new syllabuses to you.

Indicate your opinion by putting a <u>tick</u> in any box (one only) if you agree to the description stated next to it. If you don't agree with any of the stated descriptions don't respond to it.

There is a <u>Space</u> provided at the bottom of each response table, for you to give reasons for your answers i.e. where you choose to give your ticks.

Another Space is also provided at the end of the Questionnaire Sheet for any final overview comments you wish to make about the whole Syllabus.

Definitions of Categories used:
Content:
Relevant – *Is the topic relevant and useful to students in Solomon Islands?*
Partly Relevant -
Not relevant -
Appropriateness to the level:
Satisfactory - *Are the topic, outcomes and indicators appropriate to the students at that level i.e. in that particular year? Is it too difficult, too easy or not appropriate to be learnt at that stage?*
Partly Satisfactory,
Not Satisfactory
Timing:
Adequate – *Is the suggested number of periods adequate to cover the topic, considering the outcomes, indicators and suggested assessment events given in the syllabus?*
Partly Adequate -
Not Adequate -
Assessment event:
Suitable – *Is the suggested assessment event suitable for the topic? Will it give a good guide to whether the outcome has been achieved?*
Partly Suitable,
Not Suitable

This form should be completed and returned to the address below;
CDO (.......................)
Curriculum Development Centre
Ministry Of Education and Human Resources Development
P. O Box G27
Honiara

Section C: Syllabus Sub Strands and Evaluation Questions: Year 7

1. _____

Content: ☐ Relevant ☐ Partly relevant ☐ Not Relevant	**Appropriateness to the Level:** ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
Timing: ☐ Adequate ☐ Partly adequate ☐ Not Adequate	**Assessment:** ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
Reasons For your answers	

2. _____

Content: ☐ Relevant ☐ Partly relevant ☐ Not Relevant	**Appropriateness to the Level:** ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
Timing: ☐ Adequate ☐ Partly adequate ☐ Not Adequate	**Assessment:** ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
Reasons For your answers	

3. _____

Content: ☐ Relevant ☐ Partly relevant ☐ Not Relevant	**Appropriateness to the Level:** ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
Timing: ☐ Adequate ☐ Partly adequate ☐ Not Adequate	**Assessment:** ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
Reasons For your answers	

4. _____

<u>Content:</u> ☐ Relevant ☐ Partly relevant ☐ Not Relevant	<u>Appropriateness to the Level</u>: ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
<u>Timing:</u> ☐ Adequate ☐ Partly adequate ☐ Not Adequate	<u>Assessment</u>: ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
<u>Reasons For your answers</u>	

5. _____

<u>Content:</u> ☐ Relevant ☐ Partly relevant ☐ Not Relevant	<u>Appropriateness to the Level</u>: ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
<u>Timing:</u> ☐ Adequate ☐ Partly adequate ☐ Not Adequate	<u>Assessment</u>: ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
<u>Reasons For your answers</u>	

6. _____

<u>Content:</u> ☐ Relevant ☐ Partly relevant ☐ Not Relevant	<u>Appropriateness to the Level</u>: ☐ Satisfactory ☐ Partly Satisfactory ☐ Not Satisfactory
<u>Timing:</u> ☐ Adequate ☐ Partly adequate ☐ Not Adequate	<u>Assessment</u>: ☐ Suitable ☐ Partly Suitable ☐ Not Suitable
<u>Reasons For your answers</u>	

<u>Any Final Comments about the Whole Syllabus:</u>
_____
_____
_____

APPENDIX 6: Suggested criteria for External Review of Syllabuses

1   Curriculum Framework

1. Is the syllabus consistent with national curriculum goals. If not, which parts are the issue? How could they be improved?

II   Context

2. Does the curriculum respond to the Solomon Islands context?

3. Are the learning outcomes, indicators and suggested assessment events appropriate to the needs of students at these class levels in Solomon Islands?

4. Does the syllabus respond to regional and global influences and trends?

5. To what extent is the syllabus consistent with current thinking in the discipline?

III   Coverage and Progression

6. Are the learning outcomes consistent with the subject aims and strand statements?

7. Do the learning outcomes and indicators provide opportunities for students to engage in the full range of subject processes and skills?

8. Is there adequate coverage of essential content knowledge and skills? What knowledge and skills, if any, should be but are not promoted in this syllabus?

9. Is the progression of learning reflective of a principled approach?

IV   Presentation

10. Is the language used understandable? accurate?

11. Are the learning objectives clear?

12. Is there coherence within sections and across the sections of the syllabus?

APPENDIX 7: Terms of Reference for an Independent Evaluation & Review of the Curriculum Reform Process.

A consultant is requested to assist the CDC in carrying out an evaluation and assessment of the Curriculum Review and Reform Process and to recommend a way forward. The consultancy should cover the essential dimensions of the process, taking into consideration the small-scale system and related documentation and regulations of Solomon Islands.

Goal

To assist the MEHRD in assessing the progress and achievements of the Curriculum Reform programme and to recommend ways to improve it ensure its sustainability and effectiveness

Objectives

1. To assist MEHRD/CDC to assess the progress, achievement and constraints of the Curriculum Reform Programme.

2. To assist the MEHRD to identify areas and activities of the CRP that need further attention and make recommendations on ways to effectively achieve the expected outputs and to increase the sustainability of the CRP.

3. To assist MEHRD to identify any gaps in the CRP and what needs to be added.

4. To contribute findings of the Review to a broad stakeholder workshop that will enhance MEHRD and local stakeholder ownership of the Curriculum Reform process.

Tasks

Specifically, the review should:

- Review CRP documentation and relevant MEHRD policy documents
- Carry out a stock-take of the progress of the CRP and assess progress towards its expected outputs. In particular, carry out an assessment of the effectiveness of the in-service training programme for teachers and capacity development training programme for CDC staff.
- Identify and assess the constraints to progress and possibilities for further progress of the programme presented by changing circumstances, and suggest areas that need attention.
- Assess the relevance of the existing Programme Framework as a tool for planning, implementing and monitoring and produce a revised document if necessary
- Review the status of Technical Support to the Curriculum Reform Programme, identify gaps and areas of improvements, and provide recommendations on amendments to the Terms of Reference of the Technical Support Officers, and on future assistance beyond the current TA contracts.
- Assess possible impacts on the curriculum reform process of other reform programmes being implemented by MEHRD, such as the School Assessment and Examination Reform Programme (SA&ERP), the reform of school inspection, the review of Technical and Vocational Education and Training (TVET), the National Teacher Training and Development Programme (NTT &DP) and the review of the SICHE School of Education programme and to suggest ways the linkages and impacts can be enhanced.

- Assess the sustainability of programme outputs, identifying any constraints and actions that may be taken to overcome them. In doing so assist CDC in its development and planning for the implementation of its Human Resource Development plan based on its Institutional Organisational Assessment carried out in 2007.
- Report to MEHRD and NZAID on the findings of the review and present them at a broad-based stakeholder workshop, to be chaired by Under-Secretary (Technical).

Outputs
1. A draft report assessing the progress of the Curriculum Reform programme towards the achievement of its intended outputs and purposes. This report will include:
   - Recommendations on the possibilities and sustainability or 'way forward' for the Curriculum Reform Programme in order for it to become sustainable, including suggestions for capacity building and /or further technical support. .
   - Recommendations on any revisions needed of the CRP.
   - Recommendations on strengthening the links/impacts between curriculum reform process and the other reform programmes being implemented by MEHRD, (School Assessment and Examination Reform Programme (SA&ERP), the reform of school inspection, the review of Technical and Vocational Education and Training (TVET), the National Teacher Training and Development Programme (NTT &DP), review of the SICHE School of Education programme).
2. A broad SIG and stakeholder workshop where the key findings will be presented and discussed.
3. A final report integrating stakeholder comments and suggestions.

Outcomes
CDC and its staff are supported to carry out the Curriculum Reform Programme and to strengthen the links between curriculum reform process and the other reform programmes being implemented by MEHRD, leading to the development of an appropriate curriculum for the nation's schools.

Suggested Timeframe and Methodology
The review could take up to 35 days (in July-August 2008). It will incorporate visits to selected provinces and will include interaction with all stakeholder groups including school communities.

The methodology will include:
- Review CRP and all relevant documentation from SIG/MEHRD and their donor partners.
- Identification of key issues and agreement with CDC Director, Coordination Team and NZAID on these issues.
- Review of curriculum materials produced to date.
- Review of future plans for curriculum materials production

- Selected provincial, school and community visits and interactions as suggested, and including Malaita PEA and the schools involved in the SICA/Oxfam pilot project in Malaita
- Presentation of draft findings at a stakeholder workshop.

Reporting

The consultant is contracted by NZAID and therefore all reports should go to NZAID, as well as MEHRD. During the assignment, the consultant will report to the Permanent Secretary MEHRD, through the Under Secretary (Technical), and be directly responsible to the Director of CDC. S/he will be located at the Curriculum Development Centre, Panatina Campus/SICHE. The draft report document is expected to be presented at the stakeholders' workshop in Week 4 of the consultancy. The final draft of the report and other agreed outputs are to be submitted to MEHRD and NZAID in the final week of the in country mission. This should be either in electronic or hard copy (four bound copies).

Profile of consultant expertise

The Consultant must demonstrate the experience in carrying out reviews. These include:

- Experience working in Pacific Island Countries, particularly the Solomon Islands.
- Strong experience in the education sector, particularly in school curriculum planning, management and evaluation in developing countries
- Proven experience in successful design and management of reviews resulting in provision of clear, feasible recommendations within the terms and conditions of the TOR
- Participatory approach and commitment to organisational learning
- Familiarity with sector-wide approaches and/or sector programming
- The ability to communicate findings, options and recommendations clearly in writing and verbally.

Annexes

The following additional documents and information will be attached as annexes to the TOR or be made available to consultant on or prior to arrival.

1. *The National Education Action Plan (NEAP) 2007-2009*

2. *Education Strategic Framework (ESF) 2007-2015*

3. *Curriculum Reform Programme (CRP)*

4. *Curriculum Reform Management Plan 2005-2009 (CRMP)*

5. *Curriculum Review and Reform Project Implementation Document (CRPID).*

6. *The report to NZAID and SIG/MEHRD on the Curriculum Reform Programme (CRP)*