VINCE CATHERWOOD & ASSOCIATES LTD

13 Seaview Terrace
Northland
Wellington 6012
New Zealand

Phone: +64 – 4 – 475 326
Mobile: +64 – 27 – 241 4021
Fax: +64 – 4 – 475 3276
Email: vincec@xtra.co.nz

Evaluation of the

School of Education (Solomon Islands College of Higher Education)

and the

University of Waikato Partnership

Commissioned by the New Zealand Aid Programme

Prepared by

Vince Catherwood, Director, Vince Catherwood & Associates Ltd., and Lester Taylor, Independent Consultant

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Abbreviations and Acknowledgments

Abbreviations

AusAID	Australian Agency for International Development
CDD	Curriculum Development Division
DAC	Development Assistance Committee (of the OECD)
DEC	Distance Education Centre
DFL	Distance and Flexible Learning
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EU	European Union
HOS	Head of School
INTREC	International Training, Research and Education Consortium
LOV	Letter of Variation
MEHRD	Ministry of Education and Human Resources Development
MOU	Memorandum of Understanding
NZAID	New Zealand Agency for International Development
OECD	Organisation for Economic Cooperation and Development
PI	Partner Institution
PID	Project Implementation Document
PS	Permanent Secretary
SICHE	Solomon Islands College of Higher Education
SIG	Solomon Islands Government
SINTA	Solomon Islands National Teachers Association
SPBEA	South Pacific Board for Educational Assessment
SOE	School of Education
SWAp	Sector Wide Approach
TA	Technical Assistant
TE	Teaching Experience
TIT	Teachers in Training
TTDD	Teacher Training and Development Division
TTDO	Teacher Training and Development Officer
UNICEF	United Nations Children's Fund
UPNG	University of Papua New Guinea
USP	University of the South Pacific

1   Executive Summary

Overview

This evaluation of the partnership between the School of Education (SOE) at the Solomon Islands College of Higher Education (SICHE) and the University of Waikato was commissioned to examine the partnership from its inception in mid-2006 to its completion at the end of 2010, against both its original objectives and subsequent objectives that followed an expansion of the programme, and to assess the strengths and weaknesses of different components of the partnership programme. The evaluation criteria used included the OECD Development Assistance Committee criteria of relevance, effectiveness, efficiency and sustainability.

The evaluation found that the particular strengths of the programme were:
- the completion of a comprehensive review and redevelopment of the SOE's total teacher education curriculum;
- the successful delivery of a programme of professional development for the staff of the SOE; and
- an institutional strengthening programme for the SOE as a whole.

Areas of concern about the partnership were some weaknesses in initial planning and subsequent execution of the programme, limited progress in developing financial management and budgeting skills of the senior management of the SOE, and a need to improve the way in which communication and reporting about the partnership to stakeholders was managed.

Relevance

The partnership met a range of urgent needs including:
- the review and redevelopment of the pre-service programmes being offered by the SOE;
- preparing teacher trainees to meet the new assessment policy of MEHRD and the new curricula and student centred approach to teaching being developed by the Curriculum Development Division (CDD);
- providing for the professional development of SOE staff;
- providing support for the Head of School (HOS); and
- developing a Teachers –in-Training (TIT) programme to upgrade untrained teachers.

Wrightson in his mid-term review of the partnership (2008), while positive about much of the work of the partnership, identified the need for attention to be paid to strategic issues. He was concerned to ensure that the place of the SOE in education in the Solomon Islands be better defined and that the relationships between SOE and both its parent body SICHE and the Ministry of Education and Human Resources Development (MEHRD) be improved. While relationships have started to improve, and while this progress is to be commended, this development has occurred more as a secondary outcome of the improved confidence of SOE staff, rather than as a result of actions initiated by the partnership and designed to address the strategic issues. Work needs to be done to align the strategic plans of SICHE and SOE.

In most respects the partnership design was fit for purpose. Its particular strengths included:

- Enabling the development of strong professional and personal relationships between staff of the two partners;
- Providing for ownership of the developments and outcomes by SOE;
- Providing for a range of support and expertise to be involved in the partnership;
- Allowing time for reflection by SOE staff as they were introduced to new knowledge and skills;
- Ensuring that SOE staff undertook tasks on an equal basis with University of Waikato personnel; and
- Producing good outcomes with structures in place to help ensure that the gains are sustainable.

However, weakness in the design was a result of the initial consultation being too narrow. Broader consultation with MEHRD, SICHE Directorate and CDC, all of whom had a very significant interest in ensuring that the outcomes of the partnership were successful, would have supported the new policies and curricula being developed.

Effectiveness

A key achievement of the partnership was the redesign and review of all components of the previous teacher education curriculum. A new credit point qualifications structure has been introduced, including a certificate (120 points), a diploma (240 points) and a degree (360 points). Seven new qualifications have been developed:
- Two-year Diplomas in Teaching for each of early childhood, primary and secondary teachers;
- A one-year Graduate Diploma in Teaching for secondary teachers;
- A Certificate in Teaching for each of early childhood, primary and secondary teachers. For primary and secondary teachers this qualification will be offered via the TIT programme using a distance and flexible learning (DFL) mode.

The new programmes are a significant improvement on the previous ones and have been well received by all stakeholders. The evaluators did note shortcomings in some of the course readers that supported the courses, including a heavy reliance on New Zealand material, a tendency to use material without adequate attribution, occasional use of language that was too complex, and insufficient adjustment of the material to a Solomon Islands context. The teaching practicum experience was redesigned as part of the course review, and trainee teachers generally found the practicum experience helpful in developing their skills as a practising teacher. The evaluators suggest that better prior communication with schools and the supply of the guidelines on the teaching practicum to Principals and Head Teachers before the trainee teacher arrived for the practicum would improve the value of this part of the course. The evaluators have serious concerns related to literacy and numeracy, and believe that insufficient attention to these topics has been addressed by the partnership. Specifically, there is a need to address the teaching of reading more directly in the SOE teacher education curricula, with more targeted tuition for teacher trainees in practical techniques to deliver effective teaching and learning of reading in the primary school.

Progress was made in the development of a teacher education programme to address the training needs of the large number of untrained teachers through the development of a field-based programme (TIT) for untrained teachers, resulting in a Certificate in Teaching (Primary or Secondary). While there were some problems with implementation of the course, the evaluators were able to observe good lesson preparation, effective classroom

management and well-developed teaching skills based on a student-centred approach in those TIT teacher graduates who were observed teaching. The significant cost associated with the TIT programme including travel and housing for the teachers has resulted in the programme being discontinued. It will be replaced by a distance and flexible learning programme under development with the support of a long term technical assistant.

There have been significant direct results of the partnership programme on teacher education policy development within the SOE. One outcome is the establishment and implementation of a revised system of course review processes and policy development. As well, policies on assessment, on course outlines, on teaching experience, and on staff induction have been developed as a result of the partnership. One of the major successes of the partnership is that the SOE has a strong ownership of the outcomes of the partnership, and a belief that they themselves as key staff members will be able to continue course development and monitoring of outcomes.

Particular strengths of the partnership programme have included the development of strong professional and personal relationships between staff of the two partners, ownership of the developments and outcomes by the SOE, provision of a range of support and expertise by the University of Waikato to the SOE, the time allowed for reflection by SOE staff as they were introduced to new knowledge and skills, the equal basis on which SOE staff undertook tasks alongside University of Waikato personnel, and the production of good outcomes with structures in place to help ensure that the gains resulting from the partnership are sustainable.

One weakness identified by the evaluators was in initial planning and subsequent execution of the partnership programme. There were initially problems in implementing and managing the delivery of the programme, such as the late delivery of essential learning resources like course readers to enable students to undertake their course of study effectively. The issue of effective implementation of the SOE programme remains an ongoing matter of concern.

The monitoring and evaluation that has been undertaken during the partnership has been reasonably effective, and has included two independent external reviews, a self-review by the SOE, monitoring of the progress of the partnership by the University of Waikato thorough regular quarterly and annual reports, and joint annual review meetings. This report provides a further external evaluation. Taken together, these monitoring and evaluation mechanisms constitute an effective Monitoring and Evaluation Framework that ensured that the partnership activities remained on track, and that the resources dedicated to the programme were targeted to achieving appropriate outcomes.

Efficiency

The evaluation of the efficiency of the partnership assessed three main dimensions: value for money; the efficiency of systems, processes, and governance and management structures; and the quality of management, including financial management and risk management. The assessment of "value for money" requires that the overall benefit of an activity be weighed up and compared with the overall cost. The three "value for money" aspects that have been assessed are development outcomes, cost, and effective and economic use of resources.

Two particular development outcome areas where interviewees reported good progress had been made were in the professional development of SOE staff and the institutional

strengthening dimension. The building of a constructive way for SOE staff to work together as a team on programme development has been a significant achievement of the partnership. The process adopted has given staff added confidence, has endorsed their autonomy, and augurs well for the future of the SOE.

In their assessment of cost, the evaluators examined similar partnership programmes elsewhere in the Pacific region in an endeavour to find comparable programmes which might provide benchmarks against which direct cost comparisons of this partnership model might be made. No directly comparable benchmark programmes were identified. In the time available, it proved difficult to identify comparable financial data that could be objectively assessed and compared in order to assess whether costs of the partnership were reasonable. It was not possible to conduct a formal cost-benefit analysis. The evaluators therefore elected to make a relatively subjective judgment call based on their own personal experience of broadly similar programmes. The overall cost of the partnership was assessed by the evaluators as reasonable, if somewhat expensive, but justified in the light of the range of expertise that was called upon through the University of Waikato.

The evaluators endeavoured to assess whether resources were used effectively and economically. As part of this exercise, an evaluation of two different partnership models was undertaken, in order to assess whether an alternative approach might have been more cost effective. The two models were an intermittent input partnership model (effectively the model employed by the SOE (SICHE)/University of Waikato partnership) and a long-term in-country technical assistance model (used quite extensively elsewhere in the education sector in the Solomon Islands). The strengths and weaknesses of both models were assessed. The intermittent input partnership model was considered to be more expensive than the long-term in-country technical assistance model. Nevertheless, on balance, the evaluators concluded that the intermittent input model had significant advantages for this activity, owing to the requirements of both the course design and institutional strengthening components of the project. There was a need to draw upon a range of different expertise available in a university, but the extent of this expertise was not likely to be found vested in one or two single individuals.

The overall judgment by the evaluators was that there are a number of outcomes indicating that value for money was delivered. There was significant improvement in course design at the SOE, and in course development and improvements in the overall quality of programmes for teachers and teacher trainees. Interviewees reported improved professional development of staff and positive institutional strengthening. Building of positive relationships for a range of in-country staff with personnel in an external institution brought long-term and sometimes intangible benefits for both partners. The inputs from the University of Waikato spurred the beginning of a research culture at the SOE. In summary, the costs have been reasonable and the benefits achieved commensurate with the investment made.

An assessment was undertaken of the efficiency of systems, processes, and governance and management structures. A contract management group was established at the University of Waikato, the cost of which appeared to be relatively generous. It was not clear precisely whether additional value commensurate with its cost was delivered by this management group. The evaluators noted that no Advisory Group for the partnership with membership beyond SOE had been established in the Solomon Islands, although it was acknowledged that an SOE internal partnership advisory group with the HOS and former HOS as co-ordinators had been established. The evaluators concluded that relatively ineffective monitoring of implementation performance had taken place. For example, interviewees

suggested there were few sanctions applied for inefficiency in producing resources for courses in a timely way. The annual review meetings (involving SOE, the University of Waikato, and New Zealand Aid Programme personnel) were a useful monitoring mechanism. The evaluators observed that the frequency and quantity of Letters of Variation (12 in all) to amend the original contract suggested that there were weaknesses in the original concept design.

While the process of getting traction and commitment to change was initially slow, the partnership did create sufficient momentum ("critical mass") and staff commitment to bring about real improvements. There were problems with lack of engagement, involvement and decision-making by SICHE management with respect to SOE staff. Day-to-day management effectively occurred between the University of Waikato professional leader and the HOS at the SOE. It was a flaw that there was little institutional "buy-in" at higher levels of management and/or governance in SICHE from the beginning of the programme.

The evaluation of the quality of management, including financial management and risk management, revealed a mixed performance. The evaluators considered that the separation of financial management and project management by the University of Waikato (at least for reporting purposes) was not ideal. It proved not to be possible to link the delivery of outputs to the cost of delivering those outputs. MFAT expressed concern at the lack of detail in some reports.   There has been little evidence of growth in financial management skills of the SOE HOS and her staff. In contrast, risk management was handled relatively well, with reasonable identification of risks. Risk mitigation was less effective when concerns (for example, staff performance) were not acted upon in a timely way. The lack of action lay not with the SOE or with the University of Waikato, which were both proactive in identifying barriers such as poor staff performance, but with SICHE management. Some major issues were allowed to escalate to crisis point (e.g. the student strike) when the issue should have been identified earlier (and communicated both orally and in writing), engagement sought between all key stakeholders (such as SOE management, SICHE senior management, and senior MEHRD personnel), and interventions undertaken.

Sustainability

Considerable work has been done to try to ensure some level of sustainability of the gains made during the partnership. The likelihood of long term benefits has been increased as a result of significant achievements in some areas. For example, the professional development of staff has provided them with improved knowledge and skills related to teacher education. The professional development and mentoring of senior staff has increased their leadership and management skills. The mentoring support provided to the Head of School during the partnership should have ongoing benefits in assisting her to manage her role. Effective policies have been developed related to the review of courses and programmes, to assessment, and to the ongoing professional development of SOE staff. The staff understanding of the role of research in a tertiary institution has been enhanced, and a Research Committee has been established. An MOU has been signed between SICHE and the University of Waikato which establishes an ongoing professional relationship between the two institutions. The MOU specifically identifies the sharing of research and personal and professional support with the SOE. In addition, strong personal and professional relationships have been developed between some SOE staff and some staff from the University of Waikato.

Nevertheless, despite the excellent work done in the partnership in an attempt to ensure sustainable results, sustainability cannot be guaranteed. Strong leadership will be essential

for the gains to be sustained. It will be necessary for the HOS, senior staff and the Directorate staff of SICHE to be conscious of the factors that can undermine sustainability, and work to reduce these.

Lessons Learned

Several lessons have been learned that may have application for future partnerships.

1 Wider initial consultation at the outset of the partnership, especially with MEHRD, SICHE Management and the CDD, would have been desirable, ensuring that the partnership outcomes were in line with other stakeholders' needs and policies. Wider consultation among the staff of the School of Education in preparing them for the partnership would have helped to reduce anxiety and resistance.

2 With the advantage of hindsight, it is unlikely that the partnership objectives could have been successfully completed in the proposed three year time frame of the initial contract. A more careful analysis of the work required, involving consultation with people who have undertaken work of this nature, would probably have recommended a longer time frame or fewer objectives.

3 There is some danger of change overload for staff in a major partnership project of this nature. The intensity of the work required to develop the new qualifications in this partnership did result in the SOE staff being overloaded with changes. New policies and changed approaches need to be embedded at an early stage of the partnership, and adequate time allowed for staff to become familiar with and accustomed to using them.

4 A small number of the SOE teaching staff does not have a teaching qualification. In other SICHE schools the problem is greater. All staff could be encouraged to gain a teaching qualification. The Certificate in Education Adult Learners offered by SICHE is designed for people who teach adult learners, and may be suitable for this purpose with some adjustment for teacher educators. Alternatively, a suitable Certificate in Adult Teaching will almost certainly be available on-line. Staff members could be given an incentive to take the course by refunding course costs on successful completion of the certificate.

5 It was clear from this evaluation that improved co-ordination of planning was needed among the major key stakeholders (SOE, SICHE, MEHRD and Development Partners). Any future partnerships or twinning arrangements (as envisaged in the SICHE draft strategic plan) would be enhanced by broad consultation in order to ensure that all key stakeholders understand and agree with the partnership objectives.

6 Attention also needs to be paid to effective implementation of the partnership. Some fundamental flaws in execution marred the delivery of the new diplomas, such as the failure of the SOE management to ensure that resources prepared for use by teacher trainees in their programmes were printed and delivered on time. There also appeared to be no central repository in which copies of all the new course outlines and readers were lodged. Good prior planning, timely preparation and effective organisation should have prevented these elementary failures in execution of the programme.

Recommendations

Several recommendations are made, based on findings and issues that have arisen during the course of the evaluation. These are targeted to the agency concerned. Some of these recommendations relate to issues outside the terms of reference for this evaluation. However, the evaluators believe that these recommendations will help ensure that the actual and potential benefits derived from the evaluation are maximised and sustained.

Overview

Recommendation 1: Improve strategic planning in the education sector by co-ordinating and integrating the costed strategic plans of MEHRD, SICHE and SOE.

Ministry of Education and Human Resources Development

Recommendation 2: Establish an independent quality assurance mechanism to ensure the international comparability of Solomon Islands tertiary education programmes.

Recommendation 3: MEHRD, in consultation with SICHE and the SOE, to review its existing teacher education co-ordination mechanisms to determine future in-service training priorities, and should verify that procedures are in place to ensure consistency of content and standards in the delivery of new in-service courses such as the proposed Graduate Certificate in Educational Leadership.

Solomon Islands College of Higher Education

Recommendation 4: SICHE to seek support through an appropriate institutional or agency link or "twinning" programme as it moves to be a degree granting institution, including support for specific faculties.

The University of Waikato

Recommendation 5: Provide ongoing mentoring and professional development support in the short term to the Head of School at SOE (SICHE) as part of the agreed MOU between the University of Waikato and SICHE.

School of Education (SICHE)

Recommendation 6: There should be periodic opportunities for an independent assessment of clusters of specialist SOE subject programmes by invited external specialist technical assistants.

Recommendation 7: SOE should examine its diploma programmes with a view to ensuring teachers have the requisite skills and knowledge to successfully teach reading.

Recommendation 8: A major review of the total teacher education curriculum should be undertaken by the SOE every ten years.

MFAT

Recommendation 9: Give serious consideration to providing financial support in order to implement the intention of Recommendation 3 (support for SICHE) and Recommendation 4 (mentoring of and support for the Head of School of the SOE).

2   Introduction

The School of Education (SOE) of SICHE is the largest provider and only SIG funded provider of teacher education in the Solomon Islands. During the tensions in the early 2000s the SOE was closed. Many of its experienced staff left and did not return, seriously affecting its ability to provide high quality programmes. After a comprehensive review in 2004, a twinning approach to the development of the School of Education (SOE) of the Solomon Islands College of Higher Education (SICHE) was begun in 2006 through a partnership between the SOE, and the University of Waikato in association with the International Training, Research and Education Consortium (UK) (InTREC). The initiative was designed to develop and improve the capacity of SOE as the local provider of pre-service and in-service teacher education. The key activities of the partnership were:

- Capacity building and institutional strengthening;
- Developing learner centred pedagogy in all SOE programmes;
- Developing new diploma and proposed degree courses; and
- Mentoring to support the change leadership role of the Head of SOE.

The partnership was based on a formal contractual arrangement between the New Zealand Aid Programme (the New Zealand Agency for International Development – NZAID – at the time) and The University of Waikato/InTREC. The terms of the contract provided funding to the University of Waikato to cover all the costs of sustaining the objectives of the partnership, as outlined in a Project Implementation Document. These costs included both management and project costs, such as provision to cover the University staffing input cost components, consultancy costs, travel and accommodation costs for Waikato and SOE staff, costs associated with communications, resource development and production, monitoring, evaluation and reporting, administration and other incidental costs. In some other jurisdictions, a "twinning arrangement" can mean that the 'host institution' carries at least some of the cost burden, which needs to be budgeted for (either as matching funds or for clearly delineated categories of activities). In this partnership all the direct costs of the partnership were met by the Government of New Zealand through its aid budget and by the Government of the Solomon Islands through its support for the SOE.

During the course of the partnership adjustments to the partnership agreement were made to support the SOE in new roles that were negotiated with the Ministry of Education and Human Resources Development (MEHRD). These new roles included:

- Increased in-service provision for teachers, including training and certification opportunities;
- Professional development programmes for the large number of untrained teachers in the Solomon Islands, including the development of flexible and distance learning courses;
- In-service leadership courses for Principals and Head Teachers; and
- Support for the Curriculum Development Division (CDD) in the provision of in-service training to support the new primary and secondary curricula.

The partnership programme ended in December 2010. It has been agreed by MEHRD, the SOE, and the New Zealand Ministry of Foreign Affairs and Trade (MFAT) that it is timely and useful to evaluate the overall partnership, to assess its achievements, and to assess the overall approach.

The SOE is planning to introduce degree courses in 2012. The evaluation findings should help SOE to identify further reforms and improvements required, and any further support needed, in order that it can successfully introduce a degree programme.

Arising from its new Strategic Plan, SICHE is likely to form partnerships/twinning arrangements for one or more of its schools. Lessons from the experience of the University of Waikato partnership, in particular about managing and getting maximum benefit from technical assistance and support, will assist the broader capacity building of SICHE.

3   Evaluation Purpose and Objectives

Purpose and Scope

The evaluation examines the partnership from inception to completion (mid 2006 to the end of 2010) in order to assess the partnership against its original objectives and the additional objectives that followed the expansion of the scope of the partnership. It assesses the strengths and weaknesses of different components of the partnership programme and provides an overall assessment of the quality of the programme using the OECD DAC evaluation criteria of relevance, effectiveness, efficiency and sustainability.

Objectives

The objectives of this evaluation were:
- To assess the relevance of the partnership;
- To assess the effectiveness of the partnership in achieving the six original objectives and the additional objectives. This includes a qualitative and quantitative assessment of the results of the partnership, including impact on SOE and the wider SICHE capacity, graduates, course structure and materials;
- To assess the efficiency of the partnership. The analysis focuses on:
    - Value for money;
    - Efficiency of systems, process, governance and management structures;
    - Quality of management, including financial and risk management;
- To assess the sustainability of the benefits of the partnership;
- To draw lessons learned from the partnership arrangement for SOE, SICHE, MEHRD, the University of Waikato and Development Partners, and to provide recommendations to assist SOE to identify, prioritise and plan further improvements and support, including recommendations for future support needs.

The evaluation is based on documentation, on interviews with partnership members and stakeholders including MEHRD, SOE staff and graduates, representatives from the University of Waikato, teachers, principals, head teachers, education authorities and inspectors, and on classroom observations. Details of the evaluation techniques and strategies are included in the Evaluation Plan which is included as Appendix 1 to this report.

4   Methodology

The evaluation had two main key tasks. The first was to evaluate the partnership for its relevance, effectiveness, efficiency and sustainability. The second was to draw lessons from the partnership and make recommendations for further support needs. The approach adopted therefore sought to throw light on the achievements, successes and weaknesses of the partnership in the light of these two tasks for the evaluation.

The methodology developed was derived from the terms of reference (TOR) for the assignment. The TOR are set out at Appendix 3. A key aspect of the methodology was the development of evaluation questions that related to the DAC Evaluation criteria (relevance, effectiveness, efficiency and sustainability of the partnership), and to lessons learned and recommendations. The key questions specified in the TOR were included in a list of "focus questions" that formed the interview agenda.

It was originally intended to use a Quality Rating Scale as part of the evaluation, as noted in the TOR, but advice received on the draft evaluation plan suggested that the Compass Activity Quality Rating Scale instrument initially proposed was written for monitoring rather than independent evaluations, and consequently the evaluators decided it was preferable not to use a quality rating scale.

As a first step, the evaluators reviewed a SWOT analysis that had been recently conducted in the development of the SOE draft Strategic Plan. While this SWOT analysis was not focused directly on the Partnership, it did include a detailed assessment of the strengths and weaknesses of the SOE as an institution, and of the opportunities and threats facing the organisation. The evaluators concluded that a similar SWOT analysis of the partnership would add little value, since the findings of this SWOT analysis were valid and up-to-date, and another similar SWOT analysis of the partnership would be redundant, since it would simply repeat much of the previous exercise. Where the comments included in the SOE strategic plan SWOT analysis were corroborated by other evidence, these observations were adopted and fed into the findings of the present Evaluation.

The evaluation was guided by an Evaluation Steering Committee of key stakeholders. Membership of the Evaluation Steering Committee is included as Appendix 2. Prior to commencing the evaluation process a detailed evaluation plan was developed. A draft of the plan was provided to MFAT and the Evaluation Steering Committee for comment, after which a final evaluation plan was written. The detailed evaluation plan is included as Appendix 1.

Evaluating a partnership of this nature is difficult as it relies very heavily on the subjective opinions of people. Hard, measureable data on some aspects of the partnership are difficult or impossible to obtain. Verifying outcomes is, therefore, sometimes challenging. Two key sources of data were available – documents and interviews of stakeholders.   As a consequence, document analysis and interviews of key stakeholders formed the basis of the evaluation process.

A third source of information was available in the form of the observation of recent SOE graduate teachers in the classroom. This classroom observation provided an opportunity to view the teaching skills of teachers who had undertaken the revised programme, and to triangulate what people had told the evaluators in interviews about outcomes with

observation of direct teaching. The classroom observations were useful, but were few in number and it would be inappropriate to make generalisations or draw definitive conclusions from what was only a small sample. In addition, the SOE has noted that the list of teachers who were interviewed or whose classrooms were visited included some who were trained under the previous programme, some who were trained through the TIT programme, and a small number who graduated from the new diplomas as teachers at the end of 2010. However, our conclusions following observations of teaching practice were supported by comments from Principals and inspectors, and indicated teaching practice had improved.

While the majority of interviews were conducted in Honiara, visits were made by the consultants to Malaita and Central Province respectively, to talk to teachers in rural locations who had recently graduated from the SOE, and to their employing authorities and head teachers. The purpose of these field visits was to verify that teachers emerging from the new pre-service diploma programmes which were developed through the partnership arrangements were being well prepared for teaching in more isolated rural environments.

It must be noted that a limited time (16 days) was available for all the field work of the evaluation to be undertaken. A heavy programme of interviews was scheduled and undertaken. Absence from scheduled meetings and interview times by some interviewees meant rescheduling appointments and limiting time available.

Document Analysis

A very extensive range of documents was available to the researchers. (A detailed list of documents is included as Appendix 5). Different categories of documents provided information on aspects of the evaluation. These categories included:

- Structure and formation of the partnership. These documents provide details of the objectives of the partnership and form the basis against which the evaluation is conducted.
- Self evaluation of the partnership by SOE. This report provides insight into the success and limitations of the partnership as viewed by the SOE.
- Quarterly milestone reports and Annual Reports by the University of Waikato. These reports provide details of progress throughout the duration of the partnership, problems encountered and techniques used to resolve these, the extent to which the original outcomes were achieved and the overall success of the partnership.
- Course outlines and course materials. These documents provide observable and measureable evidence on one aspect of the partnership related to the development and implementation of international quality teacher education programmes.
- Reports and reviews commissioned by MFAT or conducted by MEHRD. These documents gave information related to the establishment of the partnership and its progress, and/or provided useful background information about the education sector (and specifically about teacher education) in the Solomon Islands.

Interviews of Stakeholders

Information gathered from interviews is based on the opinion of the interviewee and may reflect personal biases or be influenced by vested interest. The evaluation process needs, therefore, to interview as many people as possible and from all the key stakeholder groups. Analysis of interviews looks for consistency or divergence in opinions in order to make judgements about the level of success. Consistency of opinion across stakeholder groups is

a good indicator of success. Where there is divergence of opinion, the evaluators must seek to identify the cause of the differences and then make a judgement as to the degree of success or failure. In general there was a large measure of agreement from those who were interviewed, and it seldom became necessary to record areas where there was significant divergence of opinion. The one area where there was some disagreement between the evaluators and the University of Waikato was in relation to the teaching of reading. These issues are discussed in detail in a separate chapter of this report.

Over 110 people were interviewed to gather information. A list of those interviewed is attached at Appendix 4. An attempt was made to interview representatives of all stakeholder groups, although in the limited time available a representative from every group could not be located and interviewed. People from the following groups were interviewed:

- Senior management of SOE;
- Staff of SOE;
- Graduates of SOE;
- Current students of SOE;
- Senior management of SICHE;
- Key staff from the University of Waikato;
- Key MEHRD staff;
- Head Teachers and Principals with new SOE graduates teaching in their school;
- Personnel from Education Authorities employing new graduates; and
- Inspectors.

A mixture of individual and group interviews was held. Each interviewee was supplied with a list of focus questions (the "Interview Agenda"), usually by email prior to the interview when possible. This schedule of interview questions was developed to guide the interview process and ensure a degree of consistency in data gathering. However, it was necessary to be flexible in the interview approach to allow individuals to respond in a way in which they felt comfortable. The focus questions were supplemented when appropriate by additional questions that emerged from the specific responses made by individual interviewees.

On the advice of the Evaluation Steering Committee, the interviewees (including the graduates and head teachers) were asked if they wished to sign a pre-prepared letter giving their consent to the interview. Interviewees were assured that their answers would not be identifiable in the report. The purpose of the letter (the consent form) was to safeguard privacy requirements, and to ensure that individuals had given permission to include their name in the list of those interviewed which would be published in the final report. Each interviewee was therefore asked to sign and return a consent form before the interview took place. A copy of the consent form is included in the Evaluation Tools (Appendix 6).

Recent teacher graduates were visited in Honiara, Central Islands and Malaita. These visits provided an opportunity to interview the graduate teachers, to observe the teaching practice of selected graduates and to gather comment from their head teachers on their effectiveness as teachers.

Prior to their departure from Honiara, the evaluators made a presentation indicating initial findings and recommendations to the Evaluation Steering Committee and invited key stakeholders. (The invitation list for this exit presentation is included as Appendix 7). Comments from that meeting were incorporated in a draft report presented to MFAT. Feedback was received on the draft report from key stakeholders, and was included in a revised final report submitted to MFAT by the end of June 2011.

5   Partnership Objectives and Evaluation Findings

Objective 2 of the TORs for this evaluation is "to assess the effectiveness of the twinning partnership in achieving the four original objectives and additional objectives". However, the Project Implementation Document (PID) for the partnership programme contains six objectives. It was agreed with MFAT at the commencement of the project that the six PID objectives would form the basis of the evaluation, not the four identified in the TORs for the evaluation.

In the original PID document, "outputs" have been identified. It is debatable if these are outputs, and we note that in their final report, the University of Waikato has called them "outcomes". We support the University's decision to do this and have, therefore, used the term "outcomes"[1] in this report.

This section tabulates the evaluator's findings in relation to each of the objectives. An analysis of the findings is presented in the following chapter.

Original Project Implementation Document (PID) Objectives

Objective 1: To develop a strong professional development partnership between the SOE and the external partner that enhances the morale, confidence, knowledge and skills of the SOE staff.	
Outcomes	**Findings**
Outcome 1.1 Enhanced morale, confidence, knowledge and skills of the SOE staff	i A strong professional working relationship has been developed between the staff of the SOE and the personnel from the University of Waikato who have been involved in the partnership. SOE staff interviewed were very positive. ii SOE staff interviewed all claimed to be more confident in their teaching and curriculum development skills. They stated that they had the skills and knowledge to prepare their lecture materials and supporting documents to reflect the new approach and to teach this material. iii The University of Waikato has run a number of professional development courses for SOE staff and provided incentives for attendance and participation through the provision of Waikato Certificates for successful completion. While not all staff have participated in these courses, a significant number has. iv A start has been made in the development of research skills and research culture, with a small group forming a research committee. A monograph has been published which contains work from a small

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[1]   We have used the definition of "inputs", "outputs" and "outcomes" specified in *Putting It Together: An Explanatory Guide to the New Zealand Public Sector Financial Management System*, published by The New Zealand Treasury in 1996, page 13. "Inputs" are the resources (such as capital, personnel, accommodation, equipment, information and time) used to produce goods and services. "Outputs" are the goods and services purchased by Ministers from public and private sector producers. "Outcomes" are the impacts on the community of an output or class of outputs.

	number of SOE staff. While the majority of the monograph contains work from the University of Waikato staff who were involved in the partnership and from other senior Solomon Islands personnel, it is still valuable in demonstrating to SOE staff that research and preparation of academic papers of high quality are possible and within the scope of the SOE. v Despite the difficulties associated with telephone, email and internet communication in the Solomon Islands, regular communication between the University of Waikato and the SOE was maintained throughout the duration of the partnership.
Outcome 1.2 Enhanced and effective professional relationships between the SOE and other key stakeholders	i Other key stakeholders (MEHRD, SICHE Directorate staff, Inspectors, Head Teachers) spoke positively about the partnership and its outcomes. There were indications from them that their relationship with SOE was improving and it was hoped that these gains would be maintained and developed further. ii Senior SOE staff claimed to be more confident in responding to MEHRD and SICHE Directorate personnel in a positive way and being prepared to engage in discussion about requests.

Objective 2: To work with MEHRD to assist in the development of a teacher education programme to address the training of untrained teachers.	
Outcomes	**Findings**
Outcome 2.1 High quality teacher education programme for untrained teachers developed	i Feedback from interviews indicated that a good quality teacher education programme for teachers in training (TIT) was designed and developed as a pilot programme by the School of Education (SOE) in partnership with the University of Waikato. The programme consisted of four six-week modules involving lectures, tutorials, assignments and individual mentoring delivered at the SOE campus in Honiara from June 2007 to February 2009. 220 graduated in December 2009. Another 27 graduated in mid 2010. Course materials from the TIT course were not sighted by the evaluators, and consequently could not be evaluated. ii The qualification awarded to the Teachers-in-Training was a Certificate in Teaching (Primary or Secondary). The programme was delivered as a "one-off" activity, and was not continued, owing to a lack of capacity within the SOE, the time required to train relatively limited numbers of teachers, and the cost of bringing all 2000+ untrained teachers to Honiara and hosting them. iii The feedback from the teachers interviewed who had completed the course was generally positive about its value, and the TIT teachers who were observed teaching during evaluator visits demonstrated that they had benefited by developing practical teaching skills in areas such as lesson planning, classroom management, and the development of attractive classroom learning environments using charts and displays of children's work. The majority who were interviewed articulated the need for a student-centred approach and for formative rather than

	summative assessment, although actual practice in implementing these concepts was variable.
	iv There were some problems with implementation of the programme, reported in the independent evaluation undertaken by Patricia Thompson in March 2010, and confirmed in interviews with teachers. A major problem was that course materials were not delivered on time. The SOE HOS and some staff blamed this on the printing of materials not being completed in a timely fashion by the SICHE printing services, with the result that the SOE was not able to use alternative methods. Other problems included stationery not being available, frustrations about non-payment of transport costs, the quality and quantity of food, and insufficient allowances. The timeframe for delivering all courses, and marking and returning assignments was too short. Lecturers expressed concern about heavy workloads.
	v Many of the teachers experienced difficulties in coping with the level of English required during the course. While the _Preparation for Tertiary Learning_ course delivered by the SOE was helpful, coping with the understanding and use of academic English required was challenging for the teachers. The teachers had had limited experience of reading and analysing English materials at a higher level. They needed more time and assistance from staff in writing assignments. This language issue will be an ongoing problem for the SOE and for teacher education generally in the Solomon islands. Teaching staff at the SOE will need to provide support to their students and select reading materials carefully. There are also language implications for the design of learning materials for the Certificate in Teaching (Primary) to be delivered by a distance and flexible learning mode.
	vi Feedback from interviews with lecturers confirmed that the University of Waikato staff did assist SOE staff to identify, prioritise, plan and review the courses for untrained teachers. The TIT courses were developed initially, and these courses were then used to redesign the diploma courses for the pre-service teacher training programmes.
Outcome 2.2 Curriculum for untrained teachers developed for both face to face and distance delivery	i The number of untrained teachers in the Solomon Islands has been a long-standing issue. The evaluation of the TIT course endorsed the intention to develop a Certificate in Primary Teaching as a school-based in-service programme for untrained primary school teachers delivered by distance and flexible learning (DFL), although efforts to develop this course had been in the pipeline for some two years prior to the TIT evaluation, with only limited support from SICHE and SOE. The initial planning and co-ordination, and administrative processes, as well as some of the inputs into the course content were led by the Teacher Training Development Division of the MEHRD and the Adviser, particularly through the first year. The training programme that will lead to the qualification will be a school-based programme offered on a relatively large scale through distance and flexible learning. The goal is to provide a basic teaching qualification for all uncertified primary school teachers in the teaching service. In 2011 a pilot programme is being developed for teachers in Malaita and Guadalcanal provinces (the two

regions where there is the highest concentration of untrained teachers). In order to reach the maximum number of untrained teachers in the shortest possible time, and to avoid disrupting existing classrooms by withdrawing current teachers for training, the new curriculum for training uncertified teachers has therefore been developed with the objective of primarily using a DFL mode.

ii The design of the programme is such that academic staff and senior managers responsible will be based in Honiara, while the students will be studying in the villages and communities where they work. Teaching activities and learning activities will happen at different times and in different places (using distance learning). Moreover, learners will have considerable flexibility over the time, place, pace and sequence of their studies and will take responsibility for managing their own learning, being supported by the Head Teacher and Master Teachers in the school in which they work. A different approach to assessment will be adopted, based on the development of a portfolio by the teacher.

iii Staff in the SOE have contributed to the development of the DFL programme, with assistance and guidance from a resident expert long-term (two-year) technical assistant in distance education. The SOE will also manage the programme. The evaluators believe that the staff have the confidence and the capability to develop what will be a very significant large-scale distance and flexible learning teaching programme. What may be lacking is the hands-on project management experience in implementing such an extensive programme. For this reason, we believe that the current external technical assistance support needs to be continued in the short to medium term.

iv The evaluators were told that there had been only one or two interactions with the University of Waikato staff in the development of the DFL programme. While professional development for staff (supported by the University of Waikato) had been a marked feature of the development of the redesigned curriculum for the two-year diploma programmes for face-to-face teaching, professional development for SOE staff in the redevelopment of the DFL curriculum had been largely provided by the resident long-term technical expert in distance learning. The relatively limited input into the development of this DFL programme by University of Waikato personnel has occurred at least partly because the expertise of Waikato staff is in using electronic media which is not directly relevant given the context of education in the Solomon Islands.

Objective 3: To assist SOE to produce academic and professional programmes of high quality, benchmarked against relevant international standards, and relevant to the Solomon Islands context.	
Outcomes	**Findings**
Outcome 3.1 High quality ECE, primary and secondary programmes that are benchmarked against international standards	i Two year diplomas for ECE, Primary and Secondary teacher education have been developed which replace the previous two year certificate courses for ECE and Primary and a three year diploma course for Secondary. A new one-year graduate diploma for Secondary is also in place. New 120 credit Certificate in Teaching courses for ECE, primary and secondary have also been developed, upon which the new diploma qualifications build like a scaffold. Comments from a wide range of stakeholders (graduates, head teachers, inspectors, MEHRD officials) all indicate that the new programmes are a significant improvement over the previous qualifications. Documentary evidence in the form of course outlines and readers for some of the courses within the programmes has been sighted. A full set of up-to-date course outlines and course readers did not appear to be lodged in one easily accessible location at the SOE, although 62 course prescriptions were listed in the _Teacher Education Handbook_. The standard of the revised diploma programmes is variable, with some of high quality and some needing further improvement. The original objective sought to assist SOE to produce academic and professional programmes of high quality, benchmarked against international standards, and relevant to the Solomon islands context. The December 2009 report from the University of Waikato indicates that benchmarking was removed from the partnership activities as a result of a decision made at the Annual Review Meeting in 2009. There is documentary evidence to support this. (Annual Review Meeting, 26 October 2009; Quarterly Report December 2009; Quarterly Report February 2010). The reasons for this decision were that it was difficult to find a suitable institution against which to benchmark, and that the process was costly and time-consuming. This position was confirmed when the evaluators met with the key University of Waikato personnel who argued that it was difficult to find equivalent qualifications against which the new diploma programmes could be benchmarked. The final November 2010 report from the University of Waikato, however, notes that the SOE diplomas have been benchmarked against the University of Waikato. The evaluators wonder why benchmarking against University of Waikato courses is claimed in the final report to argue for the quality of the new programmes, when previously it was agreed that no programme could be found against which to benchmark. It is important as part of ensuring quality that some mechanism is available through an independent authority to give confidence that the new programmes meet appropriate international standards for teacher education. At this time this has not been done. The related issue of an appropriate course length for teacher education diploma programmes (two years or three years?) is discussed elsewhere in this report in relation to quality assurance.

	ii The University of Waikato is an institution of international standing and the personnel from the university who were involved in the partnership are highly respected academics. The evaluators are confident that the new diplomas are generally of good quality and designed to meet the needs of Solomon Islands teachers. However, there is as yet no external or independent evidence to demonstrate that the qualifications will be accepted internationally. At this stage there are some concerns which have the potential to restrict international acceptance. These include: • While the new qualifications are designed around a credit point system, the system does not in itself ensure the diplomas will be internationally accepted. • Definitions of the terms "certificate" and "diploma" are variable but most frequently undergraduate diplomas require three years of study. The new programmes are two years in duration. It is questionable whether the required knowledge, skills and competencies for a teacher in the Solomon Islands context can be achieved in two years. • The course readers developed for the courses are of variable quality from very good to poor. This judgement is based on reading of the 12 course readers that were made available during the evaluation. Graduates said that a number of the course readers were not available at the beginning of the course, and some were not available until very late in the course. This issue was also raised in the self evaluation of the first year of the programmes that was undertaken by SOE. An assurance was given by the HOS that all course readers have now been prepared and are available to students when each course commences. • Some of the readers contained significant amounts of photocopied material that often bore little direct relevance to the local context. There was strong emphasis on New Zealand sourced material. One ECE reader contained large segments from _Te Whariki_. While the material is excellent, the source has not been acknowledged. Nor has the reader been appropriately edited, since it still contains direct references to the NZ context and includes the use of Te Reo in the instructions. As with the ECE example, in other readers the source was frequently not acknowledged, and this omission, coupled with the amount of copied material, raises potential concerns about international copyright infringement. • The readability of some of the course readers was difficult, especially those which consisted mainly of material photocopied from international academic journals. As many of the students have English as their third or fourth language, these readers would be difficult for them to use.
Outcome 3.2 Improved professional practicum experiences that enhance	i The teaching practicum was redesigned. Teaching practice occurs in each year of the programmes and the two experiences are designed to ensure good professional growth of the students. Graduates reported that their teaching experience was enhanced by good feedback from visiting SOE staff.

the professional growth of teacher education students	ii However, the experience within schools varied. The effectiveness of the teaching experience can be limited by the opportunities provided by the school in which the experience occurs and the understanding of the school's head teacher and associate teachers as to the requirements of the SOE. Regrettably, some schools view the student on teaching practice as a relieving teacher and these students are required to teach a class for the entire period of the practicum with little if any support. No financial incentive is paid to the school or supporting teacher within the school for working with students. iii Requirements of the school are written in the teaching practicum notes provided to the student who is meant to show these to the head teacher on arrival at the school. It is recommended that two weeks prior to each teaching practicum, detailed requirements are provided to the head teacher of every school which is receiving a student.
Outcome 3.3 Enhance the research element of SOE staff responsibility through developing research capacity	i This outcome was not reported on by the University of Waikato in its final report. The reason may have been that the wording of the outcome statement was unclear. However, good work was done on the topic of research during the partnership. It is SIG policy and an aspiration of SICHE that the SOE should develop a teaching degree programme. If this objective is to be achieved, participation in research by SOE staff will be essential. Discussions with staff showed that for some staff, there is a clear understanding of the role of research in a tertiary institution. There is also a desire by staff to participate in research. For staff to undertake serious research, a reduced teaching load may be required. The revised diplomas appear to have reduced the teaching load of some staff, and the resulting time could be used either for research or to participate in in-service courses for teachers. A survey of the contact teaching load of SOE would be required to compare staff loads against the norm for universities. It is not realistic to expect quality research if insufficient time is available. ii A research committee of SOE has been established and a draft research programme prepared. Discussion has been held on the establishment of an ethics committee. This is necessary as the research ethics committee of SICHE appears to be dysfunctional currently.
Outcome 3.4 Improved SOE staff knowledge of international research on best practice in teacher education	i Professional development courses for SOE staff that included the importance of research in informing their course material were conducted by the University of Waikato. While not all SOE staff attended these professional development courses, the majority did and this participation has influenced their course preparation. ii The evaluators were informed that a draft research programme which focuses on teacher education has been developed by the Research Committee.
Outcome 3.5 A redesigned timetable that is integrated across the	i A redesigned SOE timetable has been completed as part of the new programmes. There is some debate among SOE staff and students/graduates as to the relative time allocated to mass lectures and to tutorials. Some of the lectures are two hours long, which students find difficult. Some tutorials occur too soon after the lecture to allow

| programmes | time for reflection and reading in preparation for the tutorial. |

Objective 4

To work to improve teaching and learning approaches in SOE	
Outcomes	**Findings**
Outcome 4.1 Increased staff knowledge and confidence in the use of new teaching and learning approaches and the incorporation of these approaches in their teaching	i Professional development opportunities provided by the University of Waikato enabled SOE staff to learn new approaches to teaching and learning. It is unfortunate that not all the SOE staff availed themselves of this opportunity. Every encouragement to participate was given, including the receipt of Certificates for attendance and completion. The University of Waikato reports that 80% of staff attended. This figure was not able to be verified, but there is no reason to doubt it. ii Staff interviewed were all positive about the new courses and their ability to include new methodologies into their work. The course outlines reflect the new methodologies, and students and graduates stated that most SOE staff used the new approaches. Some of the senior staff believe that because each department has a majority of staff familiar with and using the new approaches, and because of the positive response from students, the remaining staff will soon accept the new approach.
Outcome 4.2 High quality curriculum for new diplomas developed	i There is evidence from course materials to show that some high quality curricula for the new diplomas have been developed. The revised curricula show definite progress from the previous pre-partnership SOE curricula. There are nevertheless some areas where curriculum improvements could still be made. Comment on this issue was provided in Outcome 3.1 above, and further comment is provided in a later section of this report. Note: This Outcome and Outcome 4.3 below were not included in the original PID. They have been included by the University of Waikato in its final report. The University adds additional evidence in its final report to support the success of Outcome 4.1, but also duplicates information related to Outcomes 3.1 and 3.2
Outcome 4.3 Improved Teaching Experience (TE) that enhances the professional growth of teacher education students	See Outcome 3.2 above

Objective 5: To assist SOE to develop an effective recorded system of regular review of programmes/courses in SOE, including monitoring (infrastructure, curriculum resources).	
Outcomes	**Findings**
Outcome 5.1 Effective recorded system of review of programmes/courses developed	i As part of the professional development of the SOE staff, work was undertaken on course/programme review procedures. This work resulted in a review policy being developed. Staff who were interviewed felt confident in their ability to conduct reviews in the future. Note: This Outcome, while in the original PID, was not included in the final report from the University of Waikato

Objective 6: To develop a revised policy on methods of assessment of teacher education student's work.	
Outcomes	**Findings**
Outcome 6.1 Revised policy on methods of assessment of teacher education student's work developed	i An assessment policy incorporating formative and summative assessment has been developed and implemented.
Outcome 6.2 Increased SOE staff knowledge of and confident in the use of summative and formative assessment in teacher education and the incorporation of these new assessment approaches in their teaching	i Both SOE staff and graduates who were interviewed were confident in their understanding and use of the new assessment techniques, which align with the MEHRD assessment policy. There was general acceptance that formative assessment is a powerful teaching tool and there is excitement about using it.

Additional Objectives

During the course of the partnership, new objectives were added through variations to the contract. Analysis of these additional objectives follows:

Outcomes	Findings
Objective 7: Strong organisation processes that support the development, delivery and sustainability of high quality teacher education processes	
Outcomes	**Findings**
Outcome 7.1 A revised system of review processes and policy development	i A revised system of review processes and policy development has been developed and implemented. SOE staff interviewed, especially senior management who are responsible for the management of the system, are confident that they are able to manage it.
Outcome 7.2 Efficient introduction of new diploma programmes	i The new diplomas have been implemented and the first graduates are in the teaching service. There have been some difficulties in the implementation, notably readiness of resource materials and difficulties associated with the teaching practicum. Assurance has been given that these have been addressed or resolutions are in process.

Outcomes	Findings
Objective 8: SOE/SICHE is strategically positioned in the wider education context	
Outcomes	**Findings**
Outcome 8.1 SOE/SICHE is clear about its strategic direction and is enabled to clearly define its position as the government funded teacher education provider in the Solomon Islands	i The SOE has a draft strategic plan. This plan was written before the new SICHE strategic plan was developed, and work needs to be done to ensure that the draft SOE plan aligns with the SICHE draft. This work is the responsibility of the Head of School. She has not yet started the task, but is confident that she is capable of undertaking it. It is suggested that she be supported in this task by the SICHE Directorate Office. ii As a result of the partnership, there has been a significant shift in the way in which the staff of the SOE view their position and role within the education system. There was a tendency for staff to see SOE as independent of SICHE, rather than as a school of SICHE. There is now better understanding, especially by senior management, of the need to work closely with the Directorate of SICHE. Similarly there is a growing understanding that a positive relationship with MEHRD is essential, and that responding to MEHRD requests should be by way of positive negotiation rather than through a refusal to participate. iii MEHRD also needs to recognise that SOE is not independent, and its approaches should come through the SICHE Directorate. The SICHE Directorate's new leadership is aware of past issues and is taking steps to improve the working and professional relationships among SICHE, SOE and MEHRD. A Memorandum of Understanding (MOU) between MEHRD and SICHE is being developed which will help improve the understanding and relationship between the two organisations. It is understood that this document is to be signed by the end of June, and will be a significant

| | step forward in clarifying and improving the relationship between MEHRD and SICHE and between SICHE and SOE. |
| | iv The new diplomas plus other initiatives such as the Certificate in Teaching (Early Childhood Education) programme in Makira, the Graduate Certificate in Educational Leadership courses for Principals and others, the TIT programme and its new development into a distance and flexible (DFL) mode have raised an awareness of the SOE in the minds of the teaching profession. Untrained teachers are eager to participate in the DFL TIT programme, and Principals have expressed interest in the leadership courses. The SOE is being seen very positively and many of the staff are excited by their new roles. It is noted that some of this enthusiasm comes from the fact that there is a small financial reward for participation, but the expectation of being rewarded for extra duties is normal practice in most countries, and should not be viewed negatively in the Solomon Islands. |

Objective 9: To enhance confidence, knowledge and skills of the SOE/SICHE staff to enable and support effective leadership, good management and continuous improvement.

Outcomes	Findings
Outcome 9.1 Enhanced confidence, knowledge and skills of SOE/SICHE management	i Institutional strengthening was a key component of the partnership. Professional development and mentoring has been provided to all staff in senior positions. Most have a good understanding of their leadership role. The Head of School (HOS) has been provided with special support, including guidance in financial management. She will need ongoing help with this as financial responsibilities increase.
	ii Cultural issues related to gender and attendance still impact on the ability of some senior positions to implement their responsibilities fully and this will need to be monitored by the HOS. At times, intervention by the Director or Deputy Director of SICHE may be required to support the HOS.
Outcome 9.2 Enhanced organisational processes utilised on an ongoing basis	i Work has been undertaken during the partnership to help SOE operate efficiently and professionally. The lack of its own budget by SOE, and the lack of clarity in SICHE financial reports on SOE-related revenue and expenditure, continue to constrain the ability of SOE to operate efficiently. A number of policies have been developed which will help this process. These include policies on assessment, on course outlines and course review processes, on the teaching practicum and a staff induction policy. There are still some policies that are in draft form (such as staff professional development) or are in the process of development with further work required (for example, information management and storage).
	ii An MOU between the University of Waikato and SICHE was signed in May 2011 which provides for an ongoing professional relationship between the two institutions. This arrangement will enable continuing support for SOE, at least as long as the staff of the two institutions who have formed close professional and personal relationships remain in their positions.

Objective 10: SOE/SICHE deliver quality assured academic and professional programmes relevant to the Solomon Islands context	
Outcomes	**Findings**
Outcome 10.1 High quality ECE, primary and secondary programmes that are quality assured	i As indicated in the findings related to Objectives 2 and 3 above, good quality programmes have been developed. However, while the development has been assisted by very experienced personnel from the University of Waikato, the programmes have not been quality assured by any independent quality assurance body or mechanism. No such body exists in the Solomon Islands. It is important for such a body or mechanism to be created, independent of SICHE, if the programmes offered by SICHE are to be recognised internationally, particularly if the College is to offer degree programmes. ii SICHE hopes to offer a three-year Bachelor of Teaching programme to start in 2012. Preliminary work has commenced on the development of courses to be taught in the third year, to follow the two-year diploma programmes, with a view to creating one (or more) three year degrees. We believe that the full implications of offering a degree programme have not been fully understood. There are very significant implications for staff teaching workloads in order to be able to undertake research, and there are implications for library and other resources. An independent quality assurance body or mechanism is essential to ensure international recognition. The proposal to establish degree programmes has major start-up and recurrent financial implications.
Outcome 10.2 Enhanced research capacity of SOE/SICHE staff	i Good progress has been made (see Outcomes 3.3 and 3.4 above)

6   Evaluation Objectives

The TOR for this evaluation specify five "evaluation objectives". These objectives were set out in detail in the earlier Chapter 2 "Evaluation Purpose and Objectives". The previous Chapter "Partnership Objectives and Evaluation Findings" comments on the agreed partnership objectives in the contract between the University of Waikato and the New Zealand Aid Programme,   and assesses the extent to which the original objectives and additional objectives that followed the expansion of the scope of the partnership were achieved. This Chapter ("Evaluation Objectives") takes a broader overview of the partnership, and endeavours to assess the achievements and shortcomings of the partnership as a whole, by applying the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) criteria of relevance, effectiveness, efficiency, and sustainability. Later Chapters comment on the main dimensions of the fifth evaluation objective, the lessons learned from the partnership and recommendations for the future. Although there is some overlap between evaluation of the original and additional partnership objectives, and the analysis undertaken by analysing findings through application of the five evaluation objectives, an effort has been made in this Chapter not to repeat material already dealt with, and to provide a holistic broad overview of the overall quality of the programme, and the strengths and weaknesses of its different components.

Relevance

There are four key questions related to relevance that have been addressed in this report.

1 Did the partnership address formally identified needs and needs that arose during the course of the arrangement?

The partnership was initiated to address needs first identified by Taylor/Pollard (2004). These needs focused on the development of high quality pre-service qualifications for ECE, primary and secondary teachers. Accompanying this work was the expressed need for professional development of the SOE staff to ensure they had the confidence, knowledge and skills to develop and implement the new programmes. Further needs arose as MEHRD negotiated new requirements with the SOE.

A new school curriculum with a student centred approach to teaching was being prepared by the CDC at the beginning of the partnership. New MEHRD policies related to the training needs of an increasing number of untrained teachers, and evolving policies on assessment and teaching standards, were also identified as needs that should be addressed by SOE. The Teachers-in-Training (TIT) Programme that targeted the training of untrained teachers, the review of all teacher education curricula being taught by the SOE and the approval of a new course outlines policy, the incorporation of a new policy and new approaches to assessment in the teacher education curriculum, and the adoption of a set of Pacific Regional Professional Standards for Teachers by the SOE (this latter initiative albeit driven by the DFL adviser, with some comment to SOE provided by the University of Waikato) were all positive achievements arising from the partnership. The partnership did, therefore, address formally identified needs and those which arose during the partnership.

2 Are there needs which should have been but were not addressed?

Wrightson, in his review of the programme (May 2008), while being very positive about much of the work of the partnership, identified the need for attention to be paid to strategic issues. He was concerned to ensure that the place of the SOE in education in the Solomon Islands be better defined and that the relationships between SOE and both its parent body SICHE and MEHRD be improved. While relationships have started to improve, and while this progress is to be commended, this development has occurred more as a secondary outcome of the improved confidence of SOE staff, rather than as a result of actions initiated by the partnership and designed to address the strategic issues.

SOE had developed a draft strategic plan prior to the development of the December 2010 draft of the SICHE strategic plan. The SOE draft strategic plan needs to be reconsidered in the light of the broader aspirations of the parent institution's strategic plan. Alignment of the two strategic plans is now required.

While some strategic gains have been made, more attention could have been paid to the area of strategic planning. The partnership cannot be held entirely responsible for this shortcoming, for a number of reasons. The leadership of SICHE had no agreed strategic plan in place for SICHE as an institution in 2006 when the partnership agreement was originally put in place. The MEHRD *National Education Action Plan 2007-2009* was not finalised by mid-2006. Nevertheless, adoption of a more strategic approach at the outset of the partnership would have benefited the SOE and the wider education sector in the Solomon Islands. Further comment is made under 4 below.

3 Were the original and additional objectives relevant in terms of MFAT and Solomon Island Government (SIG) policies and processes; the aid effectiveness principles of donor harmonisation and beneficiary ownership; and mainstreamed and cross-cutting issues?

While some MFAT policies altered with the change of government in New Zealand in 2008, the objectives were relevant in terms of MFAT policies when the partnership was established. None of the original objectives of the partnership is in conflict with current policies of either the Government of the Solomon Islands or the Government of New Zealand. With respect to SIG policies, the objectives were very relevant. Improving education opportunity and quality in Solomon Islands is one of the keys to the continued development of the country. In trying to achieve this, the Curriculum Development Division of MEHRD is developing and introducing a new curriculum. Supporting this development is a new policy related to student learner assessment. This new policy and the introduction of the new curriculum require new teaching methodologies. The SOE has a critical role to play in preparing teachers, since the quality of teaching is fundamental to delivery of a good quality education. SIG has aspirations for SICHE to be developed to university status and to offer degrees, initially in teaching and nursing. The work of the partnership is directly relevant to these SIG policies and processes.

Other donors, notably the European Union (EU), the United Nations Children's Fund (UNICEF) and the Australian Agency for International Development (AusAID) are working in education in the Solomon Islands. Currently AusAID is funding USP at a regional level to provide DFL certification for untrained teachers. This initiative dovetails with a similar development by the SOE. The work of the partnership in providing a certificate for ECE teachers in Makira was funded by, and in association with, World Vision. AusAID is

preparing to enter the Sector Wide Approach (SWAp) with sector budget support, and is working closely with the New Zealand High Commission in Honiara. AusAID is well informed of the work of the partnership, and seeks to build on that platform where possible. In general terms, the principles of donor harmonisation are evident in the way the partnership has been supported by Development Partners.

One of the major successes of the partnership is that the SOE has a strong ownership of the outcomes, and a belief that they themselves will be able to continue the work.

While there are still some cultural issues related to gender that at times cause difficulties, it is interesting to note that the HOS and one assistant HOS at the SOE are women. Women have held senior positions in SOE for a number of years. The new Deputy Director of SICHE is a woman, and a former Head of School of the SOE. An analysis of the student intake in Year 1 in 2011 indicates that there is still gender imbalance in the student teacher trainee intake. Of 432 Year 1 students enrolled in 2011, 230 are male and 202 are female. The imbalance was more marked in the secondary diploma programmes, where 105 males were enrolled but only 68 females. Conversely, 59 females were enrolled in the ECE diploma but only 13 males. A breakdown of enrolments by gender was not available for the 2011 Year 2 students. The pattern of gender inequality in student enrolments at tertiary education level reflects an increasing trend in the Solomon Islands evident from junior secondary level upwards. This gender imbalance in enrolments is particularly marked in Rural Training Centres.

4 Was the partnership design fit for purpose? Did it provide for relevant inputs?

With respect to working with SOE the partnership design was fit for purpose. Its particular strengths included:
- Enabling the development of strong professional and personal relationships between staff of the two partners;
- Providing for ownership of the developments and outcomes by SOE;
- Providing for a range of support and expertise to be involved in the partnership;
- Allowing time for reflection by SOE staff as they were introduced to new knowledge and skills;
- Ensuring that SOE staff undertook tasks on an equal basis with University of Waikato personnel; and
- Producing good outcomes with structures in place to help ensure that the gains are sustainable.

A weakness in the design was a result of the initial consultation being too narrow. Other major stakeholders, in particular MEHRD, SICHE Directorate and CDC were aware of the partnership but appear to have not fully understood the details. These stakeholders all had a very significant interest in ensuring that their goals and work were not going to be compromised. Several tensions were created through this lack of understanding. To everyone's credit, this potential for conflict was worked through and relationships are now improving. Earlier involvement of all parties initially could have made the work of the partnership a little easier.

Effectiveness

The following provides an overview of the findings on effectiveness. A detailed analysis of the findings against the six original PID objectives and the additional objectives is contained in the previous chapter, and is not repeated here.

The evaluation was asked in the TOR to address five key questions related to effectiveness. Questions 1 and 3 overlap, so they are answered here together.

1 To what extent have changes occurred in SOE and SICHE as a result of the partnership, and why? Question 3 is "Have core abilities of the SOE been developed? Is the staff more empowered, motivated, committed and confident? Is the SOE better respected and regarded with greater legitimacy and respect within SICHE and by other stakeholders?"

 A significant change is the way in which the majority of the staff of SOE has embraced the new teaching methodologies and programmes.   University of Waikato staff have worked in a manner that has developed very positive professional relationships with the SOE staff. Of note is that some SOE staff remarked that the University of Waikato people were involved in the partnership as part of their job and were not being paid additional high consultancy rates. This is a sensitive issue with some SOE staff whose salaries are relatively low. The knowledge that SOE lecturers were working with peers helped them to feel that they were regarded as equal partners. The professional development opportunities which resulted in SOE staff receiving certificates for attending and completing courses were also well received. The result is that many of the SOE staff have made significant personal gains in their knowledge and skills in teacher education, and in their ability to participate in course/ programme writing and reviews, policy development, assessment and research.   The development of policies on these topics has added to the success. While a small percentage of the SOE staff has not availed themselves of the opportunities provided, that percentage is a minority, and the improved tone and enthusiasm within the SOE is very noticeable.

There has been a change of people recently at both the Director and Deputy Director level in SICHE. The Deputy Director held the position of HOS of the SOE at the commencement of the partnership, before leaving to undertake PhD study at Waikato. These changes mean there is a new attitude to SOE within the SICHE Directorate. The Director, who is new to SICHE but aware of earlier tensions, is keen to have the relationship between the SICHE Directorate and the SOE improve. There is a growing understanding by SOE staff that the SOE is a school of SICHE and not independent of the college as a whole. It is hoped that there is now good will on both sides, and that the relationship will continue to develop as a positive and functional one.

With respect to MEHRD, there are signs that the relationships between SICHE as an organisation and the SOE as a key faculty of the college are changing positively. SOE staff now have more confidence in their own ability, and those staff interviewed indicated that that they intend to respond to requests from MEHRD with a willingness to negotiate positively to achieve outcomes that benefit Solomon Islands children and their education. MEHRD needs to recognise that requests for additional work may require adjustment to staff workloads and resources, including the possibility of additional remuneration for extra work. Further, MEHRD must recognise the nature of the relationship between SOE and SICHE, and be sure to involve SICHE in negotiations related to requirements on SOE.

A key mechanism in developing an improved relationship between the three parties (MEHRD, SICHE and the SOE) is the adoption of improved communication and negotiation about respective strategic plans and the negotiation of new initiatives and their attendant costs. Adoption of a "no surprises" policy by MEHRD via the strategic planning processes and through the annual budget preparation cycle would be highly desirable. This objective could be assisted through early communication of the nature of future in-service training initiatives in which MEHRD wishes to see involvement by SICHE and the SOE. The work that is currently being done on the proposed DFL programme to upgrade untrained teachers is a good model to illustrate how an investment in prior planning and consultation can pave the way for effective execution.

Some staff of the SOE are now regular contributors to the Curriculum Development Division (CDD), a significant improvement over recent years on the part of both organisations. A comment from senior management in the CDD of MEHRD noted that about 75% of SOE lecturers are involved with curriculum activity and work with curriculum officers on the quality assurance of syllabuses, and that, while some lecturers from SOE are faithful in their commitment, others are not. This comment was corroborated by senior management of the SOE, who reported that there has been involvement between SOE lecturers and CDD, especially in the areas of language and science. We note that there is possible divergence on this point, and that a June 2011 progress report from Uniquest (not sighted by the evaluators) on advisory support to the CDD has expressed a contrary view. It may be useful for the SOE to include the curriculum liaison function as part of the formal job descriptions of SOE lecturers as a way of strengthening the links between the school curriculum and the SOE teacher education curriculum.

2 Are the new diplomas and course materials of high quality, and designed to train a teaching force able to support policies and priorities, in particular, increasing literacy and numeracy rates?

A significant amount of the work undertaken during the partnership between SOE/SICHE and the University of Waikato has been of significance in meeting SIG goals. This includes:

- Good quality pre-service diplomas for ECE, primary and secondary teachers have been developed. These programmes provide graduates with the ability to undertake a student centred approach to their teaching which is line with the new SIG policy and curriculum.
- A new assessment policy has been developed which is applied to both the teaching within SOE and to the teaching methodologies that graduates will use in their teaching. This policy reflects the assessment direction being implemented by MEHRD.
- A certificate programme for Teachers in Training (TIT) was developed and implemented. As the cost and logistics of providing the TIT programme for untrained teachers on the Panatina campus was proving to be prohibitive, a distance and flexible learning model is being developed. This DFL programme will be offered in two provinces commencing in 2011.
- A trial of a certificate programme for untrained kindy teachers was undertaken in Makira in 2010. This trial was successful with over 50 teachers graduating. The ECE programme (Certificate in Teaching (Early Childhood Education)) was launched in Guadalcanal Province in June 2011, and is to be offered in Choiseul Province later in 2011.

- Work has commenced on the development of a leadership course for principals and head teachers.

While noting that the new programmes are of good quality and a very significant improvement on those they have replaced, the evaluators have some concerns about certain aspects, including the quality of course readers, the availability of teaching/learning resources, and the need for independent quality assurance. Details of these concerns are provided elsewhere in this report.

The evaluators have serious concerns related to literacy and numeracy, and believe that insufficient attention to these topics has been addressed by the partnership. A separate chapter in this report details those concerns and makes recommendations.

3 Is SOE better able to produce costed plans and secure resources?

The SOE has produced a draft strategic plan, but there are no costs yet attached to this plan. It will be necessary to align the SOE draft strategic plan with the wider SICHE strategic plan before costing of the SOE plan can occur. There is little evidence, however, that the SOE is better able to produce costed plans.

The partnership has provided financial literacy training for the HOS. As part of the professional development and mentoring of the HOS, some work was undertaken on budgeting. The University of Waikato noted that the provision of professional development in financial literacy for senior management at the SOE was problematic, and not very effective, for a number of reasons. The difficulty in obtaining financial information from MEHRD and SICHE made it impossible to cost the programmes in a vacuum. The HOS has little in the way of a budget for which she has responsibility, and the work was therefore theoretical, rather than of practical help. For most of the partnership, the aid funding for the SOE was going towards the payment of student allowances, leaving little for operating costs. The University of Waikato raised these concerns with the key stakeholders on many occasions. Arrangements have now been made for ongoing support to be supplied by the Registry of SICHE. The senior management of SICHE made the point that it is the responsibility of the HOS to identify the priorities for expenditure in the Annual Work Programme and to submit a request for the funding needed to achieve these objectives. It is necessary that SICHE Directorate and the HOS work together to develop financial responsibilities, including budgeting and purchasing of supplies. The Directorate needs to provide the HOS with support and guidance to manage the agreed responsibilities. The evaluators have concluded that one of the weaknesses of the partnership has been the inability of the SOE to produce a costed plan, with consequent weaknesses in financial management and budgeting skills. The inclusion of specific costs attached to identified priority outputs in the developing strategic plans of both SICHE and the SOE would be a sensible strategy to begin to address this weakness.

The partnership has been more successful in assisting the SOE to develop resources as part of the new diploma programmes. The evaluators have seen a sample of course readers that have been developed to accompany the revised programmes, and have been assured that all new courses are accompanied by course readers. The "resources" outputs have been delivered, and staff confirmed in interviews that they feel empowered to continue to produce appropriate resources.

4 What monitoring and evaluation has been undertaken and what has been the impact?

Two external reviews have been undertaken during the project. They were:
    (i)   *Solomon Islands Review of the School of Education Partnership Link Programme*, Tony Wrightson, May 2008
    (ii)   *Solomon Islands Evaluation of the School of Education's Certificate in Teaching for Teachers in Training Program (TIT)*, Patricia Thompson, March 2008

Both reports produced recommendations. Wrightson found that the work related to curriculum and professional development was of good quality but recommended an increased focus on the strategic dimension. Not as much as was recommended was implemented, and, while some progress has been made on positioning SOE within the education sector and in improving relationships with other stakeholders, more needs to be done. It should be noted that this repositioning is the joint responsibility of stakeholders, not just that of SOE.

Thompson's recommendations related more to advice to MEHRD than to the SOE. She noted the good work undertaken by the SOE in the development and delivery of the TIT programme, and its success in producing a significant number of graduates. She recommended that SOE should have a continuing involvement in the programmes, and this engagement is occurring with SOE staff assisting in the development and planned delivery of the newly developed Distance and Flexible Learning (DFL) programme.

SOE undertook a review of the first year of the new diploma programmes. A frank and honest report was produced which was critical of a number of aspects of the programme. The evaluators were told that the findings of this review had been considered by the SOE staff, and steps had been taken to correct the shortcomings identified. The interviews with staff confirmed that there had been some adjustments made. The evaluators nevertheless have some reservations about the effectiveness of the ongoing execution of the programme when it comes to implementation aspects. For example, arranging for timely annual printing and delivery of course readers and student materials prior to the start of courses still appears to be a challenge. SICHE senior management has identified that the problem is internal, and is mainly a result of lack of capacity within SICHE. The printing of materials at SICHE was centralised in 2009. It is the SOE responsibility to get materials required to the SICHE printery in a timely way. It is then the printery responsibility to publish the documents. SICHE has undertaken to outsource printing of resource materials if there are problems with internal capacity, such as a large volume of materials that needs to be printed in a short time frame. There are, however, also capacity problems with outside commercial printers as they too lack capacity. Ongoing monitoring of the timely development and production of resource materials will be required, both by SICHE senior management and by the SOE management.

A review of the second year is under way, but no information related to that review has been made available to the evaluators.

Regular quarterly and annual monitoring reports were produced by the University of Waikato on the partnership. These reports were thorough and detailed. The University of Waikato submitted its reports on time, or gave the New Zealand Aid Programme advance

notice of any delay. However, their reports were often finalised well after the due date because the University of Waikato was frequently asked to clarify and expand the contents of its progress reports. A clear and succinct focus on results was often lacking. Key issues and risks were certainly identified in these reports, and the actions recommended or taken to address emerging issues and risks were detailed. A need has nevertheless been identified to improve the way in which communication and reporting about the partnership to stakeholders was managed.

Joint annual review meetings were held to monitor progress and to evaluate achievements of the partnership to date. These joint annual review meetings included attendance by personnel from the New Zealand Aid Programme, the University of Waikato and SOE management. The location of the meetings alternated between New Zealand (two) and Honiara (two). This monitoring mechanism was both useful and successful in making an annual assessment of progress, in identifying problems, and in developing strategies to deal with emerging risks such as management or implementation issues. The evaluators consider that an annual opportunity for face-to-face communication and review by key managers (of the two institutions involved and the relevant Development Partner) is an indispensible monitoring mechanism for similar partnership programmes of this nature. Finally, this report provides an independent external evaluation of the partnership.

Efficiency

Three questions in relation to efficiency have been addressed.

1. Have the funds available been used efficiently to achieve value for money?

The methodology used for making judgments about value for money was based on the Value for Money draft guideline published by the New Zealand Aid Programme, update approved 27 October 2010. These guidelines note that MFAT IDG defines value for money of activities as "achieving the best possible development outcomes over the life of an activity relative to the total cost of managing and resourcing that activity and ensuring that resources are used effectively, economically and without waste". Assessing value for money requires that the overall benefit of an activity be weighed up and compared with the overall cost. The three "value for money" aspects that have been assessed are:
- Development outcomes
- Cost
- Effective and economic use of resources.

Development Outcomes

The development outcomes achieved are assessed both in this section and elsewhere in this report, using the evaluation criteria (relevance, effectiveness, efficiency, and sustainability). The overall developmental impact of the project was assessed as positive, based on our assessment of the feedback from interviews and from a scrutiny of other independent evaluation documentation and reports such as the 2008 review of the Teachers-in-Training Programme conducted by Tricia Thompson, and the 2008 mid-term review of the partnership, conducted by Tony Wrightson. Two particular development outcome areas where interviewees reported good progress had been made were in the professional development of SOE staff and the institutional strengthening dimension. The building of a constructive way for SOE staff to work together as a team on programme development has been a significant achievement of the partnership. The process adopted has given staff

added confidence, has endorsed their autonomy, and augurs well for the future development of the SOE. Feedback from interviewees, particularly from the lecturers at the SOE, indicated that they felt confident about their ability to take initiatives (such as the introduction of a degree programme) and to promote a quality teacher education programme that suited the needs of the Solomon Islands. On balance, good development outcomes were achieved.

Cost.

This section examines the "whole of life" cost of managing and resourcing the partnership activity, and whether the funds were used efficiently to deliver "value for money".

As a first step, the total budget and expenditure (cost) for the partnership activity was examined. NZ$2.7 million was spent over the period of the contract (from mid-2006 effectively to the end of 2010).

The first financial authorisation for the partnership approved expenditure of up to $2.45 million and the second authorisation (in November 2008) increased the approval by $600,000 to $3.05 million. The financial authorisation process documented internal approval procedures followed by MFAT before any contract is signed.

The University of Waikato submitted a price estimate when it tendered for the partnership contract. This estimate exceeded both the total amount approved in the contract variations and what was eventually paid. The original contract between the University of Waikato and the New Zealand Aid Programme (or NZAID as it was then called) specified a price estimate total for the contract of $2.719 million. Both parties agreed in the original contract signed on 29 May 2006 that they would negotiate, at the anniversary of the commencement of the contract, the final budget for that year.

Letter of Variation No 12, the final Letter of Variation to the original contract between the University of Waikato and the New Zealand Aid Programme, noted that the total amended contract price was NZ$2.976 million, and that the term of the contract was extended by amending the (then) current end date from 31 March 2010 to 31 March 2011. According to the spreadsheet of expenditure prepared by the New Zealand Aid Programme, the exact amount of total expenditure was NZ$2,692,654.81 (including fees paid to the University of Waikato, additional expenses for Selection Panels and Exchanges, and the costs of external reviews and evaluations of the partnership).

The expenditure on the contract ($2.7 million approximately) is therefore less than the total amount authorised in 2008, and very close to the university's original estimate of the total cost. The New Zealand Aid Programme has confirmed that all University of Waikato invoices and acquittals were accurate and adequate. Value for money was assessed by the New Zealand Aid Programme during the tender process and when the annual work plans and budget were agreed. There were sound linkages between the contract outputs, cost information in the budgets, and financial reporting which assisted in assessing value for money.

We have endeavoured to compare the cost of the intervention with experience or norms in the Solomon Islands, in the region, and internationally, where similar outcomes have been aimed for and achieved. Similar programmes in the Pacific region have been investigated for comparison purposes in order to try and identify benchmark costs. Potential comparator programmes that were investigated included the costs of management of the campuses of

the University of the South Pacific, other cross-national Memoranda of Understanding, such as the MoU between the Cook Islands School of Nursing and the Counties Manukau District Health Board, the broad estimated costs of establishment and maintenance of the campuses of the Australia Pacific Technical College, and the Kiribati Language Education Pilot Project which was managed by Griffith University, Australia, in a twinning arrangement with Kiribati Teachers' College, Kiribati.

There are no examples that we have been able to identify that are directly comparable to the School of Education (SICHE)/University of Waikato partnership, although some partnerships have similar elements (such as institutional strengthening) that are shared. No directly comparable programmes that operate in the Solomon Islands or in the Pacific region have therefore been identified where benchmark costs can be validly compared.

We have also analysed the partnership activity's own cost structures to identify efficiency issues, including whether savings could have been made.

The original design of the contract (in the University of Waikato Project Implementation Document) did not link objectives or outputs directly to costs. This lack of linkage between costs and outputs was a design flaw in the original design. Instead, the global cost for the whole contract was related to achievement of the overall goal and objectives, and the delivery of all outputs. While this arrangement provided considerable flexibility for project managers in allocating funds to different activities as circumstances changed, it does not make for easy analysis of the costs of individual outputs. In fact, cost analysis at the level of individual outputs is impossible, given the structure of the annual budgets and work plans that were negotiated.

It was not possible to conduct a formal cost-benefit analysis, for the reasons stated above.

A further complicating factor was the dynamic way in which the original agreed objectives changed over the course of the four and a half years of the contract. 12 Letters of Variation (LOVs) were signed over the course of the contract. While the number of Letters of Variation was initially a concern for the evaluators, the documentation that has been examined indicates that it was envisaged from the outset that annual budgets would need to be negotiated. If the full scope of the programme was not apparent when the first contract was signed, a more rigorous design process coupled with wider peer review and consultation in the initial stages may have resulted in a better appreciation of what was involved, and in improved development outcomes, better timeliness and more effective financial management. The evaluators acknowledge that, while it is accepted good practice to hold to the delivery of an original design, there is also a need to adapt programmes as the context of a longer programme evolves. MFAT observed that this dynamic approach is becoming more usual, especially when programmes cover a number of years, and can be a positive feature provided the overall goal and objectives are clear and are adhered to.

The SOE-University of Waikato partnership was unique. We acknowledge that the partnership contract had to evolve alongside the SOE. The number of variations to the contract reflect the need on one hand to allow for flexibility, and on the other hand the need to control expenditure. In hindsight, it appears that it would have been possible to secure improved value for money by initially linking component costs and activities to the achievement of specific outputs or outcomes. This linkage does not appear to have been attempted in the initial design stages.

The evaluators have noted that that an End of Commission Report was required, as follows (specified in Letter of Variation No 3):

> *"Final Report, summarising financial and non-financial performance to the end of the contract period, together with a financial reconciliation statement, including a summary of all outputs achieved at the end of the report."*

A November 2010 report entitled _Final Quarterly Report_ from the University of Waikato has been sighted and read. This report does summarise all outputs achieved at the end of the project, but does not refer to financial performance. This report was in effect an End-of-Commission non-financial report. No final financial reconciliation statement from the University of Waikato has been sighted by the evaluators.

The New Zealand Aid Programme has noted that LoV #3 required the End of Commission Report to have a summary of financial performance, but consider that the long duration of the contract and the numerous variations made production of this acquittal into a major accounting exercise that was not justified by its benefits. The evaluators accept that the standard of quarterly reporting has been sufficient to ensure that funds have been disbursed appropriately, and that the New Zealand Aid Programme position on production of a final financial reconciliation statement was defensible. The evaluators were told that somewhere between LOV#3 and LOV#12 the requirement for the University of Waikato to provide a final acquittal was dropped. While this decision may indicate some weakness in the contractual management system, and a need in future to seek consistency in the nature of financial and non-financial reporting over the full term of similar long-term partnerships, the evaluators are satisfied that technical accountability and reporting requirements have been met. No useful purpose would now be served by insisting on the production of a final End-of-Commission financial reconciliation statement by the University of Waikato, given the compliance costs that would be involved and the minimal benefits that would accrue.

One area where savings could be made was addressed during the course of the contract. We understand that the original contract involved an arrangement between the University of Waikato and InTREC (a consortium of 6 United kingdom universities and tertiary education institutions). The InTREC contribution was terminated after three years. While some value was added by InTREC in important areas (e.g. strategic planning) and in areas where the University of Waikato did not have particular expertise (for example, the religious studies area of the curriculum) some comparable InTREC input costs were higher than University of Waikato costs (including higher salary costs and more expensive travel costs for personnel to travel to the Solomon Islands from the United Kingdom).The decision to terminate this part of the contract (the contribution by InTREC) was by mutual agreement between the parties, and was consistent with more efficient use of resources.

The key question in relation to cost and value for money is whether the outputs sought were delivered for a reasonable cost. The evaluators therefore elected to make a relatively subjective judgment call based on their own personal experience of broadly similar programmes. The overall judgment by the evaluators was that there are a number of outcomes indicating that value for money was delivered. The overall cost of the partnership was assessed by the evaluators as reasonable, if somewhat expensive, but justified in the light of the range of expertise that was called upon through the University of Waikato.

Effective and Economic Use of Resources

Analysis was undertaken of two different and contrasting approaches in order to assess whether resources were used effectively and economically, and whether better outcomes and impacts could have been achieved for the same or reduced cost.

These two approaches were:
- A long-term in-country technical assistance model, based on the presence of a resident technical expert who provides continuous advice, mentoring and assistance over a period of more than a year (at least three technical assistants are currently working in the education sector in the Solomon Islands using this model);
- An institution–to-institution partnership model, based on intermittent inputs over a sustained period of time (essentially the model used in this particular partnership).

The strengths and weaknesses of each model are outlined in the table below.

Table 1: Comparison of Two Development Models

Intermittent Input Partnership Model	Long-Term In-Country Technical Assistance Model
Strengths	**Strengths**
• Access to a wide range of expertise and resources from a large institution (e.g. curriculum personnel and resources) • Time and opportunity for reflection by host institution partners between visits • Greater sense of autonomy and ownership by host institution partner • Potential for greater objectivity in analysis by external institution partner • Good alignment with needs and priorities of a tertiary education institution through access to high-level in-depth specialist knowledge and expertise from a university and/or specialist institution • Potential for higher-level professional development of local staff • Strong relationship-building through regular work-based contact • Potential for capacity building for a range and number of in-country staff through institutional contacts • Ongoing professional institutional linkages are likely without corresponding external funding requirements.	• Immediate and continuous access by host institution partner to expertise, advice and support • Improved communication and analysis through "on the spot" presence and access to relevant information • Strong relationship-building through continuous work-based contact • Greater appreciation of in-country and cross-sector dynamics • More flexibility in negotiating timing of inputs to suit local priorities and circumstances, and timing constraints • Potential for capacity building for a wide range and number of in-country staff through regular daily contact with an individual adviser • A relatively cost effective mode of operation by comparison with the intermittent input model
Weaknesses	**Weaknesses**
• Relatively expensive compared to the TA in-country model • Successful implementation may be compromised by distance (it requires	• Heavily dependent on the expertise and personal qualities a limited number of persons (in some cases, one person) • Tendency by local staff to expect the TA

disciplined and focused planning and frequent effective communication) • Delays in provision of inputs as a result of distance between partners • Reliance on effective written communication of concerns by host institution partner when external partner is off campus • Input required at time of visits by external partner may not be convenient for host partner personnel if existing roles (e.g. teaching) need to be maintained	to do the work rather than facilitate the growth and development of in-country staff • Tendency for the TA to do all the work as the person has the skills and this mode of operation may be an efficient way of achieving short-term outputs in a timely way • An ineffective or lazy TA may significantly inhibit growth and development

On balance we have concluded, following this analysis and after consideration of feedback from staff during interviews, that the intermittent input model had significant advantages for this activity, owing to the requirements of both the course design and institutional strengthening components of the project. There was a need to draw upon a range of different expertise available in a large institution like a university. This range of expertise was not likely to be found vested in one or two single individuals.

Our overall judgment is that value for money was delivered, for the following reasons:
- There was significant improvement in course design at the SOE, in course development, and improvements in the overall quality of programmes for teachers and teacher trainees;
- Interviewees reported improved professional development of staff and positive institutional strengthening;
- Building of long-term relationships for a range of in-country staff with personnel in an external institution brings long-term and sometimes intangible benefits for both partners;
- The inputs from the University of Waikato have spurred the beginning of an effective research culture at the SOE;
- By comparison with other international partnerships, the costs have been reasonable and the benefits achieved commensurate with the investment made.

2. Did the systems and processes used, and the governance and management structures adopted, work efficiently?

The systems and processes used worked reasonably efficiently, while the governance and management structures established provided an appropriate level of oversight, although some improvements are suggested for future consideration.

- A contract management group was in place at the University of Waikato. The funding for this mechanism appeared to be generous.
- No Advisory Group for the partnership was in place in the Solomon Islands. This factor, coupled with a weakness in the wider governance environment of SoE, has resulted in relatively ineffective monitoring of implementation performance (e.g. interviewees suggested there were few sanctions applied for inefficiency in producing resources for courses in a timely way).

- The annual joint review meetings (attended by SOE, the University of Waikato, and the New Zealand Aid Programme) were a useful monitoring mechanism.
- The need to request elaboration and further detail after some initial reporting made effective monitoring and rapid responsiveness difficult.
- The frequency and quantity of letters of variation suggested there may have been some weaknesses in the original concept design.
- The process of getting traction and commitment to change by staff of the SOE was initially slow, but did finally create sufficient momentum ("critical mass") and staff commitment to bring about real improvements.
- There were problems with a lack of engagement and involvement and decision-making by SICHE management with respect to SOE staff. Day-to-day management effectively occurred between the Waikato professional leader and the HOS at the SOE. It was a flaw in the arrangement that there was little apparent institutional "buy-in" at higher levels of management and/or governance in SICHE.

3. How well do you think the project was managed, including financial management and risk management dimensions?

Risk management was well handled by the partnership, and, from the information provided to the evaluators, accountability requirements appear to have been satisfied. There was scope for improvement by better integration of financial management and project management, and by more effective reporting.
- The separation of financial management and project management, both at the SOE and at the University of Waikato (at least for reporting purposes) did not allow linkages to be made between the cost of outputs and the quality or otherwise of the outputs delivered.
- There were some problematic issues with reporting. While reports were delivered on time by the University of Waikato, the New Zealand Aid Programme found it necessary on several occasions to seek further information or to ask for clarification. A sharp focus on results in the reporting by the partnership was sometimes not evident. If similar longer-term partnerships are contemplated in future, the New Zealand Aid Programme may wish to consider the development of a reporting template with clear guidelines on the dimensions of the programme that should feature in regular monitoring reports.
- There has been little evidence of growth in financial management skills of SOE HOS and staff. The reports from the University of Waikato noted that training in financial literacy was provided to the HOS, although the lack of a real budget to administer made the impact of this training rather more theoretical than practical. This institutional barrier (the fact that all funds are centrally managed and administered by SICHE) prevented the HOS developing her capacity in financial management.
- Risk management was handled relatively well, with reasonable identification of risks. Risk mitigation was less effective when concerns (for example, staff performance) were not acted upon in a timely way.
- Some major issues were allowed to escalate to crisis point (e.g. the student strike) when the issue should have been identified earlier (and communicated both orally and in writing), engagement sought between all key stakeholders (such as SOE management, SICHE senior management, and senior MEHRD personnel), and interventions undertaken.

Sustainability

A key question of the TORs for this evaluation is "To what extent are there likely to be long-term benefits from the partnership?". Considerable work has been done to try to ensure some level of sustainability of the gains made during the partnership. The following outcomes of the partnership have increased the likelihood of long term benefits:

- Professional development of staff, providing them with improved knowledge and skills related to teacher education;
- Professional development and mentoring of senior staff to increase leadership and management skills;
- Particular mentoring support to the Head of School to help her in the role, with consequent growth in leadership skills;
- Development of a policy related to the review of courses and programmes;
- Development of a policy related to ongoing professional development of SOE staff;
- Development of improved understanding of the role of research in a tertiary institution and the initiating of a Research Committee;
- Improved professional relationships between the two institutions through the signing of an MOU between SICHE and the University of Waikato. The MOU specifically identifies the sharing of research and personal and professional support with the SOE; and
- Strong personal and professional relationships have been developed between some SOE staff and some staff from the University of Waikato.

Despite the excellent work done in the partnership in an attempt to ensure sustainable results, sustainability cannot be guaranteed. Factors mitigating against sustainability include:

- Unpredictable major events. Major events which disrupt the functioning of the institution for a prolonged period can result in the loss of gains. An example is the conflict in the Solomon Islands in its recent past. During that period the SOE was closed for a time and many of the experienced staff left and have not returned. Key personnel were not available to mentor and support new staff. Natural disasters such as earthquakes or cyclones (which are common in the region) can also disrupt plans, as occurred in the delivery of the TIT course where some teacher trainees were unable to complete their course since a cyclone affected travel plans.
- Insufficient resources lead to staff being ill equipped to teach using the new methodologies. The student-centred approach that has been instituted requires more resources for effective implementation than does a teacher-centred approach. Without the necessary resources there is a strong likelihood of staff reverting to their former teaching methodology.
- Changes of leadership. Strong leadership is essential for the gains to be sustained. It will be the overall responsibility of the HOS to maintain the momentum that has produced the gains. It will also be necessary to ensure that the responsibilities delegated to senior staff are being effectively carried out. The SOE has had a high turnover in the HOS position – there have been at least seven different people in the position in the last 20 years. Continuity in leadership is necessary to ensure policies are reviewed and implemented, and staff have the appropriate opportunities to stay up to date and keep informed on best practice in teacher education.

Excellent work has been done to help ensure that the gains made during the partnership are sustainable. It will be necessary for the HOS, senior staff and the Directorate staff of SICHE to be conscious of the factors that can undermine sustainability, and work to reduce these.

7   Literacy and Numeracy

Results from the Solomon Islands Standardised Tests of Achievement (SISTA 2) (*A Report on the Monitoring of Literacy and Numeracy Achievements at the End of Year 6 in 2010*) illustrate that there are significant problems with the standards of literacy for Solomon Islands students.

Table 2: National Overall Literacy Achievement Levels

National Overall Literacy Achievement Levels	L5	L4	L3	L2	L3+	Lc
Baseline	2	11	16	18	29	53
2010	10	13	17	18	40	41
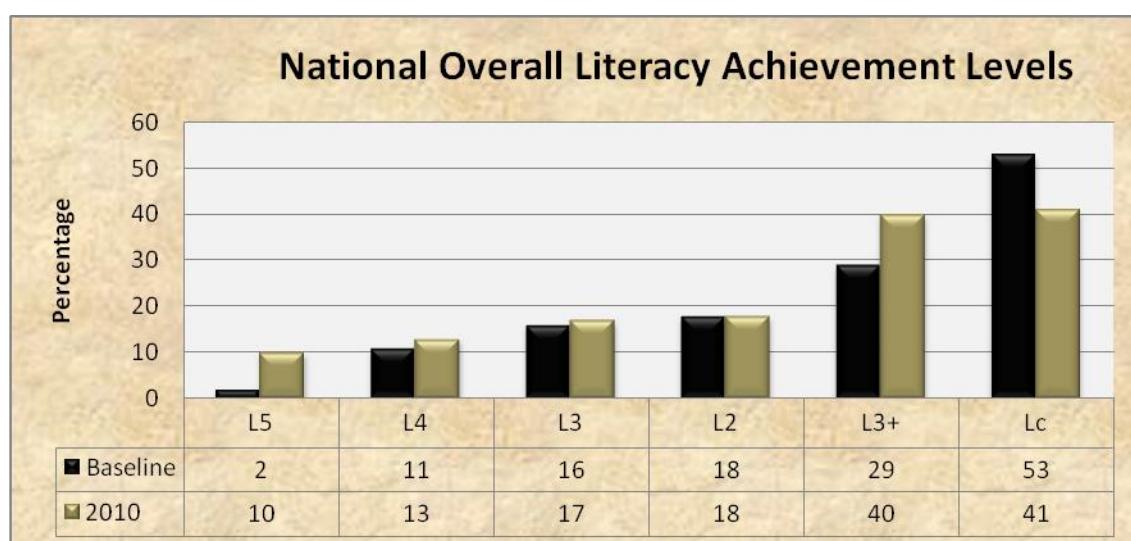
Table 2 shows that for Literacy, the overall Lc level (critical underachievement) shows a decrease of 12% in 2010 when compared to the baseline value. At the same time the L3+ level has increased by 11%. There is also an increase of 8% at the L5 level which is the higest level of achievement. The combination of figures indicates an overall improvement in literacy achievement levels in 2010 when compared to the baseline years of 2005/2006**.** This progress is encouraging to note.

Despite the improvements achieved, the overall level of critical underachievement (Lc) for Literacy is still around 40% in 2010, which is a matter of significant concern. The report goes on to describe the national achievement in the national literacy strands (reading, writing and language). It notes that the very high Lc level for Reading (62%) in 2010 remains a cause for concern.

The report then investigates national literacy levels by sub-strands (comprehension, vocabulary, writing and language). It notes that there still is cause for concern about achievement levels in the Reading sub-strands, for which only 20% and 22% of all achievement levels for Literacy are being achieved at the satisfactory levels (L3+). These low L3+ levels are accompanied by very high Lc levels of 60% and 65% respectively. Such weak achievements in reading comprehension and vocabulary would negatively impact on writing competencies. The report recommends that targeted intervention be prioritised for Reading in Year 6.

The reasons for poor achievement in student reading in the Solomon Islands are complex. But one reason is how teachers in the Solomon Islands are teaching (or not teaching) reading.

Our analysis of the teacher education course documentation suggests that there are some shortcomings that need to be addressed in the teaching of reading in the SOE teacher education curriculum. Our analysis has been informed by a document produced by the New Zealand Aid Programme entitled _An Assessment of the Approach to the Teaching of Literacy in the Teacher Training Curriculum and Materials Developed by the School of Education and University of Waikato Partnership, 2006-2010_.

Our scrutiny of the Language and Expressive Arts course outlines _LA242A_ _Learning and Teaching Primary English_, L143A _Learning and Teaching Secondary English,_ and _LA144A Language Literacy and Communication_ suggests insufficient attention is being paid to the teaching of reading, and to the development of appropriate practical teaching strategies to teach reading, particularly in the early years. There is no mention we could find in the SOE curriculum documents we have surveyed of learning about fundamental procedures in the teaching of reading (for example, undertaking diagnostic procedures such as running records of each student's reading competence).

The brief and admittedly cursory classroom visits we have undertaken show wide variability in the skills and knowledge about literacy learning in graduates from the School of Education. Teachers who have begun their teaching careers in 2011 appear to have difficulty with expressing themselves in English, and while there were instances we observed of teachers using effective procedures or techniques such as guided reading or the use of books for shared reading, there appeared to be room for improvement both in the quality of resources available and in the knowledge and application of reading teaching techniques employed. Big books that are readable at the appropriate level by small groups, for example, need to be produced for shared reading. As a general observation, there is a lack in schools of a sufficient quantity of reading materials appropriate to Solomon Island students' ages and stages of development. The SOE library could also continue to be refreshed and strengthened in this regard.

The course outline for _LA140A Preparation for Tertiary Learning_ focuses on preparing teachers for further academic study, and, while this course appropriately emphasises writing for academic purposes, there is little evidence that attention is being paid to reading as a tool for learning. The course reader for _LA141A Literacy for Learning_ does not include any readings related to the teaching of reading.

The University of Waikato has responded that "the Curriculum Development Centre staff and SOE/SICHE staff run workshops for student teachers in the Literacy for Learning 100 level paper and the English 200 level paper on how to use the Nguzu Nguzu English resources. The Solomon Islands MEHRD programme of teaching reading and writing is embedded in the resources (teacher's guide & student books) used in Solomon Island schools since 2003 (funded by NZAID). The student teachers learn how to use the teacher's guide - which provides a very structured and sequential literacy teaching process - so are therefore inducted into the 'what' (content) and the 'how' (strategies) for teaching literacy through a standardised format.

The programme uses a Whole Language Approach to start with, and, from Standard 4, a functional approach (reading/writing for specific purposes). The resources were created by

Solomon Islands teachers and curriculum developers to reflect Solomon Islands customs, values and experiences, and are relevant and meaningful for Solomon Islands children (and teachers!). There are sections in the two SOE/SICHE papers for Nguzu Nguzu coverage."

The SOE observed that the results of the SISTA 2 exercise conducted in 2010 were published in February 2011. Had the results been available earlier, the SOE would have made improving literacy and numeracy a higher priority in the partnership activities. The SOE is now aware of the shortcomings of the current curriculum, but has had little time or opportunity to respond.

The evaluators note these responses, and acknowledge that the SISTA 2 results cannot be construed as a reflection on the outcomes of the partnership, since the performance of the students on these tests relates to the Solomon Islands education system as a whole. Nevertheless, we believe that the teaching of reading is so critical to improving literacy that it should be a formal and significant component of the SOE programme.

The evaluators wish to commend the teachers they observed in classrooms in the Solomon Islands on how they managed the complex and challenging linguistic environments they faced. Good classroom skills in the Solomon Islands (especially in rural and isolated areas) require a teacher to be familiar with the children's home language, with pidgin as a lingua franca, and with English. The teachers we observed showed singular dexterity in introducing lessons in English, in switching from English to pidgin to explain concepts, and in moving to use the home language if children were still puzzled. There is a fine balance in using different oral languages in a Solomon Islands classroom to promote children's understanding, and in using written materials to develop reading and writing skills. While written materials were supplied in English and while writing was undertaken in English, teachers in the Solomon Islands are operating in a plurilingual environment. The development of literacy in these contexts is always going to be challenging, and the fundamental importance of teaching reading (in English, and, especially in the early years of schooling, in other languages as well) cannot be overestimated.

There are a number of suggestions we would make. The School of Education could draw up a statement on best practice in the teaching of reading across the curriculum, and review all its course outlines (and particularly those with a focus on literacy) in the light of that statement in order to strengthen and improve the teaching of reading in its pre-service teacher education courses. Both pre-service and in-service teacher training should accord priority to the teaching of reading. Curriculum resources should include the development of suitable readers, including big books for use in shared reading activities by teacher trainers and teachers. The needs of struggling readers should be given attention in this context. Help needs to be provided to trainee teachers to develop appropriate instructional approaches and strategies, particularly those to be used with children who are underachieving in reading, or in underachieving groups. Trainee teachers need to be taught about taking and analysing running records in English (and in pidgin and indigenous languages, if appropriate materials are available) and using this data to inform the teaching programme. It would be helpful to develop guidelines for teachers to use when they are selecting materials for their literacy programmes. There may be scope for developing a new course at the School of Education on the teaching of reading, particularly in the early years. Finally, we understand that there is an informal commitment by MEHRD to work with the South Pacific Board for Educational Assessment on adapting the World Bank Early Grade Reading Assessment

(EGRA) instrument[2] for the Pacific. We believe this initiative should be strongly encouraged. Important considerations in this respect, however, are that the Education Language Policy has not yet been approved by Cabinet, or implemented, and that in the plurilingual society of the Solomon Islands a decision would be needed on the languages in which EGRA should be conducted. Nevertheless, other Melanesian countries with similar language contexts, such as Vanuatu, have had experience in using the EGRA instrument, and may be able to offer valuable advice.

The table below outlines the national overall numeracy achievement levels.

Table 3: National Overall Numeracy Achievement Levels

National Overall Numeracy Achievement Levels	L5	L4	L3	L2	L3+	Lc
Baseline	12	15	13	12	41	47
2010	16	14	15	13	46	41
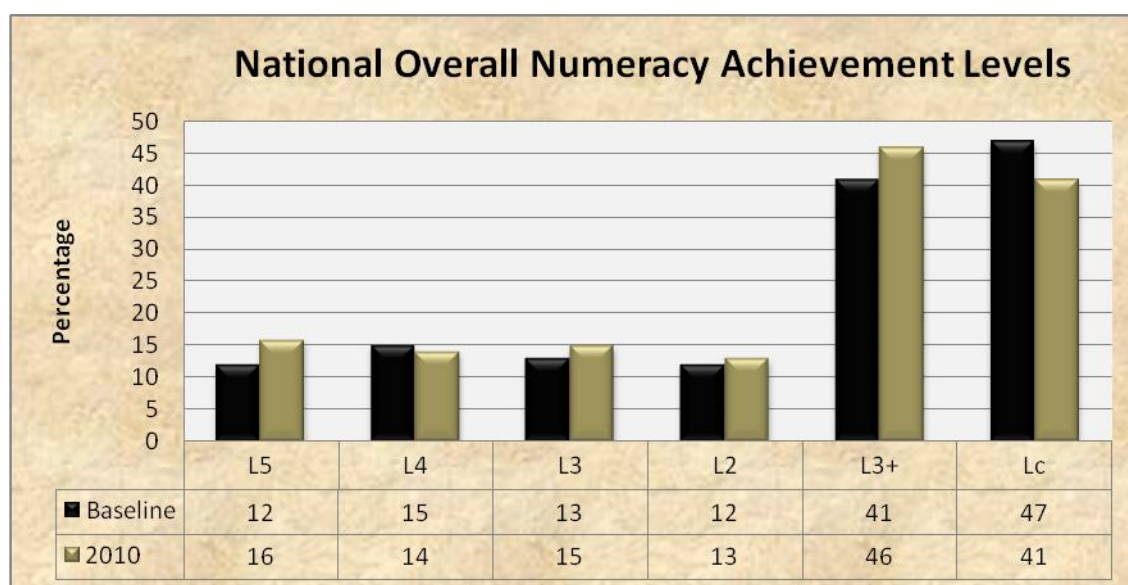
With respect to numeracy, the _Solomon Islands Standardised Tests of Achievement 2 (February 2011)_ reports that, despite an overall improvement, the relatively high Lc (the two bottom lower achieving levels) level of 41% in 2010 is a cause for concern and should be a target for priority intervention.

We have examined the mathematics teacher curriculum course outline documents _MT150A Learning and Teaching Primary Mathematics_ and _MT151A Introduction to Teaching and Learning Secondary Mathematics_. Both documents commendably refer to the Nguzu Nguzu mathematics resources and to the Solomon Islands mathematics curriculum. The emphasis in the course outlines is on planning lessons with a focus on number and measurement. While it is acknowledged that a selection from the complete mathematics curriculum is

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[2] The Early Grade Reading Assessment (EGRA) initiative, developed with the support of USAID and the World Bank, is designed to complement traditional national and international assessments by providing timely and focused information for improving the teaching of reading in the early grades of primary school. Most national and international assessments are paper-and-pencil tests administered in group settings to students in grades four and above (that is, they implicitly assume students can read and write). In contrast, early grade reading assessments typically are designed to orally assess the most basic foundation skills for reading acquisition, including pre-reading skills such as listening comprehension. The test used in the EGRA initiative is based on recommendations made by an international panel (including local personnel) of reading and testing experts and includes timed, 1-minute assessments of letter naming, word reading, and connected text reading with comprehension. The EGRA instrument has been used in many countries in the world, including Pacific countries such as Vanuatu and Tonga.

necessary in order to provide trainee teacher trainees with the teaching techniques necessary to deliver the mathematics curriculum, we are left wondering about the comprehensiveness of the coverage of the mathematics curriculum in these relatively short outline documents. Some dimensions identified in the _Solomon Islands Standardised Tests of Achievement 2_ (February 2011) Report appear to be given either no or very cursory treatment in these course outlines: for example, mathematics operations, shapes/space, and graphs. As evaluators, we are left questioning the extent of teacher trainees' knowledge about and understanding of the full mathematics school curriculum based on the text written in these two course outlines. Our impression is that these course outline documents, if considered on their own, appear to be only partial in their coverage of the school mathematics curriculum. The student teacher trainees who were interviewed did not express the same concern about their mathematics curriculum as they did about reading.

8   Issues

During the course of the evaluation a number of issues were raised that are reported on here. Most of these issues are not direct concerns of the partnership itself, but are related to teacher education in the Solomon Islands context. A number of them may impact, some seriously, on the outcomes of the partnership and could limit the potential gains and benefits of the partnership. They are:

   1. Selection of Students into the Pre-service Programmes

Concern about the selection process of students was raised by a number of interviewees including SOE staff, inspectors, Education Authorities and head teachers. Entry criteria for the pre-service diplomas have been developed by SOE and are documented in the School of Education *Teacher Education Handbook*.

The process of selection for entry to the SOE is governed by the SICHE centralised admissions policy. Applications for entry are sent by students to the Registry of SICHE. The Academic Registry selects the students. There is no direct involvement by the SOE. In theory the list of preferred applicants and the reserve list should be sent to SOE for comment and approval before offers are made to students. This step appears not to be happening.

A number of the students gaining entry do not meet the stipulated entry criteria. The academic entry level to the SOE (for the ECE and Primary Diploma programmes) requires a minimum achievement of completion of sixth form level with a 5 grade in English and an aggregate of no more than 20 in the SPBEA (or equivalent). In some cases students given entry appear to have achieved completion only of third form schooling. These students struggle to meet both the required literacy level for teachers and to succeed with the programme content. Some students have been selected whom the Inspectors have advised are not suitable.   This practice of accepting students who have not met the required academic criteria not only affects the quality of graduating teachers, but will make it more difficult for the qualifications to gain international acceptance.

The selection process needs tightening, and ways found to ensure that only those students who meet the entry criteria are granted entry to the pre-service diploma programmes. Appropriate entry criteria (including the possibility of recognition of prior learning) may need to be developed and applied for certificate programmes, including those teachers in training entering the Certificate in Teaching (Primary) programme (through the DFL mode). SOE has a vested interest in the quality of its students and believe SOE staff should have a role in the selection process. The involvement of SOE staff in selection has been the case in the past. A comment from inspectors was that they are very knowledgeable about the needs of schools, and about the knowledge and skills required by teachers. They argue that they should have a role to help ensure that suitable candidates are selected. An Education Authority representative argued that as the employers of teachers they should have a role. Principals of schools are apparently not consulted on the suitability of their school leavers for entry as trainee teachers to the SOE. There also appear to be issues of gender balance that should be addressed in the selection process. It is outside the scope of this report as expressed in the TORs to make recommendations as to the selection process for entry to the SOE. Suffice to say it is a significant issue and requires urgent attention.

2. Role of SOE Within Education in Solomon Islands

SOE is the major provider, and the only government funded provider, of teacher education in the Solomon Islands. Until recently it has focussed on pre-service teacher education and has been reluctant to become involved in other work, especially curriculum development and in-service teacher education. There are changes that have occurred over the last couple of years. Some SOE staff now have a regular involvement with the CDC. SOE has successfully delivered the TIT certificate course and is increasing its involvement in the new Distance and Flexible Learning programme for teachers in training. There is a successful ECE field-based teacher training programme being offered in Makira and this programme is being extended to Choiseul in 2011. An in-service qualification for Principals and others is being developed.

The new programmes and the involvement of SOE staff in other education activities have begun to change the way in which SOE is perceived by other stakeholders. The new programmes and their graduates were well liked by head teachers, as was the work done by the SOE staff in the TIT programme. The high quality was recognised and credit was given to SOE by those interviewed.

The partnership between SOE and the University of Waikato has played a significant role in achieving this shift towards an increased focus on in-service activities as well as pre-service teacher education. The renewed confidence of the SOE staff and their belief that they are capable of performing these new roles is a positive outcome of the partnership. This change needs to be recognised and fostered. Between direct funding from SIG and substantial financial support for education in the Solomon Islands from New Zealand and, as from June 2011, from Australia, there are substantial resources available to be spent on the development of teachers. SOE is well placed to play the major role in this development, and the new confidence of the staff should be capitalised on.

There is potential for the SOE to develop a working relationship with the University of the South Pacific (USP). USP offers a teacher education course, but it is not particularly strong in this area in the Solomon Islands. Co-operation and collaboration between the SOE (SICHE) and the USP in the field of teacher education might not require third party funding, and could be in the national interest.

3. Relationships among SOE, SICHE and MEHRD

Over recent years the relationships between SOE, SICHE and MEHRD could be described as poor. SOE tended to respond negatively to any approach by MEHRD to undertake new tasks. Interviewees reported that the SOE saw itself as a pre-service institution only, and was extremely reluctant to undertake any new task unless staff received extra personal income. The appearance to external observers was that SOE operated as an independent organisation and not as a school of SICHE. There was a tendency by MEHRD and even by SICHE itself to treat the SOE as an independent entity. Poor communication and management contributed to a negative relationship among the three partners (SOE, SICHE and MEHRD). It is suggested that all three organisations contributed to this poor working relationship.

As indicated above, there are now signs of change, or at least the potential for change as indicated by the signing of the MOU between MEHRD and SICHE. New leadership in SICHE, an empowered and enthusiastic group of senior staff at SOE and active involvement in an increasing range of education activities has set the scene for new, positive partnerships within education in the Solomon Islands. If this constructive cooperation is realised in

supporting the implementation of a new curriculum, and if available funds can be used to ensure the professional development of teachers, very significant gains in education can be achieved. It is an exciting prospect and the three organisations should work together to gain the maximum benefit.

4. Degree programmes

SIG has plans for SICHE to become a university. It is planned for SOE to begin providing a three-year degree programme, a Bachelor of Teaching, in 2012, with the first graduates emerging in 2014.   It would be important for this qualification to gain international acceptance in order that holders of the degree could use it to gain entry to postgraduate qualifications in other universities. If this degree qualification is to gain international recognition, the following would be the minimum requirements:

- Staff who are adequately qualified to teach the programme;
- Staff undertaking research and having research published in refereed journals;
- Courses that are research informed;
- Adequate teaching resources appropriate to the course;
- Students with suitable entry qualifications; and
- A programme that is quality assured by an independent, recognised quality assurance body or mechanism.

The first of the above bullet points is met by SOE, since the academic profile of the staff in 2011 is very good. A significant number hold Masters degrees, while others are working towards such qualifications.   One staff member holds a PhD, and another is about to commence study for a PhD. However, the SOE is not yet in a position to ensure that the other points in the list above are able to be met. For staff to undertake research and publish research results, they must have time to do so.   MEHRD is seeking, appropriately as indicated above, to encourage the use of any available surplus lecturer time for in-service education of teachers and other innovative programmes. To be able to offer in-service courses and undertake research, SOE may require more staff. The SOE library is inadequate for degree study by students.   It holds no current academic journals related to teacher education and has few new appropriate texts. Use of the internet to gain access to library material is beyond the financial resources of many of the students, and the current provision of Information Technology facilities at the SOE is poor. Attention would have to be paid to selection procedures (see above) to ensure the students admitted to the programme had the necessary academic background to succeed. There is no independent quality assurance mechanism in Solomon Islands to quality assure tertiary education programmes.

Meeting these minimum requirements for offering a degree has both capital and recurrent financial implications related to staffing, teaching resources and quality assurance. Further detailed planning needs to be done and steps taken to ensure that the degree can gain international recognition before it commences. It would be disappointing if Solomon Islands was the only place in which the qualification had status. We believe that the planned start for the degree in 2012 is very ambitious, if not impossible.

5. Application of criteria to ensure programmes meet quality standards

MEHRD has adopted teaching standards for application in the Solomon Islands.   These standards are attached as Appendix 8.

In conducting this evaluation, the evaluators have used these standards as benchmarks to assess the outcomes of the partnership. The standards have been useful, for example, in providing an objective comparative basis for observing the teaching of recent graduates of

the SOE, and in attempting to draw conclusions about teaching performance following completion of the new diploma programmes. Further work needs to be undertaken to ensure that the new programmes taught by SOE meet these and any other relevant standards. A comprehensive statement on the need for quality assurance is written in 6 below.

6. Quality Assurance

The need for quality assurance of the proposed Bachelor of Teaching was raised in 4 above. The same argument applies to SICHE as a whole if it is to be designated as a university and is to provide degree courses in other disciplines. Nursing is a current proposal[3]. Even with this status, SICHE will continue to provide sub-degree programmes to meet the training and educational needs of the country. SICHE could well become an institution providing programmes for students from other countries, as it has done at times in the past. Other governments are more likely to seek support from SICHE for their students if the programmes are appropriately quality assured.

The quality assurance[4] would need to be undertaken by a body or mechanism that is independent of SICHE. For example, in New Zealand the quality assurance body for all polytechnics and institutes of technology is the New Zealand Qualifications Authority. It provides quality assurance for all degree and sub degree programmes offered by these institutions. It also has responsibility for the national examinations for secondary schools and for monitoring school based assessment. It would be the responsibility of MEHRD to establish a quality assurance mechanism that meets the needs of the Solomon Islands. There is a regional body, the South Pacific Board for Educational Assessment (SPBEA) that could perhaps provide an initial place for discussions. In this context, we understand that some preliminary discussions have occurred on the development of a Solomon Islands Qualifications Framework. Alternatively, discussions could be undertaken with regional universities such as USP and UPNG to seek advice.

7. Teaching Resources

The new curriculum in the Solomon Islands is focused on student-centred teaching and learning, replacing the more traditional teacher-centred approach. This approach is the focus of the new diplomas in teaching that resulted from the SOE/University of Waikato partnership, ensuring that teacher graduates are prepared to teach the new Solomon Islands school curriculum. This student-centred approach is being well received by students and schools.

A student-centred approach, however, requires more teaching resources for successful learning than does the teacher-directed method. If students are to work in groups and independently as part of their learning, they require appropriate materials to work with and learn from. Currently many schools have inadequate resources for this approach to be successful. Thought needs to be given as to how this can be remedied. Much can be done,

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[3] On the penultimate day of the visit to Honiara the evaluators learned that the nursing degree was to start in the second semester of 2011. It has had some level of quality assurance through the Pacific Nursing Council. While it is good that such a step was taken to ensure nursing standards are met, it is not known whether that is a sufficiently robust quality assurance process to meet international degree requirements. Approval of the nursing degree at SICHE does not negate the argument for an independent quality assurance process for the Solomon Islands.

[4] Further advice on quality assurance, approval and accreditation, including quality assurance criteria, is set out on page 27 of *Issues Paper: A Support Paper to Complement the Solomon Islands Policy Statement on Teachers Education and Development,* Vince Catherwood, October 2007, published by the Ministry of Education and Human Resources Development, Solomon Islands Government.

especially with younger children by using resources found locally or made from local materials. This approach reduces the need for commercially produced resources, and can significantly reduce costs. In-service training for teachers can provide help with the use of local resources in their teaching, and could form part of the in-service programme associated with the introduction of the new curriculum.

8. Improving Literacy and Numeracy

A detailed comment about literacy is made in an earlier chapter of this report. In summary, the most recent SISTA report shows that, while some improvements have been made, the literacy levels of Solomon Island's children are still lower than they should be. Critical to the improvement of literacy among children is good teaching of reading. One would expect that good teaching of reading techniques would be a fundamental part of teacher education programmes, especially in those preparing primary and early childhood teachers. A search of the available course outlines suggests that nowhere in the diploma programmes is the teaching of reading specifically addressed. Students interviewed expressed concern that this dimension has not been covered in their courses. A recommendation related to this is made in the report (Recommendation 6).

Students felt that the teaching of mathematics and basic numeracy skills was reasonably well covered in their programme, and primary teachers expressed confidence in planning and teaching the mathematic programmes. An examination of the course outlines for mathematics, however, indicates there may be some gaps in coverage of the total mathematics curriculum, and that the allocation of time to teaching basic numeracy skills is small, and may be inadequate to ensure teachers have all the mathematical skills and knowledge required.

9   Lessons Learned

While the evaluation was being conducted several ideas for improvement of the partnership project that could be incorporated in further projects were raised. These included:

1. **Wider Initial Consultation Among Stakeholders**

At the establishment phase of the partnership, consultation by MFAT with the stakeholders other than SOE and the University of Waikato appears to have been limited. SICHE, MEHRD and the CDC in particular had a strong interest in the partnership and its agreed objectives and outcomes. Comments from those groups suggest that they were unaware of the objectives of the partnership at the outset of the programme, and would have liked to have had an input and to have had the opportunity to learn of the progress being made during the partnership. Prior consultation and communication would have ensured that the partnership outcomes were in line with other stakeholders' needs and policies.

The partnership outcomes are, in fact, consistent with those of the other major stakeholders and there was some communication between the partners and other stakeholders during the course of the partnership. This contact was more fortuitous than planned, and suspicions and tensions could have been reduced by better consultation and communication with other key stakeholders. SICHE Directorate should be part of any consultation with SOE. Within the education sector, the consultation should always include MEHRD and other agencies as appropriate.

For future partnerships, wider initial consultation is recommended. We note that the draft SICHE strategic plan includes an objective (page 18) for appropriate institutional links or "twinning" arrangements for the Schools of Industrial Development, Nursing and Health Studies, Marine and Fisheries, Finance and Administration, and Natural Resources.   It has been suggested that a partnership between the School of Nursing and another tertiary education partner may be considered at an early stage. If so, consultation would seem appropriate with SICHE, the School of Nursing, the Ministry of Health and possibly the hospital. There may be others who should also be consulted.

2. **Wider Consultation Within the School**

Unless properly informed and prepared, staff who will be affected by the partnership can feel threatened, undervalued and/or apprehensive about the partnership. It may be viewed as an infringement on their time or as questioning their competence or professionalism. Wider consultation among the staff of the School in preparing them for a partnership would help reduce anxiety and resistance.

3. **Role of the Staff of the Overseas Partner**

A number of the SOE staff commented that they knew that the staff from the University of Waikato were undertaking the work as part of their normal work for their University. The presence on the SOE campus of informed peers with experience of working at an advanced level in a similar teacher education faculty in a tertiary education institution was regarded by SOE staff as a positive factor in promoting their own professional development. Working alongside people regarded as colleagues rather than perceiving them as highly paid external consultants reduced the potential resentment that could have arisen.

4. Length of the Partnership

In hindsight, when the scope of the original PID is considered, even without the extra objectives that were added during the partnership, it is unlikely that the PID objectives could have been successfully completed in the three year time frame of the initial contract. A more careful analysis of the work required, involving consultation with people who have undertaken work of this nature, would probably have recommended a longer time frame or fewer objectives. Programme development in a tertiary education institution, and institutional strengthening, are major undertakings. When they are being carried out on a part-time basis, several years are required in order to achieve real and sustainable change. Too much change too quickly can cause stress on the staff. The original three-year term of the partnership led to a request for an extension, and this consequence was predictable. It is recommended that for future partnerships of this type, advice be sought from experienced providers to ensure realistic timeframes are embedded in the project work plan. If only a limited time is available, the scope of the work and the anticipated outcomes should be designed to fit the time and resources available.

5. Change Overload

Too much change too quickly can place severe stress on staff. Time is required to understand the changes and the reason for them, and to then make the necessary adjustments for implementation. The University of Waikato has noted this finding in its final report, and has recommended that "Organisational processes such as policies needed to be embedded earlier in the partnership. This would have allowed more time for SOE/SICHE staff to become familiar with them and regularly use them. With the intensity of the work required to develop the new qualifications, staff were overloaded with changes." This is sound advice, and work schedules should be planned to manage change carefully.

6. Lecturer/tutor training

The academic profile of the SOE is very good, with most having an undergraduate qualification, 12 holding a Masters degree, and one a PhD. Some of the staff are currently studying for higher qualifications. At least four of the staff, while being well qualified academically, have no teaching qualifications. In other schools of SICHE the proportion of lecturers/tutors without teaching qualifications is considerably higher.

In order to ensure quality programmes at SICHE, thought should be given to providing an opportunity for teaching staff to gain a teaching qualification. One could be developed and provided within SICHE. The Certificate in Education Adult Learners offered by SICHE is designed for people who teach adult learners, and may be suitable for this purpose with some adjustment for teacher educators. Alternatively, a Certificate in Adult Teaching will almost certainly be available on-line from other tertiary education providers inside or outside the Solomon Islands that staff could undertake. An incentive to take the course could be that the staff member could have the course costs refunded on successful completion of the certificate.

7. Improved co-ordination of planning among SOE, SICHE, MEHRD, and Development Partners

SICHE and MEHRD are key stakeholders in education and have a legitimate interest in SOE and its development. SICHE is the parent body of SOE and as of right should be the central authority in any decisions related to developments within SOE. While SICHE is by Act of Parliament an independent institution, MEHRD as the Ministry responsible for the implementation of SIG policy related to education, and the key funding agency for SICHE, has a vested interest in SOE and its development. The apparent lack of consultation with

SICHE and MEHRD in the establishment of the objectives of the partnership resulted in a level of misunderstanding, causing some confusion and resentment. Any future partnerships or twinning arrangements (as envisaged in the SICHE draft strategic plan) would be enhanced by broad consultation ensuring all key stakeholders understand and agree with the objectives.

8. Planning for the implementation of new programmes

A common concern expressed by students, and noted in the SOE self-assessment of the first year of the programme, was that in a number of the new courses the readers were not available at the beginning of the course. In some instances the time delay was considerable. Another concern was that access to some of the resources held in the library was limited and students had difficulty in working with them before their assignments were due. There also appeared to be no central repository at the SOE in which copies of all the new course outlines and readers were lodged.

Planning for the implementation of a new course is essential to ensure all resources are available to the students in a timely manner.

9. Endorsement of "Lessons Learned" from the University of Waikato Final Report

The following "lessons learned" are taken from the final report prepared by the University of Waikato on the partnership, and are endorsed by the evaluators.

- Preparing staff in advance for what lies ahead helps to reduce resistance and anxiety;
- Working alongside advising and supporting rather than directing and imposing builds strong collegial relationships;
- Trying out the new learner centred pedagogies with success early in the partnership helped to create ownership;
- Long term partnerships allow time for changes to be implemented and institutionalised;
- Regular contact between visits helped the staff (particularly the heads of school) to feel supported and not so isolated;
- Waikato staff undertaking the work as part of their normal work and not as highly paid consultants, helped to reduce resentment;
- Tangible outcomes were significant in developing a sense of pride in SOE/SICHE staff, e.g. course outlines consistently and professionally presented, the staff/student handbook, the research monograph, the award of certificates for participation in professional development;
- Creating trusting and respectful relationships was essential in motivating SOE/SICHE staff;
- Effective and regular communication between stakeholders (SOE, SICHE and MEHRD) is essential to support the delivery of quality teacher education, including responding to requests for in-service teacher education;
- Organisational processes such as policies needed to be embedded earlier in the partnership. This would have allowed more time for SOE/SICHE staff to become familiar with them and regularly use them. With the intensity of work required to develop the new qualifications, staff were overloaded with changes;
- The Strategic Plan development process was an effective one in clarifying the direction of the SOE/SICHE work for the next 3 years;
- Ongoing leadership mentoring was critical support for the women HOS.

10   Limitations of the Evaluation

The evaluators have confidence in the findings of this report, based on the information that was available to them. However, the extent and detail of the evaluation were limited by a number of factors. These include:

1.   **Time available in-country**
The contracts for the evaluators allowed for only 16 days being spent in-country. High Commission staff had done excellent work in preparing for the evaluators, providing contact information of stakeholders and arranging for initial interviews and meetings. However, there was no local consultant to support the team and consequently the team leader was required to undertake much of the organisation of the evaluation, arranging meetings and interviews. Communication, even in Honiara, is often difficult. Email systems fail, there are regular power cuts and often people are slow in, or fail to, respond to email requests or telephone messages. Other commitments of stakeholders often made finding a suitable time for meetings within the time frame available difficult. Every endeavour was made to ensure that representatives from key stakeholder groups were interviewed, and, although some stakeholders could not be contacted, the evaluators are confident that the conclusions drawn are valid. A list of those interviewed is included as Appendix 4. However, the short time frame limited the number of people who could be contacted and interviewed. In particular, more opportunities to interview graduates and view them teaching in classrooms would have enhanced the information. Visits to outer provinces were limited to two days to two provinces – Central Islands and Malaita. Travel in these provinces is difficult, and visits were restricted to a total of 17 schools.

2.   **Financial Information**
A key task of the review is to comment on the efficiency of the project, including value for money. Making useful and valid judgements about value for money, especially when many of the outcomes are difficult to measure and rely on opinion, is always difficult. The task is made more difficult when the financial information available is broad and not sufficiently specific and detailed to identify where costs actually fell and on what money was spent. Detailed financial reporting may have been provided to MFAT in reports received from the Registry of the University of Waikato, but such reports were not available to the evaluators. Financial detail was not included in the quarterly and annual reports on the project which were available to the evaluators.

3.   **SOE Course Materials**
Written material produced for the new diplomas is regarded as part of the evidence to enable judgements to be made about the quality of the qualifications. For each course within the diplomas, a course outline and a course reader was to be produced. Only 23 course outlines and 12 course readers were made available to the evaluators, despite requests for a full set of all the course materials (there are 62 course prescriptions listed in the *Teacher Education Handbook*). The course outlines seen were of good quality and provided students with the necessary information. The course readers varied in quality from good to poor. Graduates indicated that not all the course readers were available at the beginning of the course and this was confirmed in the SOE's self evaluation of the first year of the new diplomas. The evaluators were assured that all readers were printed and

available at the commencement of courses, but this could not be verified. Further, with only 20% of the readers seen, and given their variable quality, the evaluators have some reservations as to the overall quality of these essential learning resources.

11   Recommendations

Recommendations

Several recommendations are made, based on findings and issues that have arisen during the course of the evaluation. The general direction of the recommendations and the rationales supporting them were presented at the final meeting with the Evaluation Steering Committee and the other stakeholders who were invited. The discussion following the presentation of the recommendations was positive and the recommendations were accepted by the group as being helpful.

Some of these recommendations relate to issues outside the TORs for this evaluation. However, the evaluators believe that these recommendations will help ensure that the actual benefits and potential benefits derived from the evaluation are maximised and sustained. The recommendations are grouped according to the organisation most directly responsible for, or benefiting from, the recommendation i.e. MEHRD, SICHE, the University of Waikato, SOE, or MFAT. Where all organisations are involved the recommendation is labelled as an Overview recommendation. Material related to each recommendation is found in one or more places in the report. In this section a brief supporting statement, summarising the arguments, is presented with each recommendation.

The recommendations are:

Overview

MEHRD is the ministry through which SIG policies on education are implemented. SOE, a school of SICHE, is the largest and only government funded provider of teacher education in Solomon Islands. SOE has the skills and ability to provide good quality pre-service and in-service teacher education, with this ability being enhanced by the recent partnership with the University of Waikato. Each of the three organisations has recently, and independently, produced strategic plans for their future development. If maximum benefit is to be derived from the available financial resources, these strategic plans should be aligned. Currently the existing draft strategic plans are aspirational, rather than realistic and costed. It will also be important for the strategic plans to be costed, and if possible for costs to be allocated to specific outputs. This process will assist all the agencies concerned in prioritising activities and in focusing on what is actually achievable within the designated time frame.

Recommendation 1: Improve strategic planning in the education sector by co-ordinating and integrating the costed strategic plans of MEHRD, SICHE and SOE.

MEHRD

There are aspirations for SICHE to become a university. This process is to commence through the introduction of degree courses in the Schools of Nursing and Education, with a possible extension to the School of Finance in the near future. Further, it is hoped to have students from other Pacific countries enrol at SICHE on a fee-paying basis, in both degree and sub-degree programmes. Currently, SICHE operates as a self-accrediting institution. The existing internal quality assurance procedures, such as the operation of the Board of Studies, should continue as an important way of maintaining the quality of programmes. This mechanism on its own, however, is insufficient to guarantee the quality and acceptability of

the programme to stakeholders. For the SICHE qualifications to gain international recognition and serve as a basis for their graduates to use the qualification as entry to programmes from other overseas universities, it will be necessary for the programmes to be quality assured by an independent quality assurance body or mechanism. This process could be used by MEHRD to ensure that qualifications provided by SICHE and by other tertiary education institutions in the Solomon Islands were of an acceptable standard. The responsibility for establishing an external quality assurance body or mechanism lies with MEHRD. Such an action would need to be undertaken within the parameters of the approved MEHRD tertiary education policy, and in the light of the existing work that has already been initiated on the development of a Solomon Islands National Qualifications Framework.

Recommendation 2: Establish an independent quality assurance mechanism to ensure the international comparability of Solomon Islands tertiary education programmes.

The role of the SOE encompasses three dimensions of teacher education: pre-service teacher education, distance teacher education and in-service teacher education. An increasing emphasis is being placed on in-service education, and the involvement of the SOE in this area is to be encouraged. The SOE is currently developing a course structure for a Graduate Certificate in Educational Leadership, aimed at Principals and Head Teachers. The intention is to submit this course to the Board of Studies later in 2011 and then to the Academic Board of SICHE, with a view to offering it in 2012. SICHE through its existing internal quality assurance mechanisms will need to take a co-ordinating role to ensure consistency of content and standards. The MEHRD will be involved in an oversight role with these leadership courses, and with other in-service developments, through its presence on the Academic Board of SICHE. There is a need for the MEHRD, through the TTDD and through other appropriate forums, to consult with the SOE and with SICHE on its broader policy programme for the development and delivery of in-service programmes for teachers. Existing teacher education co-ordination mechanisms (such as the National Teacher Education and Development Committee) will need to be reviewed and strengthened to ensure that there is effective communication among key stakeholders with an interest in delivering quality in-service programmes that are in the national interest.

Recommendation 3: The MEHRD, in consultation with SICHE and the SOE, should review its existing teacher education co-ordination mechanisms to determine future in-service training priorities, and should verify that procedures are in place to ensure consistency of content and standards in the delivery of new in-service courses such as the proposed Graduate Certificate in Educational Leadership.

SICHE
The transition for SICHE to be a degree granting institution and ultimately to have university status is a major step. It has implications for research, publishing, staff workloads and roles, library resources, teaching resources, academic staff qualifications and professional development, academic approval processes and programme review to name a few. Many of these dimensions have significant resource implications, both capital and recurrent. None of the current Heads of Schools or Directorate staff have experience in managing a degree granting institution, nor of its development. The individual schools are likely to need specific help in the development of degree programmes. Support should be provided to SICHE as it develops into a degree granting institution. Any support required for the individual Schools should be considered in the context of the overall support needed by SICHE. It is recommended that a partnership be developed between SICHE and a suitable organisation

(either a university, an institute of technology/polytechnic, or another agency with tertiary education management and development experience). Consideration may need to be given to a long term Technical Assistant being resident for at least part of the duration of such a partnership. If the proposed partner organisation cannot provide all the specialist help required (e.g. specialist curriculum knowledge for review of individual School curricula), then subcontracts could be let.

Recommendation 4: Provide support for SICHE through an appropriate institutional or agency link or "twinning" programme as it moves to be a degree granting institution, including support for specific faculties.

The University of Waikato
The staff of the University of Waikato undertook key roles in the partnership as informed peers, professional mentors, and critical friends. A critically important role in this respect was carried out very effectively by the two key University of Waikato facilitators of the partnership. As a result of the partnership, a Memorandum of Understanding between SICHE and the University of Waikato was signed in May 2011 with the objective of maintaining ongoing professional relationships between the education faculties of the two institutions, fostering research collaboration, and providing opportunities for professional development and exchange of staff. Because of the fundamental importance of strong leadership in maintaining the momentum that has now been generated at the SOE, the evaluators believe it is important that the effective mentoring and support that has been provided to the HOS at SOE by the University of Waikato facilitator should continue, at least in the short term. The University of Waikato has negotiated an arrangement to continue ongoing mentoring by Associate Professor Jane Strachan for the Head of School and the SOE senior management team, and mentoring by Emeritus Professor Noeline Alcorn for the senior SICHE management. Some additional modest financial support may be required for travel and communication costs. If necessary, the New Zealand Aid Programme could be approached by the University of Waikato with a request to provide funding to support this objective in the short term (during 2011 and 2012).

Recommendation 5: It is recommended that the University of Waikato provide ongoing mentoring and professional development support to the Head of School at SOE (SICHE) as part of its agreed MOU with SICHE

SOE
To ensure that the constituent courses of the teacher education diplomas remain relevant and up-to-date, regular peer review or other assessment processes are required. This regular scrutiny will be essential if the School is offering degree programmes. Because the SOE is the only state provider of teacher education in the Solomon Islands, effective external review is challenging, and ways of providing external review need to be found. It may be possible in this context to investigate if co-operation and collaboration on the design and delivery of teacher education programmes in the Solomon Islands could be established with USP. Such an arrangement would be cost-effective if it did not require third-party funding.

Recommendation 6: There should be periodic opportunities for an independent assessment of clusters of specialist SOE subject programmes by invited external specialist technical assistants.

Literacy in Solomon Islands is a concern for MEHRD. The relatively poor level of literacy among school children was confirmed in the February 2011 SISTA 2 results. The new

diplomas of teaching being taught at SOE provide teachers graduating from the programmes with inadequate skills and knowledge on the teaching of reading, a fundamental tool in improving literacy. This issue needs immediate attention.

Recommendation 7: SOE should examine its diploma programmes with a view to ensuring teachers have the requisite skills and knowledge to successfully teach reading.

The partnership has been responsible for a successful major review of the previous SOE teacher education curriculum that has led to the development and introduction of new diploma qualifications as from 2009. It is good practice for an institution to undertake regular, comprehensive reviews of its programmes to ensure that its qualifications adequately prepare its graduates for their role. For teacher education it is important to ensure that teachers meet the professional standards required and are prepared to meet the needs of the children in their care. There are also likely to be changes in Solomon Islands society which the teacher education curriculum will need to respond to, such as advances in technology, demographic and social shifts, changing public expectations of teachers, and changing expectations of the role of teacher education providers. For these reasons regular reviews of the teacher education curricula should be programmed into the work plan of the SOE on a systematic basis (say, once every ten years).

Recommendation 8: A major review of the total teacher education curriculum should be undertaken by the SOE every ten years.

MFAT

Some of the recommendations above for support do have financial implications. Without the requisite financial support, implementation of the recommendations may not be possible.

Recommendation 9: MFAT should give serious consideration to providing financial support in order to implement the intention of Recommendation 3 (support for SICHE) and Recommendation 4 (mentoring of and support for the Head of School of the SOE).

Appendix 1: Evaluation Plan

Evaluation Plan

A Plan to Evaluate the Partnership between the School of Education, Solomon Islands College of Higher Education, and The University of Waikato

An Evaluation Commissioned by the New Zealand Aid Programme

Conducted by

Vince Catherwood & Associates Ltd

and Lester Taylor

Friday 20 May 2011

Introduction

After a comprehensive review in 2004, a twinning approach to the development of the School of Education, Solomon Islands College of Higher Education (SoE) was begun in 2006 through a partnership between the SoE and the University of Waikato and InTREC. The initiative was designed to develop and improve the capacity of the SoE as a local provider of pre-service and in-service teacher education. The key activities of the partnership were:

- Capacity building and institutional strengthening
- Developing learner centred pedagogy in all SoE programmes
- Developing new diploma and proposed degree courses
- Mentoring to support the change leadership role of the Head of School of the SoE

During the course of the partnership adjustments to the partnership agreement were made to support the SoE in new roles that were negotiated with MEHRD. These new roles included:

- Increased in-service provision for teachers
- Professional development programmes for the large number of untrained teachers, including the development of distance and flexible learning courses
- In-service leadership courses for Principals and Head Teachers
- Support for the Curriculum Development Division in the provision of in-service training on the new primary and secondary curricula.

2   Evaluation Purpose and Objectives

2.1   Purpose and Scope

The evaluation will examine the partnership from inception to completion (mid 2006 to the end of 2010) in order to assess the partnership against the original objectives and the additional objectives that followed the expansion of the scope of the partnership. It will assess the strengths and weaknesses of different components of the partnership programme and provide an overall assessment of quality of the programme using the quality ratings scale / OECD DAC evaluation criteria of relevance, effectiveness, efficiency and sustainability.

2.2   Objectives

The objectives of this evaluation are:

- To assess the **relevance** of the partnership.
- To assess the **effectiveness** of the twinning partnership in achieving the six original objectives and additional objectives. This will include a qualitative and quantitative assessment of the results of the partnership, including impacts on SoE and wider SICHE capacity, graduates, course structure and materials.
- To assess the **efficiency** of the partnership. The analysis will focus on:
- Value for money
- Efficiency of systems, process, governance and management structures

- Quality of management, including financial management and risk management.
- To assess the **sustainability** of the benefits of the partnership.
- To draw **lessons learned** from the partnership arrangement for SoE, SICHE, MEHRD, the University of Waikato and Development Partners, and provide recommendations to assist the School of Education to identify, prioritise and plan further improvements and support, including recommendations for future support needs.

The evaluation will be based on available documentation and on interviews with partnership members and stakeholders including MEHRD, SoE graduates, teachers, Head Teachers, Principals, education authorities and inspectors. Details of the evaluation techniques and strategies are included in the Evaluation Plan and the plan will be included as an annex in the final report.

3 Programme Design (Programme Logic)

3.1 Overview of Programme Design (Programme Logic)

This component of the evaluation will involve a retrospective assessment of the programme design (programme logic) and the monitoring and evaluation framework as a basis against which to evaluate the achievement of the goal, objectives / outcomes and outputs. The project design is outlined in the *Project Implementation Document*.

The project goal is to enhance the quality of pre-service and in-service teacher education delivered by the School of Education, SICHE. The project purpose is to provide children in the Solomon Islands with high quality teaching and learning opportunities through strengthening the delivery of teacher education. The programme design is intended to
- Specify the outputs and activities that will be undertaken to achieve the programme objectives;
- Depict the mechanism by which the partnership will achieve its desired short-term, medium term and long-term outcomes; and
- Inform the monitoring of the partnership.

The programme logic refers to how the partnership programme was designed and actually implemented, and to the thinking and logic that underpinned the design and delivery of the programme. The linkages and relationships between the various participants in the partnership programme will be examined in this context. This evaluation has been designed to enable the collection of relevant information across the evaluation objectives in order to assess the extent to which the goal, objectives, outputs and outcomes of the partnership have been achieved.

3.2 Outcomes, Outputs and Activities

Appendix 1: Figure 1 sets out how the proposed activities, outputs, and outcomes of the partnership are related. These relationships are separated into immediate (short-term) outcomes and outputs, medium-term outcomes and outputs, and longer-term outcomes and outputs. The evaluation design has been developed to gather information to assess the achievements of the partnership in relation to the Project Implementation Document objectives in the short-term, in the medium term, and in the longer term.

3.3 Monitoring and Evaluation Framework

The evaluation plan will assess key dimensions of the Monitoring and Evaluation Framework (M&E Framework). The M& E Framework includes the following:

- Self review of its own practice by the SoE , with support from the University of Waikato
- Reporting against the project management quality assurance indicators (from the PID)
- Monitoring and feedback from staff of the New Zealand Aid Programme through regular interaction and meetings (both at the NZ High Commission in Honiara and in Wellington)
- Regular monitoring reports (quarterly and annual review reports) from the University of Waikato against annual work plans
- Annual review meetings involving staff of the New Zealand Aid Programme with staff of the SoE and staff from the University of Waikato
- Monitoring from regular meetings of other advisory and ad hoc groups

4 Evaluation Methodology

The evaluation methodology will cover all the dimensions listed in the terms of reference under "Evaluation Methodology". These are elaborated in more detail in the following sections.

4.1 Detailed Evaluation Questions

The evaluation questions below will form the basis of interviews with key stakeholders, although these questions may be supplemented with additional questions related to the programme design and programme logic (see Figure 1), in response to matters raised in interviews. The questions below are organised to relate directly to the evaluation objectives.

Relevance:

- Did the partnership address formally identified needs and needs that arose during the course of the arrangement?
- Are there needs that should have been but were not addressed?
- Were the original and additional objectives relevant in terms of
- SIG (MEHRD) and University of Waikato policies and processes?
- the aid effectiveness principles of donor harmonisation and beneficiary ownership?
- mainstreamed and cross-cutting issues?
- Was the partnership design fit for purpose? Did it provide for relevant inputs?

Effectiveness

- Could you summarise the strengths and weaknesses of the project as you see them?
- *Re PID Objective 1:* How effective has the partnership been in enhancing the morale, confidence, knowledge and skills of the SoE staff?
- To what extent have changes occurred in SoE and SICHE as a result of the partnership, and why?

- *Re PID Objective 2:* Are the new diploma and its course material of high quality, and designed to train a teaching force able to support MEHRD policies and priorities, in particular, increasing literacy and numeracy rates?
- To what extent has jointly developed curriculum material contributed to improved reading skills as a basis for learning?
- Have newly developed policies and tasks for teachers been included in the training of teachers?
- Has the partnership contributed to awareness and skills within SoE to regularly update and match the training curriculum to the changing policy context in the SI and MEHRD requirements (e.g. improved learning materials and teaching approaches to the teaching of reading? Development of multi-skilled teachers? Better assessment of learners' achievement?)
- *Re PID Objective 3*: Are SoE programmes comparable with other international programmes? Do these programmes meet the needs of the Solomon Islands context? How effective are any distance teacher education programmes?
- *Re PID Objective 4*: Have core abilities of the SoE been developed: Is the staff more empowered, motivated, committed, confident and market-oriented (being able to react to meet demands from different stakeholders)? Is the SoE better respected and regarded with greater legitimacy and respect within SICHE and by other stakeholders?
- *Re PID Objective 5*: Is an effective recorded system of regular review of courses and programmes in place at SoE?
- *Re PID Objective 6*: Is a policy in place on methods of assessment of student teachers' work? How effective is this policy?
- Are teachers prepared for learner assessment at schools?
- What monitoring and evaluation of the programme has been undertaken, and what has been the impact?

Efficiency

- Have the funds available been used efficiently to achieve value for money?
- Is SoE and/or SICHE better able to produce costed plans and secure resources?
- Did the systems and processes used, and the governance and management structures adopted, work efficiently?
- How well do you think the project was managed, including financial management and risk management dimensions?

Sustainability

- To what extent are there likely to be long-term benefits from the partnership?
- What needs to happen to ensure long-term sustainability of any benefits of the programme?

Lessons Learned

- What lessons have been learned from your involvement in the Programme? (by SoE? By SICHE? By MEHRD? By The University of Waikato? By Development Partners?)   Follow-up questions would be asked to elicit any responses about

lessons learned from how the partnership was managed, or from engagement with curriculum development, or about teaching literacy/numeracy, or about involvement with in-service training, and so on)

- What recommendations would you suggest to identify and plan for further improvements? What are the key priorities now?
- How do you assess the relationship with the MEHRD, one of the most important clients of the SoE during the years of the partnership? How could this relationship be improved?
- What recommendations would you make for the next steps?

4.2 Evaluation of Data Sources

Sources of information have been identified that will be needed to answer the key evaluation questions in the light of the purpose, objectives and scope of the evaluation. Both qualitative and quantitative information will be collected and scrutinised. Procedures that ensure collection of data with respect to cross-cutting issues such as gender and human rights will be adopted. The proposed approach will ensure the triangulation of evaluation findings across key stakeholders to verify the data.

The evaluation data sources include documents such as relevant reports and SoE documents, the views and comments of people who will be interviewed or who will participate in focus groups, and records of classroom observations. Interviews of a range of key stakeholders will include those involved in governance and funding of the partnership, key managers and implementers from both the Solomon Islands (SoE and MEHRD) and The University of Waikato, recent (2010) graduate teachers and other teachers, people in sector organisations, and development partners. Participants from a sample of different provinces of the Solomon Islands will be interviewed in order to ensure that the needs of rural and isolated schools are sampled, as well as the needs of schools in urban centres. If trade-offs are required as a result of unavoidable constraints (e.g. owing to a limited amount of time available in country) these will be managed in consultation with the NZHC in Honiara.

Data collected will be evaluated against the regional Pacific standards for teachers developed by the South Pacific Board for Educational Assessment, and recently adopted by the Ministry of Education and Human Resources Development.

We therefore propose:

- A visit of 16 days by the two consultants to the Solomon Islands;
- Early engagement with the Evaluation Steering Committee in Honiara to discuss the Evaluation Plan, and again towards the end of the visit in order to present the draft findings, with other meetings as decided by the Committee, or if requested by the team and agreed by the Committee. The Evaluation Steering Committee consists of the First Secretary of the NZHC (Chair), an Under Secretary from the MEHRD; Deputy Director, SICHE; the Director of the CDD; representatives from two Education Authorities; two representatives of Principals, Head Teachers, or supervisors at Early Childhood Education centres; and a representative from the Solomon Islands National Teachers Association (SINTA).
- Briefings with New Zealand Aid Programme staff, including entry and exit interviews with New Zealand High Commission staff in Honiara;

- Individual stakeholder interviews in Honiara, as set out in Section 4.4, including interviews with recent graduate teachers in Honiara and in two separate Solomon Islands provinces (as advised by the Evaluation Steering Committee)
- Discussions with at least two focus groups in Honiara (one with SoE staff, and one with 2010 graduate teachers)
- Visits to two Provinces (separate visits by each consultant for two days each, to Central Islands and Malaita respectively) for face-to-face interviews, observation of selected teachers in the classroom, and if feasible discussion with focus groups;
- A stakeholder workshop presentation, at the end of the visit to the Solomon Islands, for consultation on the findings of the evaluation.

4.3   Document Analysis

Document analysis will include analysis of written sources of information. In addition, the quality and structure of selected course material will be assessed. Self-review documentation provided separately by the SoE and The University of Waikato will be examined. Information (both qualitative and quantitative data) will be cross-checked and analysed through a process of triangulation to verify its accuracy. A list of the written documentation to be examined and analysed is set out in Appendix 2.

4.4   Stakeholder Interviews

Feedback from stakeholder interviews will be a critical source of data for this evaluation. We propose interviewing up to 75 people. Most of the interviews will be face-to-face interviews, lasting approximately 45 to 60 minutes. If key stakeholders are not available when the consultants are in country, or are not based in Wellington or Honiara, telephone interviews may need to be arranged.

The structured meetings will include one-on-one interviews with
- SoE staff and SICHE senior management
- MEHRD personnel (including TTDD and CDD) relating to the programme
- Relevant Waikato and InTREC personnel (including by email/telephone as necessary)
- Selected 2010 graduate teachers (including classroom observation if feasible)
- Other stakeholders (e.g. funders, development partners, school managers)

Focus group discussions will be held (if feasible) with 2010 graduate teachers, and SoE staff.

A schedule of stakeholder groups has been developed, describing the type of stakeholder, their interest in the partnership, and any issues there might be with their involvement in the evaluation. Table 1 sets out an analysis of these stakeholder groups.

Table 1: Analysis of Stakeholder Groups

Stakeholder	Interest	Type of Stakeholder
Development Partners (including Funder)	Wish to see positive development outcomes, especially quality teachers. The funder contracted the evaluation. Knowledge of how the partnership has developed, and the processes and systems used. Have views on value for money of the $2.7m spend, and on lessons learned.	Primary
SoE, SICHE	Prime beneficiary of the partnership. Practical knowledge of the processes, and of what worked and what didn't. Detailed experience of "walking the talk" and managing challenges and expectations	Primary
University of Waikato & InTREC	Key external partner. Practical knowledge and experience of implementing the partnership, and awareness of successes, problems and challenges in improving teacher education quality under tight timeframes	Primary
MEHRD (including TTDO)	Policy overview of teacher education. Experience of the implications of implementing the partnership, and of trade-offs between what was desired and what was possible. Views as an employer about lessons learned.	Primary
Managers of the partnership	Experience of management, implementation and delivery. Views on rationale, process and implementation. Views on cost effectiveness and opportunity cost.	Primary
Principals and Head Teachers, Inspectors	Direct engagement with graduate teachers. Awareness of skills teachers have, and of gaps that need to be addressed.	Primary
Graduate Teachers	Recipients of the new diploma programme. Experience as beneficiaries of the programme of teacher education in both administration and delivery. In a position to reflect on strengths and weaknesses in delivery of the programme, and on lessons learned.	Primary
Education Authorities	Employers of graduate teachers. Able to assess "fitness for purpose" of new graduate teachers.	Primary
Other Government agencies, teacher union representatives	Experience of the impact of the partnership in various ways. Views on alignment of partnership with country needs. Views on impact of the programme on individuals. Views on lessons learned.	Secondary

Table 2 sets out an overview of the Key Stakeholder Interviews.

Table 2: Overview of Stakeholder Interviews

Role	Agency	No of Interviews
Governance /Funding	NZ Aid Programme, AusAID , DPs, Education Authorities (church and provincial) • Nicci Simmonds, NZHC • Marlon Butler, AusAID • World Vision and Makira EA regarding ECE TIT outreach programme • Marco Kools, UNICEF • Dr Pongi, UNESCO Apia Office rep • 2 Church EAs	8
Partners	SoE, SICHE & University of Waikato • Suzanne Maezama, Waikato Partnership Coordinator, and previous Head of School • Janine Simi, Head of School and previous Waikato Partnership Coordinator • Donald Malasa, Director SICHE • Norman Hatigeva, Dean Academic • Lecturers at SoE, including secondary school lecturers, and primary school lecturers and in particular the lecturers specialising in teaching reading and writing in early grade years and two Coordinators of the Teaching Experience programme • Brian Sayer, TA to SoE for Certificate in Teaching Primary by Distance and Flexible Learning • Jane Strachan & Noeline Alcorn, University of Waikato	12
Education Policy Oversight	PS, US Professional and/or US Tertiary, Inspectors, Chief Education Officers, TTDO, Advisers • Mylyn Kuve, Permanent Secretary, MEHRD • Aseri Yalangono, US Professional • Franco Rodie, US Tertiary • Patrick Daudau, Director CDD plus PCDOs (2) from Primary and Secondary • Linda Wate, NESU • Peter Potter, Education Sector Coordinator • Vero Toben, Head of Inspectorate	7
Graduate teachers	Schools. The goal is approximately 40 of the 2010 Graduate teachers (interview and observation)	40
Principals, Head Teachers, School Board members	• Principals/Head Teachers of new graduate teachers • School Board reps from schools with new graduates	10

Teacher Union	• SINTA Rep	1
Total		**78**

4.5   Analysis, Reporting and Required Support

The analysis of data from interviews and focus groups, and from documentary sources, will be critically assessed and triangulated in order to verify the robustness of different sources of information. Interview data will be collated under themes and/or issues. Findings from the evaluation will be fed back and discussed with appropriate stakeholders at a facilitated workshop. This discussion of preliminary findings and conclusions will be held towards the end of the visit in order to check on the accuracy, appropriateness and feasibility of the observations, including any associated recommendations. We will need to call upon the New Zealand High Commission for administrative support for some arrangements such as the meeting with the Evaluation Steering Committee.

5   Evaluation Timing

Activity	Timeline (May-June 2011)
Briefing meeting with NZ Aid Programme (Wellington) to discuss scope and approach to evaluation	Wed 11 May
Delivery of Draft Evaluation Plan	Wed 11 May
Arrive in Solomon Islands to begin field work	Wed 18 May
In-country field work	18 May – 3 June
Meet with Evaluation Steering Committee	Thurs 19 May
Delivery of Final Evaluation Plan	Fri 20 May
Visits to Provinces	Mon 23 May – Tues 24 May
Stakeholder workshop	Thurs 2 June
Completion of in-country visit	Fri 3 June
Draft Evaluation Report to NZ Aid Programme	Fri 10 June
Feedback to consultants on Draft Evaluation Report	Fri 24 June
Final Evaluation Report delivered	Thurs 30 June

6   Ethics and Risk Mitigation

6.1   Ethics

The Evaluation Team will abide by generally accepted research and evaluation ethics. The _Guidelines_ recommended by the Development Assistance Committee[5] of the OECD will be adopted. The evaluation process will be undertaken with integrity and honesty, and all participants will be treated with respect. The evaluators will respect human rights and differences in culture, customs, religious beliefs and practices of all stakeholders. The evaluators will consider gender roles, ethnicity, ability, age, sexual orientation, language and other differences when designing and carrying out the evaluation. Participants in the evaluation will be clearly informed of the purpose and outcomes of the evaluation and their role in it. Interviewees will be asked to sign a consent form that clarifies these matters. The confidentiality of information will be protected and the participants will receive assurance of this. Individual names will not be used and comments from interviews will not be directly attributed to individuals without that person's permission.

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[5] Development Assistance Committee, 2 February 2011 _Quality Standards for Development Evaluation_

6.2　Identified Risks and their Proposed Management

The following table identifies potential risks for the evaluation process, and suggests mitigation strategies for managing those risks.

Table 3: Risks and Risk Management Strategies
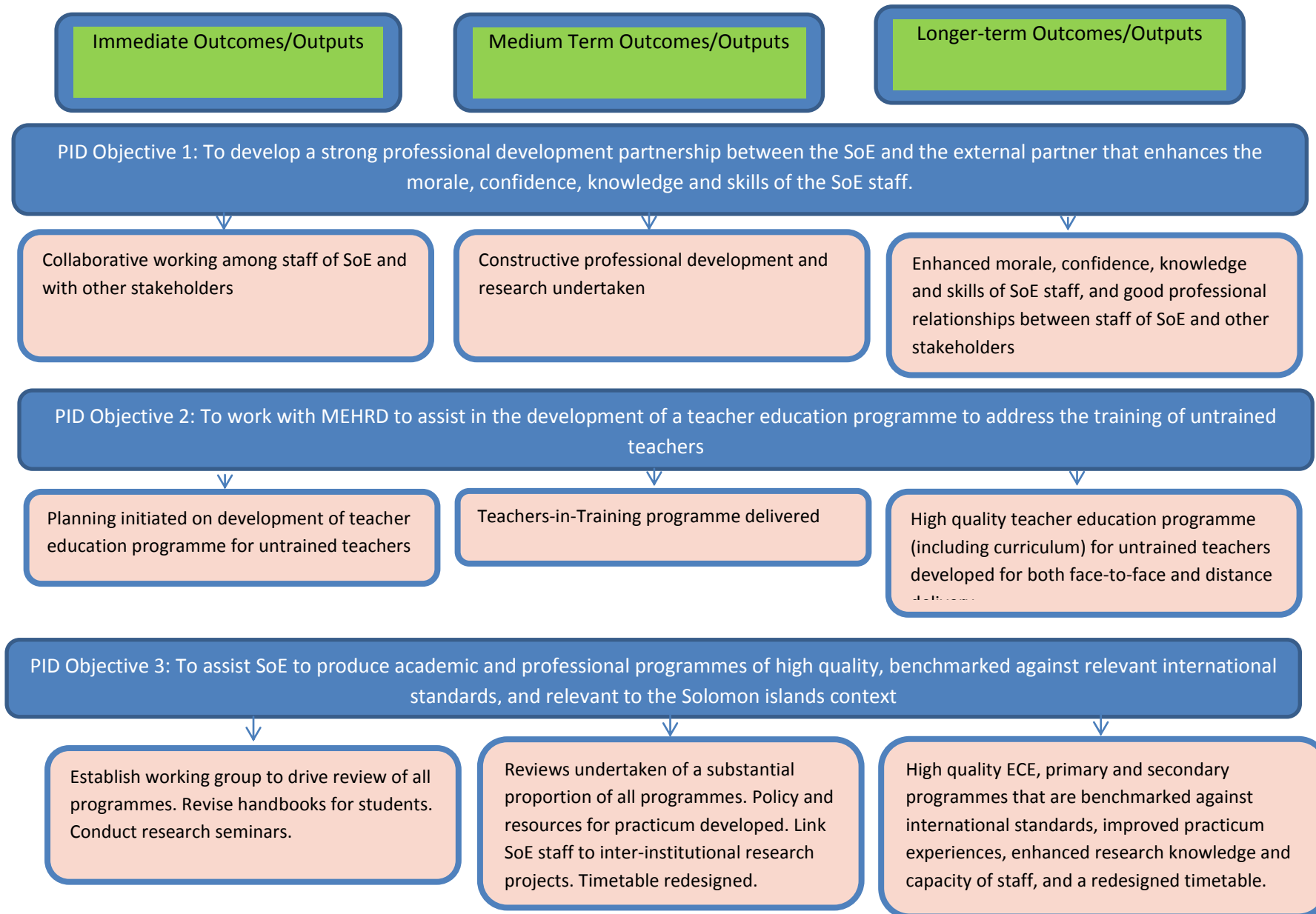
L=Low; M=Medium; H=High.

Risk	Likeli-hood	Impact	Sever-ity	Risk Management Strategy
Limitations of documents/ reports in providing information • Difficult to access documents • Bias in selection of documents • Lack of comprehensive coverage	L	M	M	Seek missing documents from sponsor or partners. If unavailable, plug any gaps through interviews with appropriate stakeholders who can provide the necessary information.
Unavailability of key stakeholders for interview (e.g. absence overseas, illness)	M	M	M	Use telephone interviews if face-to-face interviews not possible. Seek alternatives who could provide a similar perspective, in discussion with NZHC.
Unwillingness by participants to co-operate	L	H	H	Use an informed consent process to ensure participants have an understanding of the purpose and benefits of the evaluation. Work with peers in-country to achieve full participation.
Evaluation design faulty or inadequate, leading to premature conclusions	L	H	H	Undertake pilots of interview schedules. Review design if necessary. Ensure communication with NZ Aid Programme is frequent and effective
Interviews do not provide sufficient in-depth information	M	M	M	Reinterview if necessary. Redesign interview schedule following pilot. Ensure interview notes fully reflect feedback. Seek alternative sources of information (e.g. questionnaires)
Breach of individuals' privacy or confidentiality	L	L	H	Use informed consent procedures to ensure participants are aware no individual will be identified in reports
Relationships damaged through evaluation process (e.g. through adverse findings that may be disputed)	M	H	H	Use of experienced consultants should ensure issues with potential for conflict can be handled sensitively. Triangulate findings to ensure accuracy. Communicate sensitivities to NZ Aid Programme staff.
Unanticipated delays (e.g.	M	H	L	Use project management skills to

getting responses from Head Teachers) affect timing of field work interviews and /or delivery of draft or final reports				ensure project keeps to timeline. Report to NZ Aid Programme and discuss alternative strategies if slippage unavoidable.
Delays in feedback to consultants from Solomon Islands or Waikato partners or NZ Aid Programme	L	M	L	Effective communication of response deadlines. Timely reminders. Discuss alternative strategies with NZ Aid Programme if necessary.
Impact of natural disasters	M	H	H	Seek advice from NZHC or Wellington if completion of evaluation is compromised

7 Evaluation Tools

Evaluation tools have been developed. These include an information sheet, an introductory email, an introductory script (for telephoning interviewees), a message of thanks, and a consent form. The text of the Evaluation Tools is attached as Appendix 3.

Appendix 1: Figure 1: Programme Design and Programme Logic

Immediate Outcomes/Outputs	Medium Term Outcomes/Outputs	Longer-term Outcomes/Outputs

PID Objective 1: To develop a strong professional development partnership between the SoE and the external partner that enhances the morale, confidence, knowledge and skills of the SoE staff.

Collaborative working among staff of SoE and with other stakeholders	Constructive professional development and research undertaken	Enhanced morale, confidence, knowledge and skills of SoE staff, and good professional relationships between staff of SoE and other stakeholders

PID Objective 2: To work with MEHRD to assist in the development of a teacher education programme to address the training of untrained teachers

Planning initiated on development of teacher education programme for untrained teachers	Teachers-in-Training programme delivered	High quality teacher education programme (including curriculum) for untrained teachers developed for both face-to-face and distance delivery

PID Objective 3: To assist SoE to produce academic and professional programmes of high quality, benchmarked against relevant international standards, and relevant to the Solomon islands context

Establish working group to drive review of all programmes. Revise handbooks for students. Conduct research seminars.	Reviews undertaken of a substantial proportion of all programmes. Policy and resources for practicum developed. Link SoE staff to inter-institutional research projects. Timetable redesigned.	High quality ECE, primary and secondary programmes that are benchmarked against international standards, improved practicum experiences, enhanced research knowledge and capacity of staff, and a redesigned timetable.

PID Objective 4: To work to improve teaching and learning approaches in SoE

Prof Devpt provided for SoE staff to review teaching and learning approaches

Increased SoE staff knowledge of and confidence in the use of new teaching and learning approaches

SoE delivers effective teaching and learning approaches

PID Objective 5: To assist SoE to develop an effective recorded system of regular review of programmes/courses in SoE including monitoring (infrastructure curriculum resources)

Planning initiated with staff to update policies, practices and processes in review of SoE teacher education courses

Professional development delivered for staff on policy development including identification of quality benchmarks on regular review systems

Effective recorded system of review of programmes/courses implemented

PID Objective 6: To develop a revised policy on methods of assessment of teacher education students' work

Reviews undertaken of current SoE staff assessment practice.

Professional development for SoE staff on assessment policy and practice delivered, including visits to Partner Institution to observe assessment approaches in operation.

Revised policy developed on methods of assessment of teacher education students' work, and increased SoE staff knowledge of and confidence in use of summative and formative assessment in teacher education.

Appendix 2: Members of the Evaluation Steering Committee

Name	Designation
Nicci Simmonds (Chair)	First Secretary, Development, New Zealand High Commission, Honiara
Shalom Waita	Development Programme Co-ordinator, New Zealand High Commission, Honiara
Franco Rodie	Under-Secretary Tertiary, Ministry of Education and Human Resources Development
Patricia Rodie	Deputy Director, Solomon Islands College of Higher Education
Patrick Daudau	Director, Curriculum Development Division
Cypriano Nuake	Education Secretary, Catholic Education Authority
Joash Maneipuri	Education Director, South Seas Evangelical Church Education Authority
George Saemane	Principal, Florence Young Christian School, Honiara
Christina Vunagi	Principal, St Nicholas School, Honiara

Appendix 3: Terms of Reference

Terms of Reference for Evaluation of the Partnership between the School of Education and the University of Waikato, 2006 - 2010

Approved: 21 April 2011
Next review due dd mmmm yyyy

Author: Maria Reynen Clayton, Development Officer
For help contact Maria Reynen Clayton, Development Officer
Business Process Owner: Maria Reynen Clayton, Development Officer

Overview

This document specifies the terms of reference for Evaluation of the Partnership between the School of Education (Solomon Islands College of Higher Education) and the University of Waikato, 2006 - 2010.

It is intended for use by contractors, staff managing contractors for the New Zealand Aid Programme, and other stakeholders associated with the assignment.

Contents

Background

Brief history of the programme/activity

The Solomon Islands College of Higher Education (SICHE) School of Education and Waikato University Partnership Link Programme began in 2006 following a comprehensive review of SICHE's School of Education (SoE) in 2004. A 'twinning' approach to strengthening the SoE was recommended in this review and a contract was subsequently tendered by the New Zealand Aid Programme. The University of Waikato, in partnership with InTREC, was awarded the tender and the first inception visit was made in early 2006.

The original purpose of the partnership was to develop the capacity of SoE as a local provider of teacher education. The priorities and scope of the partnership altered and evolved somewhat over time. The original planned objectives were:

    1. Enhanced SoE planning and management practices which reflect both national teacher training requirements, institutional realities and changing contexts

2. Effective use, by staff, of ICT for professional communication, research resource sharing and resource acquisition purposes
3. Improved relationships with other teacher training providers, with the Teacher Training and Development Division (TTDD) and with the Curriculum Development Division (CDD).
4. Improved skill, knowledge, morale and confidence levels amongst staff

Components of the partnership include capacity building and institutional strengthening, introduction of learner-centred pedagogy in all SoE academic and practice programmes and the outputs produced in the duration of the partnership, e.g. the new diploma courses.

A significant aspect of the partnership has been both direct and indirect mentoring support to the change leadership role of the Head of the School of Education, SICHE.

Since the start of the contract a range of staff from Waikato University have visited SoE, SICHE to participate in needs assessment, course assessment, the collaborative strengthening of the current certificate (CTP) and diploma programmes, strategic planning, and, most recently, preparations for the development of a degree course in education. Direct and long-distance support has been provided to the SoE leadership throughout this contract. During this period SoE, SICHE has also experienced growing demand for development and delivery of in-service courses including delivery by distance, flexible learning methods for untrained teachers, professional development and certification for early childhood education teachers.

Most recently SoE has been active in the development of distance flexible learning (DFL) courses for untrained teachers. In the context of growing competition regionally, increased focus on DFL and in-service training, and increased management of demand by the Ministry of Education, the SoE is taking on a new role as the lead supplier of in-service training for a range of education stakeholders. The SOE is in the early stages of developing an in-service leadership course for principals and head teachers, and it will also support the Curriculum Development Division in the delivery of in-service training on new primary and secondary curricula.

Relevant reports/documentation
The following documents are relevant to this assignment:
Waikato Programme Implementation Document
Review of the SOE Partnership Programme, T. Wrightson, May 2008
Review of the Teachers in Training Programme, T. Thompson, 2010

Other sources of written information are listed in Annex 1.

Other related activities and/or donor engagements

NZ Aid Programme assisted activities:

Certificate in Teaching Primary by Distance and Flexible Learning programme
Curriculum Reform Programme

Issues or constraints

Timing Constraints: Staff and students of the SOE will be on campus until the end of the first semester, 10 June. The agreed plan is to share the evaluation's findings at the Ministry of Education and Human Resources Development (MEHRD) Annual Joint Review in July.

Logistical Constraints: There is no local consultant to support the team so the Team Leader will need to be proactive to ensure meetings etc take place to plan. The New Zealand High Commission will provide logistical back up support but will not be responsible for managing the schedule. It will be important that the team quickly develops a good working relationship with SICHE and SoE senior staff.

Rationale for the assignment

The Partnership programme came to an end in December 2010 and the Ministry of Education and Human Resource Development (MEHRD), School of Education, and New Zealand Ministry of Foreign Affairs and Trade (MFAT) agree that it is timely and useful to evaluate the overall partnership, to assess its achievements and identify lessons from the approach.

SICHE has a new Strategic Plan in place, which is likely to lead to partnership/twinning arrangements for its other schools. Lessons from the Waikato partnership programme, and in particular about managing and getting greatest benefit from technical assistance, will be useful for this broader SICHE capacity building process.

In addition, the SOE will be continuing to build its technical and management capabilities with the aim of beginning a degree programme in 2012. The evaluation's findings should also enable the SOE to identify, prioritise and sequence further reforms and improvements, and to identify any further support needs so that it is increasingly able to address the teacher training needs of the Solomon Islands.

Governance and management

The evaluation will be undertaken by a small team of consultants to be contracted by **NZ MFAT.** They will be accountable on a day to day basis to the NZHC and for the conduct of the evaluation to the Evaluation Steering Committee and MFAT.

An Evaluation Steering Committee will be established, chaired by the First Secretary of the NZHC and comprising of Under Secretary Professional, MEHRD; Deputy Director, SICHE; the Director of the CDD; representatives from two Education Authorities; two representatives of principals, head teachers, or supervisors at Early Childhood Education centres; and a representative from the Solomon Islands National Teachers Association (SINTA).

This Committee will review and agree to the Evaluation Plan with the Team Leader and will meet the consultants at the beginning of their visit to the Solomon Islands, prior to the presentation of the draft findings and at other times decided by the Committee or requested by the Team and agreed by the Committee.

Goal and Objectives

Goal

The evaluation will examine the partnership from inception to completion in order to assess the partnership against the original objectives and the additional objectives that followed the expansion of the scope of the partnership. It will assess the strengths and weaknesses of different components of the partnership programme and provide an overall assessment of quality of the programme using the quality ratings scale / OECD DAC evaluation criteria of relevance, effectiveness, efficiency and sustainability.

Objectives

The objectives of this evaluation are:

1. To assess the **relevance** of the partnership.

Questions to include:
Did the partnership address formally identified needs and needs that arose during the course of the arrangement?
Are there needs that should have been but were not addressed?
Were the original and additional objectives relevant in terms of MFAT and SIG policies and processes; the aid effectiveness principles of donor harmonisation and beneficiary ownership; and mainstreamed and cross-cutting issues?
Was the partnership design fit for purpose? Did it provide for relevant inputs?

2. To assess the **effectiveness** of the twinning partnership in achieving the four original objectives and additional objectives. This will include a qualitative and quantitative assessment of the results of the partnership, including impacts on SOE and wider SICHE capacity; graduates; course structure and materials.

Questions to include:
To what extent have changes occurred in SoE and SICHE as a result of the partnership, and why?
Are the new diploma and its course material of **high quality, and designed to train a teaching force able to support MEHRD policies and priorities, in particular, increasing literacy and numeracy rates?**
Have core abilities of the SoE been developed: Is the staff more empowered, motivated, committed and confident? Is the SoE better respected and regarded with greater legitimacy and respect within SICHE and by other stakeholders?
Is SoE better able to produce costed plans and secure resources?
What monitoring and evaluation has been undertaken, and what has been the impact?

3. To assess the **efficiency** of the partnership. The analysis would focus on:

Value for money
Efficiency of systems, process, governance and management structures
Quality of management, including financial management and risk management

4. To assess the **sustainability** of the benefits of the partnership.

Questions to include:
To what extent are there likely to be long-term benefits from the partnership?

5. To draw lessons learned from the partnership arrangement for SOE, SICHE, MEHRD and Development Partners and provide recommendations to assist the School of Education to identify, prioritise and plan further improvements and support, including recommendations for future support needs.

Details of the Assignment

Methodology

The evaluation team will develop an evaluation plan which should not exceed 8 pages. The approaches that are selected and the evaluation questions need to ensure that the objectives can be achieved, and this may require the team to recommend changes to key evaluation questions.

The plan must include direction on analysis of cross cutting issues, value for money, and how evaluation ethics will be addressed.

The evaluation plan is likely to cover, but not be limited to, the following methodological approaches and data collection methods:

(a) Documentary review, especially the Teachers in Training Review Report
(b) A retrospective assessment of the programme design (logic) and M&E framework as a basis against which to evaluate the achievement of the goal, objectives / outcomes and outputs.
(c) Analytical assessment of course material quality, structure and delivery
(d) Identification of information needed to answer the key evaluation questions and sources of this information (e.g. documents, people)
(e) Development of a schedule of stakeholder groups, describing their interest, type and any issues there might be with their involvement in the review
(f) Structured interviews with SoE staff and SICHE senior management, trainee teachers, MEHRD personnel (including TTDD and CDD) relating to the programme
(g) Structured interviews and discussion with relevant Waikato and InTREC personnel (including by email/telephone as necessary)
(h) Classroom observation of SoE staff delivery of lessons
(i) Structured interviews and observation of 2010 graduate students
(j) Self-review documentation provided separately by SoE and Waikato
(k) Discussion of how information will be cross-checked and analysed (including for qualitative data)
(l) Details of how findings will be fed back and discussed with appropriate stakeholders (It is anticipated that this will include but not be limited to facilitated workshop discussion of preliminary findings and conclusions.)
(m) Identification of risks, limitations, constraints there might be and how these will be mitigated
(n) What, if any, support and involvement may be required from Post

The Draft Evaluation Plan will be submitted to the Steering Committee for review and approval prior to starting work in the Solomon Islands.

The approved Evaluation Plan, including the work schedule, interview questions and/or survey questionnaires will be appended to the final report,

Team composition

This table shows the proposed composition of the team for this assignment.

Role	Knowledge , skills and experience
Team Leader	Extensive experience in leading and contributing to evaluation of capability programmes, preferably including teacher training programmes Proven track record in leading and managing a team of experts in a multicultural context Experience working the Pacific Islands countries, preferably in the Solomon Islands
Team Member	Strong experience in evaluating capacity and institutional strengthening efforts in developing country contexts

The Team Leader will be responsible for management of the team inputs, finalising the evaluation plan, leading the team in conducting the evaluation, and drafting and finalising the report to the satisfaction of the Steering Committee and MFAT.
Team Members will be responsible for contributing to the evaluation plan, participating in the evaluation, and contributing to the draft and final reports as required by the Team Leader.

Note: Specific responsibilities to be added after discussion with the selected contractors.

Outputs

No.	Milestone/Output	Description	Due date
1	Draft Evaluation Plan and Work Schedule	Draft plan submitted to MFAT for review by the Steering Committee and an evaluation advisor for review and comment by 11 May 2011.	11 May 2011
2	Final Evaluation Plan and Work Schedule	Evaluation Plan that ensures the objectives and terms of reference of this assignment will be met.	20 May 2011
3	Stakeholder Workshop	Presentation for consultation on findings and recommendations to MEHRD, SoE, SICHE and representatives of the New Zealand Aid Programme	3 June 2011
4	Draft Evaluation Report	Draft report detailing methodology, findings, lessons learnt and recommendations	10 June 2011
5	Final Evaluation Report	The report will incorporate stakeholder feedback due on 24 June 2011 and comply with MFAT's Guideline on the Structure of Review and Evaluation Reports and DAC Quality Standards for Development Evaluation.	30 June 2011

The draft report will be peer reviewed by MFAT and the Steering Committee and the Team Leader will be advised if further work and/or revision is required, if the report does not meet the ToRs or the quality is not of an acceptable standard.

The final report will be appraised before being considered for public release by MFAT's Evaluation and Research Committee (ERC). The report or any part of it will be made publicly available unless there is good reason not to do so. Any information that could prevent the release of the report under the Official Information or Privacy Acts, or would breach ethical standards, must be placed in a confidential annex.

Annex 1: Additional Sources of Written Information

- Education Sector Investment and Reform Programme
- Budget Sector Support Letter of Arrangements
- National Education Action Plans
- Inception Visit Report 2007
- Quarterly and Annual Partnership Reports
- SoE Reports to Annual Joint Review and Education Sector Coordination meetings
- Performance Assessment Framework, 2007-2009
- SICHE Strategic Plan (draft)
- SoE Strategic Plan (draft)
- MEHRD, National Teacher Education Policy
- MEHRD, National Teacher Education Plans for 2008-10 and 2010-12
- MEHRD, Distance and Flexible Learning (DFL) policy
- Reports from Wrightson on conversion of in-service teacher training materials for DFL
- Report from Allison Mead on preparation and development of Certificate in Teaching Primary by Distance Education
- Inception and quarterly reports of the DFL CTP 2010
- Teacher Supply and Demand study
- NEAP Costing Report
- Sore Lelebet Lo Mi
- Teacher Professional Standards
- MEHRD, Policy for Teacher Training
- MEHRD, Assessment Policy
- National Curriculum Statement
- Solomon Islands Standardised Test of Achievement 2

Annex 2: List of Stakeholders

A range of methods can be used to interview the people listed, e.g. meetings with groups of donors, telephone conversations, emailed requests for opinion. In reviewing the draft evaluation plan, the Evaluation Steering Committee will be able to help the team prioritize stakeholders.

- approx.40 of the 2010 graduate teachers (interview and observation)
- Head Teachers of new graduate teachers
- School Board representatives s from schools with new graduates
- Education Authorities (church and provincial), Inspectors, Chief Education Officers
- Lecturers at SoE, including secondary school lecturers, and primary school lecturers and particular the lecturers specialising in teaching reading and writing in early grade years and two coordinators of the Teaching Experience programme
- Suzanne Maezama, Waikato Partnership Coordination, and previous Head of School
- Janine Simi, Head of School and previous Waikato Partnership Coordinator
- Donald Malasa, Director SICHE
- Norman Hatigeva, Dean Academic
- Mylyn Kuve, PS MEHRD
- Patrick Daudau, Director CDD plus PCDOs from Primary and Secondary
- Linda Wate, NESU
- Peter Potter, Education Sector Coordinator
- Vero Toben, Head of Inspectorate
- World Vision and Makira EA regarding ECE TiT outreach programme
- SINTA Rep
- Dr Pongi, UNESCO Apia Office representative
- Marco Kools, UNICEF
- Marlon Butler, AusAID
- Nicci Simmonds, NZHC
- Brian Sayer, TA to SoE for Certificate in Teaching Primary by Distance Flexible Learning

Appendix 4: List of Those Interviewed

Interviews and People Consulted

May/June 2011

Date	Name	Position	Organisation
Fri 6-May-11	Maria Reynen-Clayton	Development Officer, Solomon Islands	New Zealand Aid Programme
Wed 11-May-11	Vince Catherwood Lester Taylor (by telephone)	Consultant Consultant	Vince Catherwood & Associates Ltd
	Marion Ferguson	Development Programme Manager, Solomon Islands	New Zealand Aid Programme
	Myra Harrison	Education Adviser, International Development Group Education Team	New Zealand Aid Programme
Wed 18-May-11	Nicci Simmonds	First Secretary, Development	New Zealand Aid Programme, New Zealand High Commission, Honiara
Thurs 19-May-11	Marco Kools	Education Specialist	UNICEF
Thurs 19-May-11	Susanne Maezama	Co-ordinator, SoE/Waikato Partnership	School of Education (Solomon Islands College of Higher Education) (SoE)
Thurs 19-May-11	Janine Simi	Head of School, SoE	School of Education (Solomon Islands College of Higher Education)
Thurs 19-May-11	Nicci Simmonds	Chair (First Secretary Development, NZHC)	Evaluation Steering Committee
	Shalom Waita	Co-ordinator, Development Programme (NZHC)	
	Franco Rodie	Under Secretary, MEHRD	
	Patricia Rodie	Deputy Director, SICHE	
	Cypriano Naeva	Principal Education Officer, Catholic Education Authority	
	George Saemane	Principal, Florence Young Christian School	
	Christina Vunagi	Principal, St Nicholas School	
	Joash Maneipuri	Director, South Seas Education Authority	
	Vince Catherwood	Consultant	
	Lester Taylor	Consultant	
Fri 20-May-11	Solomon Pita	Short Course	School of Education (Solomon

		Co-ordinator	Islands College of Higher Education)
	John Beuka	Head of Maths and Technology	
	Oswald Bako	Co-ordinator, Primary Programmes	
	John Sisiolo	Head of Language and Expressive Arts	
	John Fasi	Head of Science	
	Viola Malasa	Co-ordinator, Dip Teaching (ECE)	
	Douglas Nathan Walani	Head of Education Department	
	David Irofoga	Co-ordinator, Adult Learners Training Programme	
Fri 20-May-11	Dr Joanna Daiwo	Early Childhood Education	School of Education (Solomon Islands College of Higher Education)
Fri 20-May-11	Immaculate Runialo	Literacy for Learning Co-ordinator	School of Education (Solomon Islands College of Higher Education)
Fri 20-May-11	Mylyn Kuve	Permanent Secretary	Ministry of Education and Human Resources Development
Mon 23-May-11	Silas K Panaa Fr John Talisi John Lova	Deputy Principal Teacher Teacher	Siota Provincial Secondary School, Central Islands Province
Mon 23-May-11	Lizzie Totopo Rhoda Vaka Peo	Teacher Teacher	Salisapa Primary School, Central Islands Province
Mon 23-May-11	Stanley Lokea Moffat Kerea	Deputy Principal Teacher	Dota Primary School, Central Islands Province
Mon 23-May-11	Barnabas Boloba Andrew Mave Noel Kimata	Deputy Principal Teacher Teacher	Koilavala Primary School, , Central Islands Province
Mon 23-May-11	Veronica Sade Tako Mazere Lasa	Principal Teacher	Henry Koga Memorial Primary School
Mon 23-May-11	Daniel Lulu	Inspector	Education Authority, Malaita Province
Mon 23-May-11	James Birai	Senior Teacher	Aimela Primary School, Malaita Province
Mon 23-May-11	Peter Houwore	Head Teacher	Aimela Primary School, Malaita Province
Mon 23-May-11	Phylistus Afuna Riua	Teacher (Classroom observation)	Kindy Centre, Aimela Primary School, Malaita Province
Mon 23-May-11	Jackson Houopa	Deputy Principal	Gwaunaoa CHS, West Kwara'ae, Malaita Province
Mon 23-May-11	Bryan Dau	Teacher	Gwaunaoa CHS, West Kwara'ae, Malaita Province
Mon 23-May-11	Kelly Lema	Teacher	Gwaunaoa CHS, West Kwara'ae, Malaita Province

Mon 23-May-11	Alice Aihuna	Teacher	Gwaunaoa CHS, West Kwara'ae, Malaita Province
Mon 23-May-11	Wilson Kato	Principal	Gwaigeo CHS, Central Kwara'ae, Malaita Province
Mon 23-May-11	Martino Sasai Dade	Teacher	Gwaigeo CHS, Central Kwara'ae, Malaita Province
Mon 23-May-11	Owen Amota	Teacher (Classroom observation)	Gwaigeo CHS, Central Kwara'ae, Malaita Province
Mon 23-May-11	Billy Daununu	Head Teacher	Kilusakwalo Primary School, Malaita Province
Tues 24-May-11	Frank Malana Redley Neso Nancy Mateo Richard Pattison Vinia	Deputy Principal Teacher Teacher Teacher	McMahon Community High School, Tulagi, Central Islands Province
Tues 24-May-11	Redley Neso	Observation of Form 2 science class	McMahon Community High School, Tulagi, Central Islands Province
Tues 24-May-11	Timothy Kiriau John Kuku John Tome	Principal Teacher Teacher	St Joseph Dala School, Central Islands Province
Tues 24-May-11	Joe Kulebe Elizabeth Sakuri	Head Teacher Teacher	Niu Vanuha Primary School, Central Islands Province
Tues 24-May-11	Elizabeth Sakuri	Observation of Class 4 English lesson	Niu Vanuha Primary School, Central Islands Province
Tues 24-May-11	Joseph Hangi Ken Kulebe Constance Awakea Ana Gafui Don Melu	Principal Teacher Teacher Teacher Teacher	Halavo Community High School, Central Islands Province
Tues 24-May-11	Alfred Charles Kasuni	Principal Education Officer	Central Islands Province
Tues 24-May-11	Robert Solomon Tatahano	Principal	Gwaidingale CHS, West Kwaoi, Malaita Province
Tues 24-May-11	Monica Sala	Teacher	Gwaidingale CHS, West Kwaoi, Malaita Province
Tues 24-May-11	Ezekiel Obimae	Teacher	Gwaidingale CHS, West Kwaoi, Malaita Province
Tues 24-May-11	Phillip Maelalo	Deputy Principal, (Primary)	Arabala CHS, Malaita Province
Tues 24-May-11	Morris Kwasiomea	Principal	Arabala CHS, Malaita Province
Tues 24-May-11	Anastasia Anisociety	Teacher	Arabala CHS, Malaita Province
Tues 24-May-11	Mirriam Buana	Teacher	Arabala CHS, Malaita Province
Tues 24-May-11	Mahlon Moete'e	Head Teacher	Bitakula CHS, Malaita Province
Tues 24-May-11	Festus Wilson Ika	Teacher (Classroom observation)	Bitakula CHS, Malaita Province
Tues 24-May-11	Charles Fox Anita	Teacher	Aligegeo Provincial Secondary School, Malaita Province
Tues 24-May-11	Jan Afulia	Teacher	Aligegeo Provincial Secondary School, Malaita Province
Tues 24-May-11	Sharon Farobo	Teacher	Aligegeo Provincial Secondary School, Malaita Province
Wed 25-May-11	Christina Vunagi	Principal	St Nicholas School. Honiara

	Mary Boura	Teacher	St Nicholas Primary School. Honiara
	Rex Sanau	Teacher	St Nicholas Primary School. Honiara
	James Lengi	Teacher	St Nicholas Secondary School. Honiara
Wed 25-May-11	George Saemanu	Principal	Florence Young Christian School, Honiara
Wed 25-May-11	Donald Malasa	Director	Solomon Islands College of Higher Education
Wed 25-May-11	Patrick Daudau	Director	Curriculum Development Centre
Wed 25-May-11	Mary Kejoa-Hanadarana Linda Wate	Acting Director Principal Education Officer	National Examinations and Standards Unit
Thurs 26-May-11	Gregory Garopane Kathy Rose	Deputy Principal Teacher	Bishop Epalle Catholic School, Honiara
Thurs 26-May-11	Martina Kuibae	Teacher Observation of Class 1 maths lesson	Bishop Epalle Catholic School, Honiara
Thurs 26-May-11	Lily Tepua	Teacher	Bishop Epalle Catholic School, Honiara
Thurs 26-May-11	Josephine Vagalo	Teacher Observation of Class 2 reading lesson	Bishop Epalle Catholic School, Honiara
Thurs 26-May-11	Emmanuel Laore	Teacher Observation of Class 5 maths lesson	Bishop Epalle Catholic School, Honiara
Fri 27-May-11	Jane Strachan Noeline Alcorn	Associate Professor Emeritus Professor	University of Waikato
Fri 27-May-11	Marlon Butler	First Secretary, AusAID	Australian High Commission
Fri 27-May-11	Janine Simi	Head of School (HOS)	School of Education, SICHE
Fri 27-May-11	James Porokari Roselyn Maneipuri Calvin Ngafulu	Assistant HOS Co-ordinator, Secondary Lecturer, Mathematics	School of Education, SICHE
Mon 30-May-11	Joash Maneipuri	Director, Education Authority	South Seas Evangelical Church
Mon 30-May-11	Peter Potter	Education Sector Adviser	Ministry of Education and Human Resources Development
Mon 30-May-11	Veronica Toben	Chief Inspector	Ministry of Education and Human Resources Development
Mon 30-May-11	Brian Sayer	Technical Assistant, Distance Education	Ministry of Education and Human Resources Development
Tues 31-May-11	Henry Rata (by telephone	Chief Education Officer	Makira Province
Tues 31-May-11	Domitila Pitatoti Sipora Qora Gayleen Sosopo	Dip Tchg (Primary) Yr 2 Dip Tchg (ECE) Yr 2 Dip Tchg (ECE) Yr 2	School of Education, Solomon Islands College of Higher Education

	Tanny Ellison-Vaiti	Dip Tchg (Sec) Yr 2	
	Janelle Imahite Maega	Dip Tchg (Sec) Yr 2	
	Vincent de Paul Teka	Dip Tchg (ECE) Yr 2	
	Florence Tonawane	Dip Tchg (ECE) Yr 1	
	Gloria Qulanai	Dip Tchg (Sec) Yr 1	
	Rosemary Taloga	Dip Tchg (Primary) Yr 1	
	George Harrison	Dip Tchg (Primary) Yr 2	
	Stanley Dekafo	Dip Tchg (Primary) Yr 1	
	Early Waneta	Dip Tchg (Primary) Yr 1 In-Service	
	Dorothy Leo	Dip Tchg (Primary) Yr 1 In-Service	
	George Kutu Vahia	Dip Tchg (ECE) Yr 1	
Wed 1-Jun-11	Franco Rodie	Under-Secretary Tertiary	Ministry of Education and Human Resources Development
	Aseri Yalangono	Under-Secretary Primary	
Wed 1-Jun-11	Patricia Rodie	Deputy Director	Solomon Islands College of Higher Education
Thurs 2-Jun-11	Mylyn Kuve	Permanent Secretary	Ministry of Education and Human Resources Development
Fri 3-Jun-11	Nicci Simmonds	First Secretary, Development	New Zealand High Commission, Honiara
Tues 7-Jun-11	Ian Hind (by telephone)	Consultant	For AusAID
Mon 27 Jun-11	Susanne Maezama (by telephone)	Co-ordinator, SoE/Waikato Partnership	School of Education (Solomon Islands College of Higher Education) (SoE)
Mon 27-Jun-11	Patricia Rodie (by telephone)	Deputy Director	Solomon Islands College of Higher Education
Tues 28-Jun-11	Marion Ferguson (by telephone)	Development Programme Manager, Solomon Islands	New Zealand Aid Programme
Wed 29-Jun-11	Susanne Maezama (by telephone)	Co-ordinator, SoE/Waikato Partnership	School of Education (Solomon Islands College of Higher Education) (SoE)
Wed 29-Jun-11	Patricia Rodie (by telephone)	Deputy Director	Solomon Islands College of Higher Education

Appendix 5: List of Background Documents

The following list of documents sets out the major sources of background written documentation that will inform the evaluation of the partnership between the School of Education at the Solomon Islands College of Education and the University of Waikato.

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ES 100A Professional Studies: Course Outline 2010 and Course Reader 2011;
ES 102B Human Development: Course Reader 2010 Semester B;
ES 104A&B Introduction to Special Education and Inclusive Practices: Course Outline 2009;
ES 200A Professional Studies 2: Course Outline 2010 and Course Reader 2010;
LA140A Preparation for Tertiary Learning: Course Outline 2009;
LA141A Literacy for Learning Course Reader 2009;
LA143A Learning and Teaching Secondary English: Course Outline 2010;
LA144A Language Literacy and Communication: Course Outline 2010;
LA242A Learning and Teaching Primary English: Course Outline 2010;
MT150 A Learning and Teaching Primary Mathematics: Course Outline 2010;
MT151A Introduction to Teaching and Learning Secondary Mathematics: Course Outline 2010;
MT151A Introduction to Teaching and Learning Secondary Mathematics: Course Reader 2009;
MT133A Learning and Teaching Secondary Home Economics: Course Reader 2010;
MT253A Learning and Teaching Secondary Home Economics 2: Course Outline 2010;
MT134A Teaching and Learning Technology: Course Reader 2010;
MT252A Teaching and Learning Technology 2: Course Outline 2010;
MT252 Learning and Teaching Secondary Technology 2 Course Reader Semester 1 2011;
SC125A Learning and Teaching Secondary Science 1: Course Outline: Semester 1 2010; Science Department
SC125A: Course Reader – 2010;
SC223A Leaning and Teaching Secondary Science 2: Course Reader Semester A 2010;
SS113A Introduction to Social Studies Education: Course Outline 2009;
SS114A Introduction to Social Studies Education : Course Outline 2010;
SS112A Learning and Teaching Business Studies: Course Outline 2009;
SS212A Small Business Management Studies : Course Outline 2010;
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Wrightson, Tony, December 2005. Solomon Islands: *NZAID Education Sector Support: National Teacher Training and Development Programme: Report on Final In-Country Visit*

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Wrightson, Tony, July 2008. *The Solomon Islands: Distance and Flexible Learning for Teacher Education: Study Report*

Appendix 6: Evaluation Tools

The following evaluation tools were used by the consultants to communicate with participants, and to explain the purpose and objectives of the evaluation.

1   Information Sheet

The New Zealand Aid Programme has let a contract to Vince Catherwood and Associates Ltd and Lester Taylor to evaluate the partnership between the School of Education at the Solomon Islands College of Higher Education and the University of Waikato. The purpose of the evaluation is to examine the partnership from inception to completion in order to assess it against the original objectives and against any additional objectives that followed the expansion of the scope of the partnership. The evaluation objectives are:

- To assess the **relevance** of the partnership.
- To assess the **effectiveness** of the twinning partnership in achieving the six original objectives and additional objectives.
- To assess the **efficiency** of the partnership.
- To assess the **sustainability** of the benefits of the partnership.
- To draw **lessons learned** from the partnership arrangement for SOE, SICHE, MEHRD and Development Partners and provide recommendations to assist the School of Education to identify, prioritise and plan further improvements and support, including recommendations for future support needs.

We are seeking your participation in this evaluation. Your participation will involve a 45-60 minute discussion (interview). The interviews will be held with either Vince Catherwood or Lester Taylor (or both) at a convenient time and location. We will use an interview agenda to guide the discussion. An overview of interview questions will be sent to you before the interview if the consultants have your email address.

The consultants will make a written record of the interview. These notes will be used to help the evaluators assess the evaluation objectives. You can withdraw from the evaluation at any time. Your details will remain confidential. No information in the evaluation report will be attributed to you. A copy of the final evaluation report will be made available on the New Zealand Aid Programme website in due course.

If you have any questions about the evaluation, please contact one of the following:

- Nicci Simmonds, New Zealand Aid Programme Manager, NZ High Commission, Honiara, Email: Nicci.Simmonds@mfat.govt.nz
- Vince Catherwood, Director, Vince Catherwood & Associates Ltd, Wellington Phone +64-4-4753269 or +64-27-2414021. Email vincec@xtra.co.nz or vincecatherwood@yahoo.com
- Lester Taylor, Timaru, Phone +64-3-6862107 or +64-27-2842670. Email bluetrutles@xtra.co.nz or lestergtaylor@gmail.com

2   Introductory Email

Dear <Name>

The New Zealand Aid Programme is undertaking an evaluation of the partnership between the School of Education at the Solomon Islands College of Higher Education and the University of Waikato. The evaluation objectives are:

- To assess the **relevance** of the partnership.
- To assess the **effectiveness** of the twinning partnership in achieving the six original objectives and additional objectives.
- To assess the **efficiency** of the partnership.
- To assess the **sustainability** of the benefits of the partnership.
- To draw **lessons learned** from the partnership arrangement for SOE, SICHE, MEHRD and Development Partners and provide recommendations to assist the School of Education to identify, prioritise and plan further improvements and support, including recommendations for future support needs.

A contract to manage this assignment has been let to Vince Catherwood & Associates Ltd and to Lester Taylor. As a key stakeholder, we wish to invite you to participate in the evaluation of the partnership. Your participation will involve a face-to-face or telephone interview held with either Vince Catherwood or Lester Taylor (or both) at a convenient time and location. The interview will last between 45 to 60 minutes. We attach an information form and a consent form that provides more information about the evaluation.

We will be undertaking interviews with key stakeholders between Monday 23 May and Friday 3 June 2011. Please confirm by return email whether you wish to participate and your availability. I will telephone to follow up this email and to agree on a time and location to talk.
If you have any queries please contact one of the following:

- Nicci Simmonds, New Zealand Aid Programme Manager, NZ High Commission, Honiara, Tel + Email: Nicci.Simmonds@mfat.govt.nz
- Vince Catherwood, Director, Vince Catherwood & Associates Ltd, Wellington Phone +64-4-4753269 or +64-27-2414021. Email vincec@xtra.co.nz or vincecatherwood@yahoo.com
- Lester   Taylor,   Timaru,   Phone   +64-3-6862107   or   +64-27-2842670.   Email bluetrutles@xtra.co.nz or lestergtaylor@gmail.com

Your views are important in informing the evaluation. We hope you will be willing to take part.

Kind regards

Vince Catherwood

Director,   Vince   Catherwood   &   Associates   Ltd

3   Introductory Script (For Telephone)

Hello. Can I please speak to _____

My name is Vince Catherwood. I am director of an independent consultancy firm that is undertaking an evaluation of the partnership between the School of Education of the Solomon Islands College of Higher Education, and the University of Waikato. I am following up an email you recently received requesting your participation in this evaluation.

Are you willing to participate in the evaluation of the partnership between the School of Education of the Solomon Islands College of Higher Education, and the University of Waikato? The consultants undertaking the interview will be in Honiara from 18 May to 3 June 2011. Are there other people in your organisation who would like to contribute to the evaluation? We would be happy to run a group discussion if they wish to participate.

If needed, mention that the interview will take about 45-60 minutes.

If no agreement, ask for reasons for non-participation.

If agreement is given:

Agree date and time of the interview
Confirm location if face-to-face interview, or phone number if telephone interview
Confirm who will conduct the interview (Vince or Lester, or joint)
Confirm email address if available
Inform we will send email confirmation plus interview evaluation questions
Confirm the participant's contact details in case rescheduling of the interview is necessary.

Close with thanks

4   Message of Thanks

Evaluation of the Partnership between the School of Education at the Solomon Islands College of Higher Education and the University of Waikato.

Dear _____

Thank you for contributing to the evaluation of the Partnership between the School of Education at the Solomon Islands College of Higher Education and the University of Waikato.

As mentioned during the interview, the Final Report of the Evaluation will be made available on the New Zealand Aid Programme website in due course.

If you have any further questions about the interview, please contact one of the following:
- Nicci Simmonds, New Zealand Aid Programme Manager, NZ High Commission, Honiara, Tel + Email: Nicci.Simmonds@mfat.govt.nz
- Vince Catherwood, Director, Vince Catherwood & Associates Ltd, Wellington Phone +64-4-4753269 or +64-27-2414021. Email vincec@xtra.co.nz or vincecatherwood@yahoo.com
- Lester Taylor, Timaru, Phone +64-3-6862107 or +64-27-2842670. Email bluetrutles@xtra.co.nz or lestergtaylor@gmail.com

Thank you again for your time and contribution.

Kind regards

Yours sincerely

Vince Catherwood

5   Consent Form

The consent form will be given to participants to sign if it is deemed to be appropriate by the Evaluation Steering Committee.

I (insert name) _____

of (insert address) _____ agree to participate in this project, as outlined in the information provided to ne by Vince Catherwood & Associates Ltd. I understand that:

- My participation in the project is voluntary and I can withdraw at any time.
- Whether or not I participate will not affect any current or future relationships with the New Zealand Aid Programme or other government agencies.
- The process followed by the consultants will seek to keep my information confidential. No information in the Evaluation Report will be attributed to me.
- I am aware that my name, title and organisation will be listed in the appendix of the review report as having participated in the evaluation.
- I can request any information collected from me to be withdrawn at any time up to the reporting stage.
- If I withdraw, i can request that any information collected from me be returned or destroyed.
- With my permission, notes may be taken from the interview with me.
- I have a right to request a copy of the notes of my discussion.
- Notes of my discussion will be stored securely and will not be released to other parties without my permission.

I have read the information sheet and the consent form, and have been given the opportunity to ask questions. I give my consent to participate in this evaluation.

Participant's signature: _____

Date: _____

I agree to be listed in the Appendix of the Evaluation Report:

(Tick one box below)

Yes   ☐   No   ☐

Appendix 7: Participants Invited to the Stakeholder Workshop

Date: Thursday 2 June 2011

Venue: Curriculum Development Centre, Panatina Campus

Name	Email Address
Nicci Simmonds (NZHC)	nicci.simmonds@mfat.govt.nz
Shalom Waita (NZHC)	shalom.waita@mfat.govt.nz
Franco Rodie (MEHRD)	us-tertiary@mehrd.gov.sb
Patricia Rodie (SICHE)	deputydirector@siche.edu.sb
Christina Vunagi (Principal)	stnicholas@solomon.com.sb
George Saemane (Principal)	gsaemane@gmail.com
Joash Maneipuri (SSEA)	jmaneipuri@ssec.org.sb
Cypriano Naeva (Catholic EA)	ceoaohsi@solomon.com.sb
Patrick Daudau (CDC)	p_daudau@cdc.edu.sb
Mylyn Kuve (MEHRD)	ps@mehrd.gov.sb
Peter Potter (MEHRD)	esa@mehrd.gov.sb
Aseri Yalangono (MEHRD)	us-p@mehrd.gov.sb
Brian Sayer (Consultant, MEHRD)	brian.sayer@solomon.com.sb, b.sayer@btinternet.com, sayer.brian@googlemail.com
Linda Wate (NESU, MEHRD)	lwate@mehrd.gov.sb
Mary Kejoa-Hanadarana (NESU, MEHRD)	mhana@mehrd.gov.sb
Veronica Toben (Inspectorate, MEHRD)	vtoben@mehrd.gov.sb
Stanley Karuo'o (TTDO, MEHRD)	ttdo@mehrd.gov.sb
Alice Pollard (Chair, SICHE Council)	aruheeta@solomon.com.sb
Donald Malasa (SICHE)	siche@solomon.com.sb and director@siche.edu.sb
Norman Hatigeva (Dean SICHE)	das@siche.edu.sb
Janine Simi (SoE)	jsimikere@yahoo.com
Susanne Maezama (SoE)	soe@siche.edu.sb
Solomon Pita (SoE)	soe@siche.edu.sb
John Beuka (SoE)	soe@siche.edu.sb
John Sisiolo (SoE)	soe@siche.edu.sb
Oswald Bako (SoE)	soe@siche.edu.sb
John Fasi (SoE)	soe@siche.edu.sb
Marlon Butler (AusAID)	Marlon.Butler@ausaid.gov.au
Marco Kools, UNICEF	mkools.unicef@gmail.com
Vince Catherwood	vincecatherwood@yahoo.com and vincec@xtra.co.nz
Lester Taylor	lestergtaylor@gmail.com and blueturtles@xtra.co.nz

Appendix 8: MEHRD Professional Standards for Teachers

In March 2009 the Pacific Islands Ministers of Education agreed to a common list of Professional Standards for Teachers and Principals in the Pacific Region.

The Standards are statements of teachers' professional attributes, knowledge and skills. The Standards describe the characteristics that every teacher should achieve and develop throughout their career.

Teachers' responsibilities will change as they take on different roles, but these core standards will always apply. As they gain experience and engage in further professional development, teachers will enhance their performance against the standards.

Professional attributes

Relationships with students

1. You establish, demonstrate and maintain good relationships with students
2. You exhibit empathy with students and you establish equitable relationships

Communicating and working with others

3. You interact with students, other teachers and school management
4. You interact with parents and guardians about students' progress and you interact with communities about the school's progress
5. You involve parents and guardians as active stakeholders of students' well-being and achievement
6. You model the behaviour of a good team player through your collaborative and participatory working style.

Personal professional development

7. You take initiative for your personal professional development; you attend and learn from professional development activities
8. You act on advice and feedback and you are open to coaching and mentoring

Professional knowledge

Knowledge about teaching and learning

1. You know a wide range of teaching, learning and behaviour management strategies, learning styles and abilities and you understand how to maximise children's learning potential
2. You understand the importance of a conducive learning environment to teaching and learning

Knowledge about assessment and monitoring

3. You know the assessment requirements for the subject(s) you teach
4. You know the different assessment approaches and strategies for these subjects.
5. You know how to use local and national statistical information to evaluate the effectiveness of your teaching, and to monitor progress of those you teach and to raise their levels of attainment
6. You know the different monitoring strategies used in the Teaching Service and in your school.

Knowledge about subjects and curriculum

7. You have a secure knowledge and understanding of the subject(s) you teach and related pedagogy.
8. You understand the curriculum for which you have been trained and its current requirements.
9. You know about curriculum linkages, relevant initiatives and applications.

Professional skills

Knowledge about literacy, numeracy and information and communication technologies (ICT)

10. You know the foundational importance of literacy, numeracy and ICT to teaching and learning.
11. You know strategies for incorporating literacy, numeracy and ICT skills to support your teaching and wider professional activities.

Knowledge about Achievement for All

12. You understand how students develop, learn and progress and the factors that contribute to their developments
13. You know the principles of inclusive education and you know implementation strategies in order to bring about equity in learning opportunities

Knowledge about health and well-being

14. You know your duty of care for students in the school and for school property, including legal requirements and national policies
15. You know how to identify 'at risk' or 'special' student behaviour, manage these students correctly and refer them to the relevant support system
16. You understand the importance of the holistic well-being of students (cognitive, physical, emotional, spiritual, and social well-being)

Planning skills

1. You develop a teaching and learning programme that encompasses effective learning sequences
2. You translate the national curriculum objectives into learning outcomes

Teaching skills

3. You teach lessons using appropriate strategies
4. You teach lessons that build on prior knowledge, develop concepts and processes and enable learners to apply new knowledge and meet learning objectives
5. You use appropriate teaching skills and resources and modify teaching to maximize learning for all

Skills in assessing, monitoring and giving feedback

6. You use an effective range of assessment and monitoring methods for improvement
7. You provide timely and constructive feedback about students' attainment and progress
8. You support and guide students to identify progress they have made, their strengths and weaknesses and to improve student learning.

Skills in reviewing teaching and learning

9. You review teaching effectiveness and modify planning and practice accordingly
10. You review the impact of feedback and modify plans and practice accordingly

Skills in providing a conducive learning environment

11. You create, sustain and manage a safe and positive learning environment - physically, culturally, socially, emotionally, spiritually and intellectually
12. You establish a clear framework for discipline to manage learners' behaviour constructively and promote self control and independence

Skills in team working and collaboration

13. You work as one of a team and identify opportunities to work together with colleagues, sharing effective practice with them
14. You ensure that colleagues working with you are appropriately involved in supporting learning and understand roles they are expected to fulfil.