

**SOLOMON ISLANDS  
MINISTRY OF EDUCATION**

**REVIEW OF CURRICULUM IN THE CONTEXT OF  
BASIC EDUCATION NEEDS**

**REPORT TO THE MINISTRY OF EDUCATION**

**PREPARED BY  
THE  
CURRICULUM REVIEW WORKING GROUP**

**AUGUST 2001**

## TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
Acknowledgements	I
Abbreviations	I
Executive Summary	1
Introduction	2
<b>1.0 Situational Analysis</b>	<b>3</b>
1.1 The Curriculum Development Centre	3
1.2 CDC Staffing Situation	5
1.3 Status of the Primary School Curriculum	6
1.4 Status of the Secondary School Curriculum	8
<b>2.0 Education For Living</b>	<b>12</b>
2.1 Introduction to Basic Education	12
2.2 Philosophy of Basic Education	12
2.3 Principles Underpinning Basic Education	12
2.4 Definition of Basic Education	13
2.5 Rationale for Basic Education	13
<b>3.0 Proposed Structure of Basic Education</b>	<b>15</b>
3.1 Preparatory	15
3.2 Primary Education	15
3.3 Secondary Education	15
3.4 Routes	15
3.5 School Subjects	17
<b>4.0 Financial and Technical Capacity</b>	<b>18</b>
4.1 Financial Resources	18
4.2 Physical Resources	19
4.3 Human Resources	19
4.4 Teacher Education	19
4.5 Inservice Training	19
<b>5.0 The National Curriculum</b>	<b>20</b>
5.1 Phases of Curriculum Development Process	20
5.2 Implementation Strategies	22
5.3 Curriculum Development Committee	24
5.4 Strategies for Development of Curriculum Materials	25
5.5 Trialling of Materials	26
<b>6.0 Resources for Curriculum Development Centre</b>	<b>27</b>
<b>7.0 Recommendations on Basic Education</b>	<b>28</b>
<b>8.0 Recommendations on Curriculum</b>	<b>29</b>
<b>9.0 Work Plan for Curriculum Reform Program</b>	<b>30</b>
Appendix	32

## ACKNOWLEDGEMENTS

Members of the Curriculum Working Group would like to thank the many people consulted who gave their time and comments, knowledge, advice and experience to produce this report.

There are so many groups of people, individuals, organisations to name whom the team consulted during the study. Special gratitude for their help and support goes to the following:

- Education Authorities of the Provincial Governments
- Church Education Authorities
- School Principals, Headmistresses and teachers
- School Communities including parents
- Private Sector

The team is also grateful for the valuable support rendered by the Under Secretary of the Ministry of Education, *Donald Malasa*, the Heads of Division within the Ministry of Education and *Bob Cogger* of *Hassel and Associates* (Education) who was very supportive in organising the working groups.

## MEMBERS OF THE CURRICULUM REVIEW WORKING GROUP

Franco Rodi—Team Leader/Writer  
Pr. Titus Rore  
Joseph Manurapu  
Connelly Sadakabatu  
Andrew Herriot

The Terms of Reference of this report are detailed in Appendix 1.

## ABBREVIATIONS

<b>AusAID</b>	Australian Aid for International Development
<b>CCDO</b>	Chief Curriculum Development Officer
<b>CDC</b>	Curriculum Development Centre
<b>CRC</b>	Curriculum Resource Centre
<b>CHS</b>	Community High School
<b>DFID</b>	United Kingdom Department For International Development
<b>DTPO</b>	Desktop Publishing Officer
<b>GA</b>	Graphic Artist
<b>MET</b>	Ministry of Education and Training
<b>NESU</b>	National Examination and Standard Unit
<b>NSS</b>	National Secondary School
<b>NZODA</b>	New Zealand Overseas Development Assistance
<b>PCDO</b>	Principal Curriculum Development Officer
<b>PEDP</b>	Primary Education Development Project
<b>PSS</b>	Provincial Secondary School
<b>ROC</b>	Republic of China (Taiwan)
<b>RTC</b>	Rural Training Centre
<b>PNG</b>	Papua New Guinea
<b>SAC</b>	Subject Advisory Committee
<b>SCDO</b>	Senior Curriculum Officer
<b>CProcO</b>	Chief Procurement Officer
<b>SProdO</b>	Senior Productions Officer
<b>PRO</b>	Printroom Officer
<b>SICHE</b>	Solomon Islands College of Higher Education
<b>TA</b>	Technical Adviser
<b>USP</b>	University of the South Pacific



## EXECUTIVE SUMMARY

1. The Curriculum Development Centre is heavily understaffed and requires many positions to be filled in all three Units (Production, Curriculum Development and Resources).
2. There is a need to strengthen the management structure of the CDC making it flatter to enable much more delegated tasks to be addressed.
3. Only two subjects (English and Mathematics) have up to date syllabuses and instructional materials for the primary schools—six other subject areas need urgent attention.
4. Most subjects for the secondary school need revision and development of more locally produced materials.
5. A policy should be developed to advise schools on how much time needs to be spent teaching the various subjects in the primary and secondary schools.
6. There is inadequate support and attention being given to in-service education for teachers across the curriculum at both levels, primary and secondary.
7. Basic Education which is compulsory, should begin at Preparatory level and continue for 10 years to Form 3.
8. All Form 4 students should be directed, as a result of assessment, either to an academic or vocational route for study.
9. National Secondary Schools and Provincial Schools should be considered to offer Forms 4-7 classes.
10. Subjects studied at primary and secondary level will need to be reorganised and categorised.
11. The government should consider making a large financial investment over a sustained period to improve and strengthen education.
12. Links with willing developmental partners to assist with technical and financial capacity should continue and be well co-ordinated by the government.
13. The community should be made aware of its partnership with the government and asked to contribute to the investment in appropriate ways.
14. A phased approach to changes should be adopted involving recruitment, training, awareness raising, research, materials development, nation-wide INSET and evaluation.
15. Various options to develop suitable and relevant materials should be considered involving teacher writers, contracted writers and external publishers.
16. The phased approach to change should begin in 2002 and over a period of 5 years the CDC should be strengthened and it should have begun its work in both primary and secondary curriculum development targeting priority subjects according to a needs assessment and findings from research.
17. A second and third phase of 5 years should begin in 2007 and 2012 to continue and complete the development of all subjects and the full establishment of a functioning pre-service and in-servicing program, to complete the curriculum development work at CDC.

## INTRODUCTION

This report is one of a series prepared by Working Groups set up by the Ministry of Education in January, 2001 to conduct a strategic review of key sub-sectors within the Ministry of Education and to prepare a 2002-2004 Strategic Education Plan. The reviews were sponsored by the Solomon Islands Government and the Australian Government through its aid agency, AusAID.

It should be noted that responsibility for the content of this Report rests with the Curriculum Review Working Group. The views expressed are those of the Working Group after consultation with the wider community and do not necessarily reflect the views of the Ministry of Education.

**Reports in the series are as follows:**

### **Working Group**

- Formal Education
- **Curriculum Review**
- Teacher Education
- National Training
- Non-Formal Education
- Finance
- Planning and Implementation
- Education Act Review

### **Review Area**

Primary and Secondary Education  
**Curriculum Reform and Revision**  
Teacher Education and Training  
Human Resource Development and Scholarships  
Vocational and Community Education  
Financing of the Education Sector  
Program Planning, Monitoring and Inspections  
Revision of the 1978 Education Act

## 1.0 SITUATIONAL ANALYSIS

### 1.1 THE CURRICULUM DEVELOPMENT CENTRE

The Curriculum Development Centre (CDC) is responsible for the development, production, piloting, printing, distribution and inservicing of curriculum materials for both primary and secondary schools.

#### 1.1.1 FUNCTIONS

The key functions of CDC are to:

- provide expert and technical advice on curriculum materials to the Minister of Education through the National Education Board,
- plan, develop, pilot, publish and print school teaching and learning materials, in accordance with the approved curriculum,
- distribute curriculum materials to Education Authorities for redistribution to schools,
- provide in-service training and workshops to practising teachers to assist them in effective implementation of the approved school curriculum,
- assess and evaluate the effectiveness of the curriculum materials in the schools for purposes of updating and improving content and presentation.

##### 1.1.1.1 STRUCTURE OF THE CENTRE

The Division is headed by the Director (Curriculum) and consists of three main units:

##### 1.1.1.2 THE CURRICULUM DEVELOPMENT UNIT

This Unit is responsible for the review, revision, development and teacher in-servicing of syllabus documents, teacher guides and student books for all subjects from Preparatory to Form 5 Secondary.

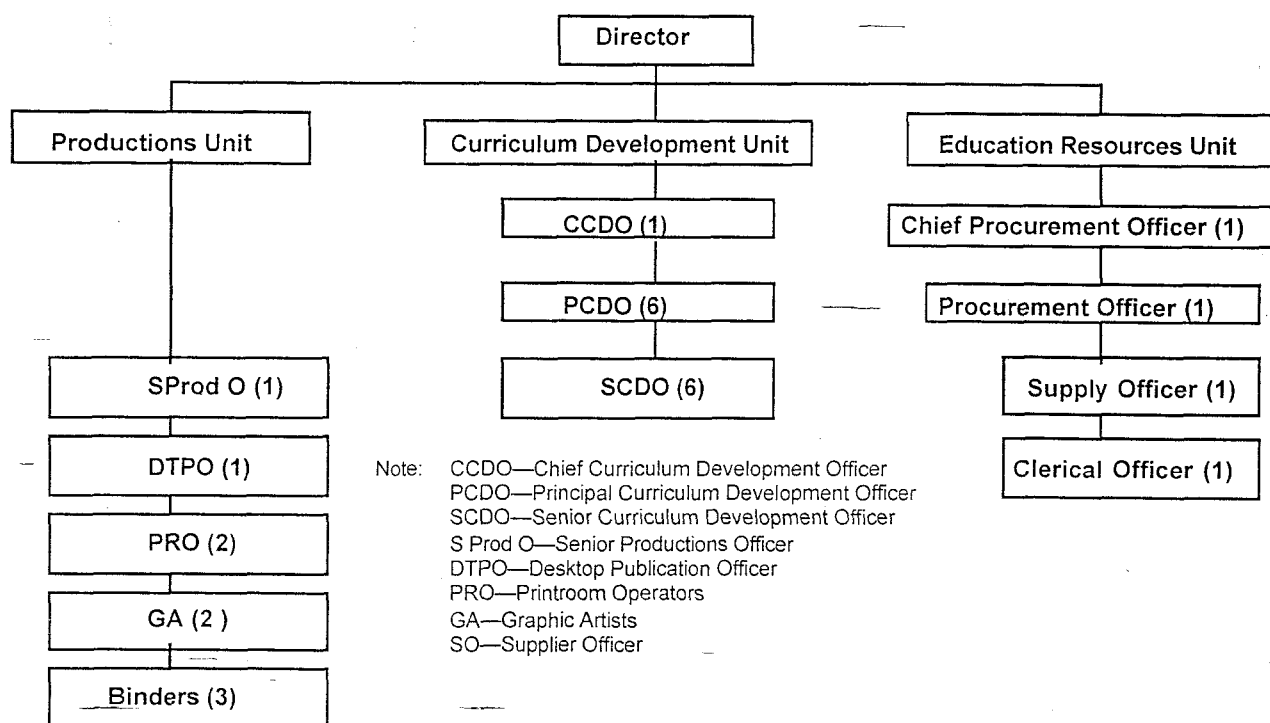
##### 1.1.1.3 THE PRODUCTIONS UNIT INCLUDING THE PRINTERY

This Unit is responsible for the production of locally produced materials for schools including desktop publishing, illustration and off-set printing.

##### 1.1.1.4 THE EDUCATION RESOURCES UNIT

This Unit is responsible for the central procurement and distribution of curriculum materials, school textbooks and general school supplies to schools.

#### *Proposed Organisation Structure of the Curriculum Development Centre*

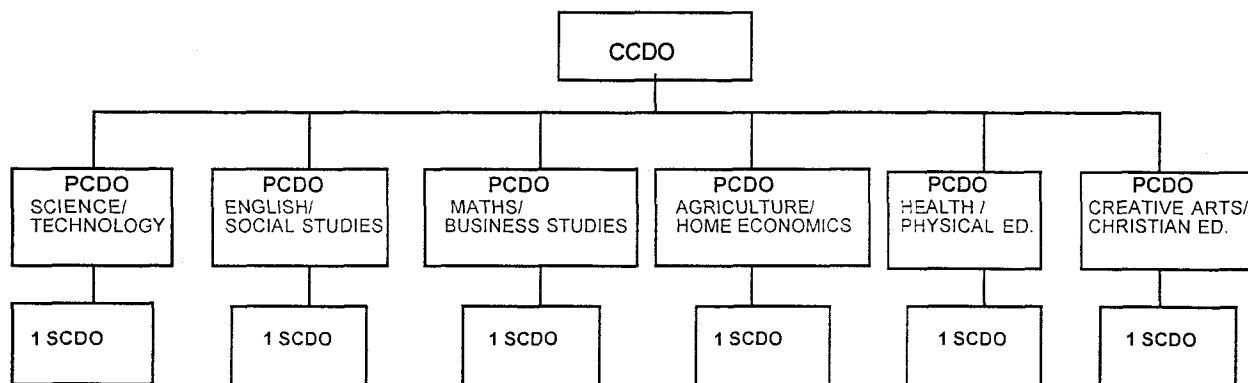


There is a total number of 26 staff in CDC in the restructure as shown in the organisation chart above (16 positions are vacant). Most of the CDC staff is in the Curriculum Development Unit. An organisation chart for the other units also follows.

### 1.1.2 ORGANISATION STRUCTURE OF THE UNITS WITHIN CDC

The proposed restructured Curriculum Development Unit is organised on subject groupings with a PCDO and at least one Senior Curriculum Development Officer (SCDO) in each subject grouping. The Chief Curriculum Development Officer (CCDO) is the head of the Curriculum Development Unit and the PCDO is the head of each subject groupings. The past structure was based on primary and secondary sections and all officers were at PCDO level. The following chart shows the organisation structure for each unit within the Curriculum Development Centre.

#### 1.1.2.1 Proposed Organisation Structure for the Curriculum Development Unit



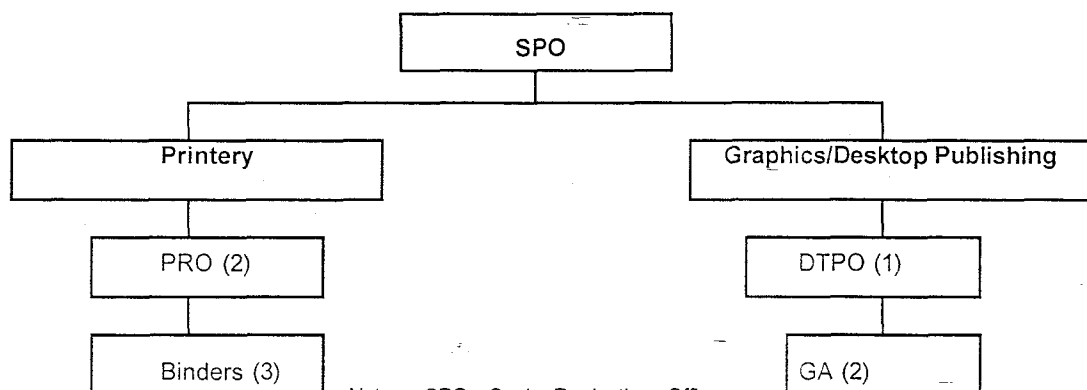
Note: CCDO—Chief Curriculum Development Officer,  
PCDO—Principal Curriculum Development Officer  
SCDO—Senior Curriculum Development Officer

The Curriculum Development Unit comprises of a total of 13 staff. At the beginning of 2001, only two PCDOs were recruited (*Agriculture/Home Economics and Creative Arts/Christian Ed.*) and one SCDO for *Physical/Health Education*. A total of 10 staff is urgently needed in the Curriculum Development Unit. The Curriculum Development unit will need to recruit:

- 1 CCDO
- 4 PCDOs
- 5 SCDOs.

Note: Currently there are 4 curriculum officers working in PEDP. These officers are funded by the PEDP.

#### 1.1.2.2 Proposed Organisation Structure for the Productions Unit

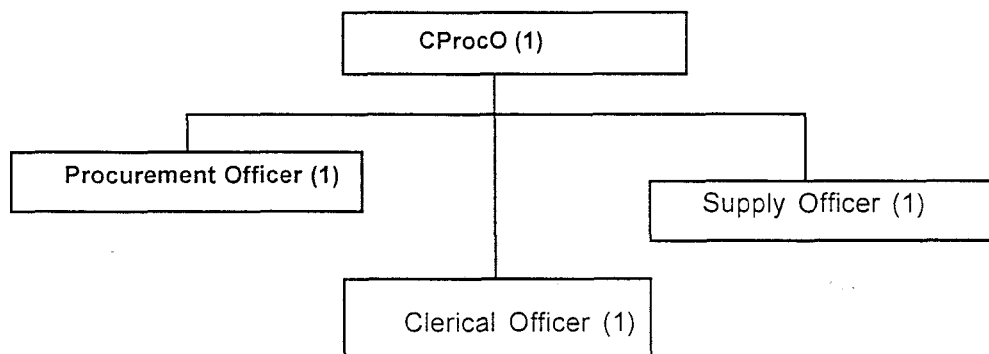


Note: SPO—Senior Productions Officer  
PRO—Printroom Operator  
DTPO—Desktop Publishing Officer  
GA—Graphic Artist

The Productions Unit comprises of **nine** staff. There are 8 officers currently working in the Productions unit. Under the restructure the post of the Principal Productions Officer has been abolished. This position will be shifted to the Education Resources Unit for the position of a procurement officer. One graphic officer has resigned the other is being considered for termination due to poor work output. Thus a total of 3 staff is urgently needed in the Productions Unit:

- one binder and,
- two graphic officers.

### 1.1.2.3 Proposed Organisation Structure for the Education Resources Unit



Note: CProcO—Chief Procurement Officer

The Education Resources Unit comprises of four staff. Only the Supply Officer's position has been filled. This unit will need to recruit:

- 1 Chief Procurement Officer,
- 1 Procurement Officer and
- 1 Clerical Officer

### 1.2 CDC Staffing Situation

In October 1999, all curriculum officers were offered redundancy as positions were destabilised and the CDC restructured. Since the redundancy was effected, only two PCDOs and one SCDO positions have been filled. This in effect has caused a set back on the functions of the CDC. The Curriculum Development unit is the most affected. The unavailability of staff in this unit has impacted on the functions of the unit. This in effect has negative consequences on the school system, particularly in the provision of production of curriculum materials and revision of existing curriculum materials.

It is very crucial that the number of staff required by CDC must be recruited as soon as possible by the Public Service Commission. Altogether CDC will need to be supported by recruiting the following officers.

- 1 Chief Curriculum Development Officer,
- 4 Principal Curriculum Development Officers,
- 5 Senior Curriculum Development Officers,
- 1 Chief Procurement Officer
- 1 Procurement Officer
- 1 Clerical Officer
- 2 Graphic Artists,
- 1 Binder



### 1.3 STATUS OF THE NATIONAL CURRICULUM

In the following sections the current status of the national curriculum are discussed. A review of each subject (both primary and secondary school subjects) was undertaken to gauge the status of the current school curriculum.

#### 1.3.1 CURRENT STATUS OF THE PRIMARY SCHOOL CURRICULUM

The table below shows the subjects taught from Standard 1 to Standard 6, and the syllabuses and curriculum materials completed for each at the start of 2001.

Subject	Std 1-3	Std 4-6	Action Required
English	<ul style="list-style-type: none"> <li>Syllabus completed under PEDP, and approved in 1997</li> <li>Teacher guides and student books including story books completed.</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus completed under PEDP, and approved in 1999</li> <li>Std 4 teacher guides and student books will be ready in 2002</li> <li>Std 5 and 6 materials in development under PEDP</li> <li>Overseas textbook, 'Using English' still used in schools.</li> </ul>	<ul style="list-style-type: none"> <li>PEDP is currently involved in the revision and development of English curriculum materials for Std 4-6.</li> <li>By 2003, all Std 4-6 English curriculum materials will have been completed.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Syllabus completed under PEDP, and approved in 1997</li> <li>Teacher guides and student books including teaching aids for Std 1-3 completed.</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus completed under PEDP and approved in 1999</li> <li>Std 4 teacher guides and student books will be ready for use in 2002</li> <li>Std 5 and 6 materials in development under PEDP</li> <li>Overseas textbook, 'HBJ' still used in schools.</li> </ul>	<ul style="list-style-type: none"> <li>PEDP is currently involved on the revision and development of Mathematics curriculum materials for Std 4-6.</li> <li>By 2003, all Std 4-6 Maths curriculum materials will have been completed.</li> </ul>
Science and Agriculture	<ul style="list-style-type: none"> <li>Syllabus approved in 1987. Revision started in 1999 under ROC funding but suspended due to diversion of fund</li> <li>Teacher guides produced in 1987. No student books produced.</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus approved in 1987. Revision started in 1999 under ROC funding but suspended due to diversion of fund</li> <li>Teacher guides produced in 1987. No student books produced.</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs thorough revision work and development of teacher guides and student books.</li> </ul>
Health	<ul style="list-style-type: none"> <li>No syllabus</li> <li>Teacher guides and student books for Std 1-3 completed in 1995 under Health and Population Project.</li> <li>Rural water and sanitation materials completed.</li> </ul>	<ul style="list-style-type: none"> <li>No syllabus</li> <li>Teacher guides and student books for Std 4-6 materials still in draft.</li> <li>Rural water and sanitation materials completed</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs a new syllabus and revision of teacher guides and student books.</li> </ul>
Community Studies	<ul style="list-style-type: none"> <li>Syllabus approved in 1987</li> <li>Some teacher guides and student books were developed.</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus approved in 1987</li> <li>Some teacher guides and student books were developed.</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs a new syllabus and development of teacher guides and student books.</li> </ul>
Christian Education	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs a new syllabus and development of teacher guides and student books.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs a new syllabus and development of teacher guides and student books.</li> </ul>
Creative Arts	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>No syllabus or curriculum support materials.</li> </ul>	<ul style="list-style-type: none"> <li>This subject needs a new syllabus and development of teacher guides and student books.</li> </ul>

### 1.3.2 AVAILABILITY OF PRIMARY SCHOOL CURRICULUM SUPPORT MATERIALS IN SCHOOLS

All primary schools throughout Solomon Islands have not been resupplied with curriculum materials in all subject areas since they were issued in the late 1980s, except for Standards 1 to 3 Mathematics and English which were developed under PEDP. In January 2001, limited copies of *Using English* and *HBJ Mathematics* for Standard 4-6 were distributed to schools. These books were funded by the *Republic of China*. The shortage and often absence of curriculum materials in schools is a problem.

### 1.3.3 CURRENT AND FUTURE DEVELOPMENT OF PRIMARY CURRICULUM

#### ***Primary Education Development Project (PEDP) Phase II***

The PEDP is in its second phase and is now involved in the development of Standard 4-6 English and Mathematics curriculum materials. It is anticipated that the remaining Mathematics and English curriculum materials will be completed by the end of 2003. This project is also involved in inservice training of Education Officers, headteachers and practising teachers on a wide range of fields related to school improvement as well as on how to use the curriculum materials in English and Mathematics produced.

#### ***Health Education***

The development of curriculum materials for health education, which commenced under the *Health and Population Project* in the early 1990s, was never successfully completed. Standard 1-3 teacher guides and student books have been completed and issued to schools, however, Standards 4-6 materials including the health syllabus are still in draft form and need completion.

Under the *Rural Water and Sanitation School Project*, Standards 1 to 6 curriculum materials related to health education has been successfully completed. However, there is a greater need to incorporate *water and sanitation topics* as well as *sex and reproductive health* into the primary health syllabus.

Work on the health curriculum materials have been halted since the retirement of the health curriculum officer in 1999.

#### ***Other Subjects***

Apart from the Primary mathematics and English, which is being revised and developed under the PEDP, there is an urgent need to revise the syllabuses and to develop teacher guides and student books for the following subjects:

- Science and Agriculture
- Community Studies
- Christian Education
- Physical Education
- Creative Arts

Plans to undertake the revision of the subjects are discussed later in this report. It is important to note that the subjects which have not been revised since the mid-1980s do not have a complete set of materials for each grade. These materials are outdated and irrelevant and need urgent revision work. Furthermore, CDC has not re-supplied the materials (produced locally) for the last decade due to financial constraints.

### 1.3.4 TIME REQUIREMENTS TO TEACH PRIMARY SCHOOL SUBJECTS

There is no set policy of minimum time requirements for teaching the primary school subjects. Teachers are given a suggested timetable in the new English and mathematics Standards 1 to 3 teacher's guides but not in the rest of the subjects. There are plans that the time requirement would be prepared for Standard 4-6 English and Mathematics.

A policy of minimum time requirements for teaching the primary school subjects should be considered. This would allow a balance and more equitable time allocation for teaching across the subjects. It is recommended that the current suggested time requirements for Standard 1-6 Mathematics and English be reviewed, while retaining the focus on these two subjects.

#### 1.4 CURRENT STATUS OF THE SECONDARY CURRICULUM

There is an urgent need to revise and update many of the secondary school syllabuses and the accompanying curriculum support materials. It would be totally unfair to prioritise this development work required because most subjects require major syllabus revision, the production of students books or teacher's guides and the identification of relevant texts. The revision work will need finance and manpower. The table shows the subjects which need urgent revision and development of their respective curriculum support materials.

Subject	Forms 1-3	Forms 4-5	Action Required
English	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved 1996</li> <li><i>Create and communicate</i> (PNG texts) issued in 1988/1996(CHS), including Supplementary CDC materials</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus approved 1996</li> <li><i>Create and communicate</i> (PNG texts) issued in 1988/1996 (CHS)</li> <li>Supplementary CDC materials</li> </ul>	<ul style="list-style-type: none"> <li>Require new syllabus and curriculum support materials</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>F1-3 syllabus approved 1997</li> <li>Student books teacher guides for Forms 1-2 completed</li> </ul>	<ul style="list-style-type: none"> <li>F4-5 syllabus approved 1998</li> <li>Revisions to 1980s curriculum materials commenced, but not completed.</li> </ul>	<ul style="list-style-type: none"> <li>All curriculum materials need updating to match new syllabus.</li> </ul>
Science	<ul style="list-style-type: none"> <li>F1-3 syllabus approved in 1996. Syllabus updated in 1999</li> <li>Teacher guides and student books completed</li> </ul>	<ul style="list-style-type: none"> <li>F4-5 syllabus approved 1996</li> <li>Syllabus updated 1999</li> <li>No teacher guides and student books developed.</li> </ul>	<ul style="list-style-type: none"> <li>Require Forms 4 and 5 curriculum support materials and additional overseas text.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved for trial in 1988</li> <li>Some overseas textbooks issued.</li> <li>Incomplete teacher guides and student books.</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus approved in 1998</li> <li>Some overseas text issued</li> <li>Incomplete teacher guides and student books.</li> </ul>	<ul style="list-style-type: none"> <li>Require new Forms 1-3 syllabus, teacher guides and student books</li> <li>Need updated Forms 4-5 syllabus, teacher guides and student books.</li> </ul>
Agriculture	<ul style="list-style-type: none"> <li>Draft syllabus has been completed in June 2001</li> <li>Incomplete set of Forms 1-3 teacher guides and student book.</li> </ul>	<ul style="list-style-type: none"> <li>Draft syllabus has been completed in June 2001</li> <li>Incomplete set of Forms 4-5 teacher guides and student books.</li> </ul>	<ul style="list-style-type: none"> <li>Need updated curriculum support materials for Forms 1-5 to match new syllabus.</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved in 1988</li> <li>Incomplete teacher guides and outdated student books</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus approved for trial in 1990</li> <li>No teacher guide and student books, some overseas text issued</li> </ul>	<ul style="list-style-type: none"> <li>A new syllabus is urgently required for Forms 1-5, as well as teacher guides and student books.</li> </ul>
Industrial Arts	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved in 1993</li> <li>Incomplete teacher guides and student books</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus approved in 1990</li> <li>No teacher guides and student books. All need developing.</li> </ul>	<ul style="list-style-type: none"> <li>A new syllabus is needed for Forms 1-5, teacher guides and student books.</li> </ul>
Home Economics	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved in 1993</li> <li>Incomplete set of Forms 1-3 curriculum support materials</li> </ul>	<ul style="list-style-type: none"> <li>F4-5 syllabus approved 1993</li> <li>No curriculum materials. All materials need developing.</li> </ul>	<ul style="list-style-type: none"> <li>Require updated syllabus and curriculum support materials.</li> </ul>
Creative Arts	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus revised in 1998; being revised again in 2001</li> <li>No teacher guides or student books Forms 1-3.</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus revised in 1998; being revised again in 2001</li> <li>No teacher guides or student books Forms 4-5.</li> </ul>	<ul style="list-style-type: none"> <li>Require updated syllabus.</li> <li>All materials need developing.</li> </ul>
Christian Education	<ul style="list-style-type: none"> <li>Forms 1-3 syllabus approved in 1984</li> <li>Incomplete student books and teacher guides produced</li> </ul>	<ul style="list-style-type: none"> <li>Forms 4-5 syllabus approved in 1981.</li> <li>No student books and teacher guides developed</li> </ul>	<ul style="list-style-type: none"> <li>Require new syllabus and development of curriculum support materials.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>No Forms 1-3 syllabus or teacher guides and student books</li> </ul>	<ul style="list-style-type: none"> <li>No Forms 4-5 syllabus or teacher guides and student books</li> </ul>	<ul style="list-style-type: none"> <li>The Forms 1-5 Physical Education is being developed by the present SCDO. All teacher guides and student books need developing.</li> </ul>

#### 1.4.1 AVAILABILITY OF SECONDARY SCHOOL CURRICULUM MATERIALS

The shortage and availability of curriculum materials in schools is a problem. Most of the curriculum materials have not been resupplied to secondary schools since they were first issued. The problem has exacerbated further with the establishment of Community High Schools (CHS).

In 1998, the Australian government provided funding through its aid agency, AusAID, to print and distribute CDC produced materials for CHSs. Through the funding CDC was able to print and distribute materials to all CHSs established between 1996 and 1997. AusAID was going to fund the supply of the same type of materials to CHSs established in 1998 but it never happened because the funding was suspended. In March this year, AusAID again provided funding to supply limited copies of overseas texts to National Secondary Schools (NSS), Provincial Secondary Schools (PSS) and selected CHSs.

The CDC has not resupplied curriculum materials for Forms 4-5 to schools since they were first produced in the mid-1980s. There is a greater need for textbooks (overseas textbooks recommended by CDC) in CHSs. These texts would not only supplement locally produced curriculum materials but would also serve as reference materials for both teachers and students. Most secondary schools lack textbooks in all subject areas.

#### 1.4.2 TIME REQUIREMENTS TO TEACH SECONDARY SCHOOL SUBJECTS

While some subjects recommend time requirements in their syllabuses, there is no set policy for the study of secondary school subjects. As a result individual schools tend to allocate a lot of time on core subjects than optional subjects. Subjects such as creative arts and physical education tend not to be taught.

Further, the schedule of examinations such as the Form 3 and 5 also affect syllabus coverage to a larger extent. Teachers have expressed that most syllabuses are not covered adequately because of examination pressure. In extreme cases some schools allocate more time to teach Form 3 mathematics and English than the rest of the subjects. This happens because only mathematics and English are examined at the end of Form 3 to select students to proceed to Form 4.

The dates for external examinations to be taken by students need to be considered. It may be ideal for students to sit such examinations at the end of October or November. This may give teachers more time to cover the syllabuses and prepare their students for examinations. It is proposed that science, social studies selected optional subjects should be included in the Form 3 examination other than mathematics and English subjects.

There is adequate evidence to suggest that the content of the syllabuses (of most subjects) are not covered adequately or are taught superficially by teachers because of factors beyond their control. Some syllabuses are overloaded. The obvious remedy would be to keep the content of the syllabuses within manageable limits—appropriate to the time available. For example, the Standard 6 pupils finish early (soon after exams are over in August) so do Form 3 students. Some syllabuses are designed to cover the school calendar (up to December) but are never followed because students are sent home soon after they sit their exams.

A more realistic and practical time requirement is needed in all subjects. The current practice in most schools is that the core subjects are given more time, the optional subjects are given less time. A typical distribution of time based on a 40 period week, 40 minutes per period, is proposed for Forms 1-5.

	OPTION 1	OPTION 2	OPTION 3
Subject	Number of periods	Number of periods	Number of periods
<b>CORE SUBJECTS</b>			
English	6	5	4
Mathematics	6	5	4
Science	5	5	4
Social Studies	5	5	4
<b>OPTIONAL SUBJECTS</b>			
Business Studies	3	3	4
Agriculture	3	3	4
Industrial Arts	3	3	4
Home Economics	3	3	4
Christian Education	2	3	3

Creative Arts	2	3	3
Physical Education	2	2	2
<b>Total</b>	<b>40 periods</b>	<b>40 periods</b>	<b>40 periods</b>

#### 1.4.3 CURRENT AND FUTURE DEVELOPMENT OF THE SECONDARY CURRICULUM

There is no project currently involved in the revision and development of the secondary curriculum. The last secondary school curriculum project was implemented in 1994 and completed in early 1999. This project was involved in the revision and development of secondary school science.

During the past decade, the government has been the sole financier of curriculum development for secondary schools. However, the general output of the secondary curriculum development activities had been dismally poor. There were lots of factors which had contributed to this, which include, lack of finance, personal commitment and skill levels of past curriculum officers and lack of clear curriculum guidelines to assist curriculum developers produce materials.

There is an obvious need to revise and update many of the secondary syllabuses, as well as to develop curriculum support materials to match. As stated earlier on, it would not be fair to prioritise this development work because most secondary subjects require a thorough revision work.

Obviously, the following subjects would need new syllabuses or revision and development of teacher guides and student books.

- English
- Social Studies
- Mathematics
- Science
- Agriculture
- Business Studies
- Technology (*formerly known as Industrial Arts*)
- Home Economics
- Creative Arts
- Physical Education
- Christian Education

It would be ideal that before any major development takes place, priority should be placed on the production of *an overall Handbook for Curriculum* for:

- Pre-school sector,
- Primary sector and,
- Secondary sector.

This handbook should set out the aims and objectives of the pre-school, primary and secondary sections, outlining the key knowledge and skills for each subject and set recommended time requirements for subjects.

#### 1.4.4 OTHER ISSUES RELATING TO THE NATIONAL CURRICULUM

- *A continuum of learning.* There is a greater need to bring about a continuum of learning from Preparatory to Form 5. It is strongly proposed that a single stream of curriculum framework is required starting from Preparatory to Standard 6 and Form 1 to Form 5.
- *Curriculum being criticised for not focusing on economic activities.* It is claimed that the school curriculum should be driven by the economy—that is, some people claim that the curriculum should focus more on knowledge and skills which will equip students to become more involved in economic related activities. The question to ask is: *should the economy be the engine that drives education? Or should Education be the engine that drives our economy?*
- *Idea of relevance and quality.* The current school curriculum is seen as outdated its usefulness. It is claimed that students are seen to be engaging in anti-social behaviour,



disrespect to authority and diligence, erosion of moral values and recently drug use and premature sex. Some people also claim that the curriculum that students learn do not prepare them with life-skills, which would enable them to function in their villages. Whilst most people agree that the national curriculum is home-grown, they expressed that the curriculum materials be revised and updated.

- *Inservice training.* Inadequate support for teachers in the form of inservice training opportunities to familiarise themselves on how to use the materials effectively. It is also reported that existing curriculum support materials are not fully utilised by teachers.
- *Printing and distribution.* Lack of finance has constrained the reprinting of curriculum materials. The availability of curriculum materials in schools is a big problem. Most schools lack textbooks to support teaching and learning. Even when schools do receive their curriculum materials storage has been a major problem. As a result most materials deteriorate quickly.
- *Special Needs Education.* There is a need to respond to those who have learning difficulties, have disabilities and who are gifted.

## **2.0 EDUCATION FOR LIVING**

### **2.1 INTRODUCTION**

This section is prepared with the intention to establish the vision and direction in which the education system will be developed in the country in the 21st century. There is a greater need to lay a concrete foundation of education to guide the major players in order to meet the aspirations of the Solomon Islands society. The underlying statements prepared will hopefully drive curriculum development so that the materials produced by CDC are not only relevant to our needs but also target the main goals of our education system. Education contributes to the growth and development of all students, as individuals, as responsible and informed members of society, and as productive contributors to the Solomon Islands' economy and future well-being. Therefore it is essential that the foundation of education—our values, beliefs and philosophy of education which looks to the future of our education system should be highlighted and followed.

The Curriculum Review Working Group proposed that the theme of education in the 21 century should be: *EDUCATION FOR LIVING*.

### **2.2 PHILOSOPHY OF BASIC EDUCATION FOR LIVING**

#### **2.2.1 PROCESS**

Basic Education is a process by which fundamental knowledge, skills, attitudes, values, beliefs, and symbolic systems are made available to all children in Solomon Islands thus, ensuring that children are prepared for life-time learning and living in their community within the context of the Solomon Islands society and world beyond.

#### **2.2.2 KNOWLEDGE, SKILLS AND ATTITUDES**

The accumulation and accessibility of knowledge, skills and attitudes offered through basic education should be an essential part of the Solomon Islands society's heritage. In this context, knowledge encompasses records of traditional ideas, Christian values and beliefs, ways of thinking, reasoning and understanding, and ways of doing things such as tool making, music, art and craft, fishing, growing crops and other useful trades. Knowledge also includes language, literature (including oral tradition), culture, history, modern technologies, the sciences and arts available regardless of gender, ethnicity and socio-economic background of citizens.

#### **2.2.3 PARTNERSHIP**

Recognising that education is the right of all children, basic education should be made compulsory to all formal school age children in the Solomon Islands. It is the responsibility of teachers, parents, the community, educational authorities, local governments and the National Government to support the necessary elements of basic education in the country as part of an evolving and dynamic partnership. Teachers should not be regarded as the only source of education. This acceptance of the responsibility of the many and various partners is very important.

#### **2.2.4 HUMAN DEVELOPMENT**

Basic Education is concerned with the development of the whole human being. Students should be provided with a wide range of opportunities so that they can develop their physical, social, emotional, intellectual and spiritual being. The driving force of basic education in the Solomon Islands should be to prepare all citizens to develop to their full potential and become self-reliant, thus preparing them for practical living and survival. A high level of basic education can enable individuals to perform more efficiently and generally perform work of higher quality, thus enabling individuals to improve their quality of life, have better health and improved environment which in turn will reduce poverty, social injustice and unemployment.

### **2.3 PRINCIPLES UNDERPINNING BASIC EDUCATION**

Based on the above philosophy of basic education, the following principles express the foundation by which basic education in the Solomon Islands will be developed and implemented.

- That education is the progressive introduction of a child to information, knowledge and skills necessary for life,

- That education is the modeling and shaping of the child's behaviour and collective attitudes conducive to an introduction into the wider society in which the child is to live,
- That education is the preparation of a child to become self-reliant and responsible, a committed leader and a resourceful member in the community,
- That education is the development of a child to adhere to and respect the religious, traditional and cultural values, beliefs, norms and codes of conduct of the Solomon Islands society,
- That education provides the basis for a child to recognise and accept the diversity and disparity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands,
- That education is the holistic training of a child of all that he or she needs to learn and know covering physical, mental, social and spiritual aspects of life.

#### 2.4 DEFINITION OF BASIC EDUCATION

- Basic Education is a compulsory minimum level of formal education over a period of **ten** years provided to all school age children in Solomon Islands, which begins with Preparatory and Primary education levels to Form 3 (Secondary).
- Basic Education is viewed as a gradual and planned systematic introduction of a child to worthwhile information, knowledge, skills and attitudes necessary to prepare a child to develop to his or her full potential to contribute fully to the community and nation.
- Basic Education is a coherent continuous program of learning from Preparatory to Form 3.

#### 2.5 RATIONALE FOR BASIC EDUCATION

Education is a powerful force that shapes human beings in any society. Education is becoming increasingly important to Solomon Islanders because it contributes towards the development, growth and to improving the standard of living of individuals, families, communities and the nation. Basic education helps spread new information, knowledge, skills and attitudes, thus increasing people's awareness of their surroundings and enriches their lives. When educated citizens realise their own potential they can take control of their lives, become empowered, responsible, committed and contribute towards the advancement of the nation. Education has the potential to equip citizens with the capacity to face new challenges and to solve problems with courage and understanding.

Education is very important to Solomon Islanders because it can support human resource development. The Solomon Islands society understands that its people are the country's most productive and creative resource, whose talents if properly nurtured are inexhaustible. Knowledge is power and a resource that can be expanded, renewed and which can compensate for lack of natural resources. Basic education as a process should open a wide range of opportunities for students in order for them to realise their full potential. In practical terms this means giving students a wide range of opportunities which will not only enable them to be literate (being able to speak, write and read) and numerate (being able to use numbers, measurements and shape) but it also means enabling students to learn in a self-directed way.

The basic education system must emphasise on ways to mould students to develop their skills—to think creatively and laterally and make informed decisions for themselves. To be resourceful members of the Solomon Islands community, students must have the capacity to learn, to be creative in problem solving and make practical decisions. Only then can students transcend skills and knowledge for practical purposes, new purposes and new ideas. It is therefore essential that Solomon Islands must continue to invest in human resources in the 21st century.

In the face of rapid change in our country, across the Pacific region and throughout the world, Solomon Islanders need to be literate in order to function effectively and to help create and sustain a decent and vigorous Solomon Islands society. A literate Solomon Islander is one who has attained ~~a compulsory minimum level~~ of formal education over a period of **ten** years of basic education and who should make full use of his or her skills and knowledge, ways of thinking or decision-making in everyday life situations. A student who completes basic education should be able to read and write competently and be able to communicate to the

community around him or her in an intelligent manner and be able to make a living either in the rural or urban setting.

Through the basic education program Solomon Islanders will be able to acquire the necessary skills in numeracy. A student should be numerate and cope with basic calculations in number, money and measurement. The socio-economic activities in both rural and urban settings such as small business enterprises, science and technology, agriculture, forestry, fisheries, tourism and other small scale industries also require individuals who are competent in mathematical knowledge and sufficiently numerate. An educated Solomon Islander can adapt to new situations and make necessary adjustments so that he or she can cope with the changing world. All Solomon Islanders face a range of hard choices, from personal (such as how to support one's family or to live in harmony and peaceful co-existence with his or her own tribe or fellow citizens with different ethnic backgrounds) to world issues such as globalisation as it pertains to our fragile economy. Citizens who attain basic education will be better prepared to adapt to new situations, make sensible decisions, and to advise their leaders towards building a nation, thus ensuring that fundamental democratic principles, transparency, accountability and human respect are upheld irrespective of gender, ethnicity, cultural, political or religious background.

Just as education has an important contribution to make in Solomon Islanders' lives, it is also economically important. Solomon Islands will continue to depend on its citizens who are well-grounded in a range of fields such as science and technology, health, economics, agriculture, fisheries, forestry, mining, manufacturing, social welfare, including basic trades within their communities. The skills and knowledge attained through basic education in these fields will undoubtedly enable citizens to make full use of the country's resources at a sustainable level and reap an improved standard of living in the community. Education is indeed important because not only does it enable individuals to become responsible citizens but it also enables people to realise their own potential, identity and commitment and it contributes meaningfully towards the development of themselves, their communities and the wider Solomon Islands society.

To meet the expectation of the education system, the curricula designed for the basic education program must be culturally appropriate. It should be designed to suit our situation in order to prepare the young generation for worthwhile living. The basic education curricula should consider the cultural implications of Solomon Islands children's learning in all subject areas so that the difficulties they experience could be minimised. The basic education curricula should encompass what the society values as most appropriate for the young generation based on our wisdom and values. The cultural context of Solomon Islands children comprises a complex web of linguistics, social, political, economic, scientific and technological, philosophical and religious factors.

For basic education curricula to be effective, it must take a more explicit account of the cultural context of the Solomon Islands' society. Our languages, local and traditional and modern technology, indigenous knowledge, belief systems and values should be considered by curriculum planners and teachers to make better judgements about what should be included in the basic education curricula. In order to produce a culturally appropriate curricula, educators in Solomon Islands need to investigate the mechanisms by which our various cultures and educational approaches interact to improve teaching and learning for students who come from varying backgrounds. Indeed this will require curriculum planners and teachers to examine our informal learning systems and to determine how these could be used side-by-side with the formal teaching and learning processes.

Our curriculum goals should shift from providing students with a large body of knowledge to bringing about understanding of the subjects within the local context and giving students experiences of the practical application of subject knowledge to everyday life experiences. This requires curriculum developers and teachers to examine how Solomon Islands children learn rather than what children should learn. By understanding more the factors that may hinder how children in the Solomon Islands learn the various subjects studied in (perhaps through a systematic research program), this will enable curriculum developers and teachers design the most effective strategies for teaching and learning.

### **3.0 PROPOSED STRUCTURE OF BASIC EDUCATION**

There are three main stages of formal school education within which the basic education program will be implemented. The three stages of school education will have their own school curriculum.

#### **3.1 PREPARATORY**

The preparatory level of education is considered as the earliest program of formal basic education in the Solomon Islands, which is amalgamated with primary schools. Children will begin the preparatory program at the age range of **five to six** years, lasting for one year.

#### **3.2 PRIMARY EDUCATION**

The formal primary education program for children in Solomon Islands begins at the age range of **six to nine** and continues for six years. It is desirable for all children in the Solomon Islands to attend primary education. The purpose of primary school is to introduce children to the skills, information and attitudes necessary for writing, reading, mathematics, community studies, science, agriculture, art, music, physical education and Christian education.

Special programs for children who are physically or mentally handicapped need to be considered so that they can also receive basic education.

On completion of primary schooling, pupils should continue their education in a secondary school, without having to take an external examination as currently practised.

#### **3.3 SECONDARY EDUCATION**

Secondary education is a program which follows immediately after primary schooling. Students should enter secondary schools at the age of **12 to 15** and continue for three (Form 3) to seven years (Form 7). The purpose of secondary education is to expand knowledge of subjects already studied at the primary school level, including the systematic study of literature, sciences, mathematics, social studies, commerce and other subjects essential for physical and intellectual development and to prepare students for specialised skill training.

There are three types of secondary schools in Solomon Islands. The basic education program will include Forms 1 to 3.

##### **3.3.1 NATIONAL SECONDARY SCHOOLS (NSS)**

There are **nine** NSS. All offer Forms 1 to 5; five offer Form 6 and one offers Form 7. It may be necessary to turn all NSS into Senior Secondary Schools which will cater for Form 4-7 classes. A Senior Secondary School is a secondary school which is classed under the academic strand. It is a continuation of secondary education from Form 3 but offers more academic subjects.

##### **3.3.2 PROVINCIAL SECONDARY SCHOOLS (PSS)**

There are **16** PSS all run by Provincial Education Authorities. Like the NSS, the status of some the PSS may need to be changed to Senior Secondary school, catering for Forms 4 and 7 classes only.

##### **3.3.3 COMMUNITY HIGH SCHOOLS (CHS)**

There were about **94** CHSs at the beginning of 2001, registered under various Education Authorities. CHSs offer Forms 1- 3, although about 10 have recently added Forms 4 and 5 classes. It may be desirable for CHS to maintain Form 1 to 3 classes.

#### **3.4 STRANDS OR ROUTES**

Within the next 10-15 years, it may be necessary to consider having an academic and vocational strand in the secondary education level after students have completed the basic education program at the end of Form 3. A strand in this context refers to the route that students will follow as a means to further their education at the secondary school level. The rationale for this is to allow students to choose their career path, giving them a chance to further their learning in a field they are interested in. For example, if a student chooses to pursue a career in law, then he or she should opt for the academic strand, based on his/her



achievement in the Form 3 examination. Similarly, if a student is academically bright but opts to do a hospitality related career, he/she should choose the vocational strand.

Having two strands at the end of Form 3 has its own merit particularly in considering the entry level of students who desire to do a vocational training. Currently, the vocational centres or rural training centres accommodate Standard 6 and Form 3 leavers. In the future, all students will have to complete the basic education program before they can opt to do vocational training.

### 3.4.1 THE ACADEMIC STRAND

The academic strand will offer Forms 4-7 courses, which will be accommodated by senior secondary schools. At the end of Form 3, students will sit an external examination and the results will be used to select students to do either Form 4 (academic strand) or to do vocational training. The external examination will be administered by the National Examination and Standard Unit (NESU). This examination will comprise of Mathematics, English, Science, Social Studies and selected optional subjects (agriculture, technology, home economics).

The National Secondary Schools and Provincial Secondary Schools (particularly those which may be upgraded to senior secondary schools) will lead to advanced training in colleges, universities, or technical schools.

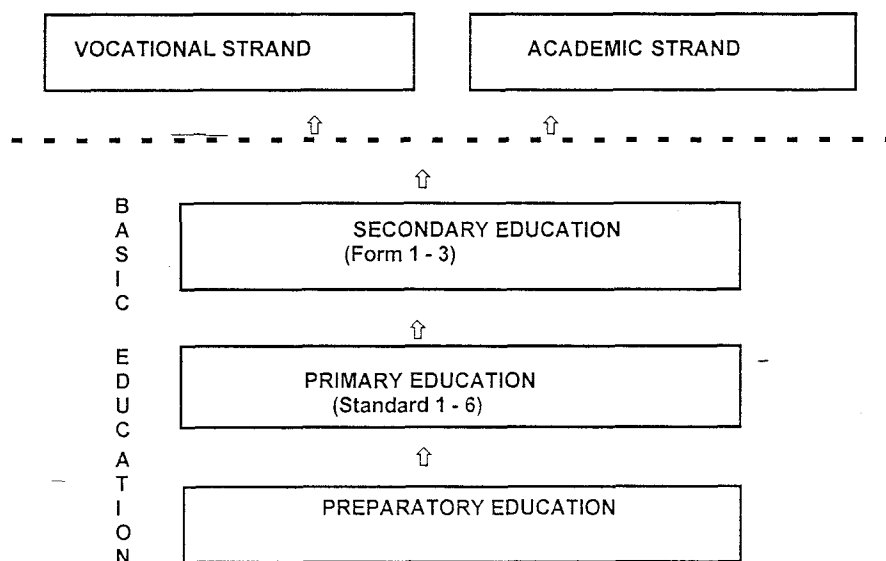
### 3.4.2 THE VOCATIONAL OR TECHNICAL STRAND

The vocational or technical strand will offer a wide range of courses such as business and commerce, agriculture, fisheries, carpentry, applied technology, tourism and hospitality, home economics, management, and personal development. Some of these subjects may also be offered in the academic strand as part of a holistic study in science.

One of the major purposes of vocational education or technical programs should be to provide a wide range of opportunities for all persons to high-quality instruction that will meet the skill needs of the nation, which would be demanded by socio-economic development during the next 5-10 years. Vocational or technical education will offer programs which will provide skills necessary for persons who are preparing to enter the labour force in their communities or who need training or retraining in any of the courses mentioned above.

It would be desirable for vocational or technical schools to have a standard curriculum which focuses on the identified skill training needs of the nation. Vocational education programs may range from short units (less than 10 weeks) to long term programs up to three years in length. Strong links with the RTCs will need to be established to ensure that vocational needs are fully addressed.

*The flow charts below show the structure of Formal Basic Education.*



Note: The dotted lines indicate the end of basic education. After basic education, students can take the Form 3 Examination and make a choice either to enrol for the vocational or academic strand.

### 3.5 SUBJECTS TO BE OFFERED IN THE FORMAL BASIC EDUCATION PROGRAM

To meet the aspirations of society, and this should be in line with the rationale of the basic education program, which supports the wholesome development of an individual, the subjects which students should study are selected based on stakeholders' judgements and values placed on the subjects. This was the concern raised by stakeholders during the investigations which took place as a preparation to writing this document.

The stakeholders indicate that there is a greater need to include appropriate subjects in the basic education program. Stakeholders also expressed the need to improve the content of subjects where appropriate in each school level. The following list shows the subjects which stakeholders propose to be offered in the basic education course in each school level.

#### 3.5.1 PROPOSED SUBJECTS FOR THE BASIC EDUCATION PROGRAM

##### 3.5.1.1 PREPARATORY

This level of education which is amalgamated with primary education will introduce formal education in the following subject areas.

- Pre-reading
- Pre-writing
- Pre-maths
- Pre-science (*including environmental studies and technology*)
- Pre-health and physical education
- Pre-community studies
- Pre-Christian education
- Pre-creative & expressive arts

##### 3.5.1.2 PRIMARY EDUCATION

The proposed subjects to be offered in primary schools are:

- English
- Mathematics
- Health and Physical Education
- Science (*including technology, agriculture and environmental studies*)
- Community Studies (*including civic, custom and cultural studies*)
- Creative & Expressive Arts
- Christian Education
- Local vernacular (*to be offered as an optional subject*)

##### 3.5.2 SECONDARY EDUCATION (FORM 1-3)

These are the subjects which will be offered in secondary schools:

- English
- Mathematics
- Science (*biology, chemistry, physics and environmental studies*)
- Social Studies (*including civic, custom and cultural studies*)
- Technology (*replacing Industrial Arts*)
- Creative & Expressive Arts
- Business Studies
- Agriculture
- Christian Education
- Home Economics
- Physical Education
- Local vernacular (*to be offered as an optional subject*)

#### **4.0 IMPLICATIONS ON FINANCE AND TECHNICAL CAPACITY TO SUPPORT BASIC EDUCATION**

The successful implementation of the basic education program in the Solomon Islands will depend entirely on the technical and financial capacity of the National Government and local communities. The development of the basic education program will certainly require a considerable amount of finance. But the government and its people must be prepared to make a huge investment in education for the betterment of the young generation in the 21st century. It is important, however to understand that the expansion of both primary and secondary education in the Solomon Islands for the last decade has been financed through external funding sources, mainly through loans obtained from the *World Bank* and grants received from developmental partners such as, *AusAID*, *NZODA* and *DFID*. This clearly shows that the Solomon Islands Government and its people will continue to depend on donors to finance its education system.

The worsening economy situation of the country as a result of the two years ethnic conflict on Guadalcanal pose a formidable challenge, which will hamper the successful implementation of basic education for all children in the Solomon Islands. During 2000 and 2001, the nation had to be assisted by its developmental partners in particular, Australia, New Zealand and U.K. to keep the schools operational. The severity of the Solomon Islands economy means that any worthwhile educational program may not materialise in the next two to three years. It is indeed crucial therefore that donors should assist the Solomon Islands Government to support the basic education program.

The need for technical experts in the area of curriculum development still exists. It is therefore necessary to involve curriculum experts on a short term basis to assist the local capacity in the area of curriculum design and planning. The local counterparts engaged in the PEDP are receiving on-the-job training in various aspects of the curriculum process through the advisers. Such opportunities are required to build local capacity.

The need for teachers for both primary and secondary schools is high and therefore necessary measures should be taken to train more teachers during the next 5-10 years. There is also a shortage of science, maths, English teachers in the CHSs.

#### **4.1 FINANCIAL RESOURCES**

##### **4.1.1 THE NATIONAL GOVERNMENT'S CONTRIBUTION**

In partnership with the communities, the Government will need to prioritise its finance to support the education sector. There is a greater need to support the building of existing CHSs. The majority of CHSs lack permanent classrooms, including specialised classrooms such as science laboratories, home economics, and technology classrooms. Finance will also be needed to purchase equipment (science equipment, technology, agricultural tools and home economics equipment).

The current CHSs also lack textbooks (both local curriculum support materials and supplementary overseas textbooks) to support the teaching and learning of the subjects offered in the basic education program. A school library is required for each CHS. The Government has financed five CHS with the assistance from the Third World Bank Education Project fund.

The financial implications for the basic education program is provided in appendix 2 and 3.

##### **4.1.2 THE COMMUNITY'S CONTRIBUTION**

Since the introduction of CHSs in the Solomon Islands, various communities have financed the construction of classrooms and staff housing with some assistance from external sources. The commitment and involvement of communities in partnership with the National Government is realised and therefore all endeavours should be supported vigorously. Communities must continue to provide cheap labour and building materials for their schools.

Community involvement is the key to educational advancement. Returning ownership and control of schools to the community naturally leads to further strengthening of an evolving and dynamic partnership, which the government aims to achieve in its development of education. This way the education system is likely to receive more support from the community.

#### **4.1.3 RELATED DONOR FUNDED ACTIVITY**

To implement the basic education program, the Solomon Islands government will need both financial and technical assistance. The government will need to be assisted by its developmental partners to fund the basic education program. The current financial situation of the government is strained and it would be extremely difficult to support the basic education program.

There is and there will continue to be the need for greater aid donor projects. Even the past education projects have been funded by aid donors such as the World Bank, British Government, Australian and New Zealand governments through their funding agencies. It will be important that the inputs of donor agencies should be coordinated so that the funds made available and the subsequent activities can be put to good cost-effective use and outcomes delivered and achieved.

#### **4.2 PHYSICAL RESOURCES**

Physical resources refer to land and other facilities which will sustain the basic education program. Land is categorised as a physical resource. Schools are usually built on land which belongs to a certain tribe in the community. It is important therefore that the land where the school is to be built or has been built is registered. It is an advantage to give the land title to the school to avoid disputes. The school land should be acquired through customary or land purchase arrangements.

CHSs should be built on arable land so that the schools can grow their own food to supplement the grant received from the national government. Small-scale projects which will generate income should be pursued.

#### **4.3 HUMAN RESOURCES**

The need for qualified teachers who will be required to teach in both primary and secondary schools is essential. There are currently untrained teachers employed in both primary and secondary schools (particularly CHSs) because of the acute shortage of teachers all throughout the nation. Provisions should be provided to train more teachers.

#### **4.4 TEACHER EDUCATION PROGRAM**

The School of Education—SICHE must be supported financially to increase the intake of pre-service teachers and to improve the quality teacher education program. The current demand for teachers in both primary and secondary schools is exceptionally high. The supply must match the demand to support the basic education program.

#### **4.5 THE NATIONAL INSERVICE TRAINING PROGRAM**

While there is a need for pre-service training the government should also support inservice training program not only for practising teachers but also education administrators, school inspectors, principals, headteachers, and managers of schools. An in-service training program must be formalised as there are currently only adhoc arrangements in place in the education system. A wide range of training opportunities offered locally which focus on the management of basic education should be financially supported.

## **5.0 THE NATIONAL CURRICULUM**

Although some progress has been made in the past decade in terms of production of local curriculum materials, through local and donor interventions, the status of the current national curriculum looks bleak. It needs a thorough revision and re-direction. Almost 80 per cent of primary and secondary subjects have not been revised since the late 1980s. A good number of subjects do not have a complete set of curriculum support materials to support teaching and learning. The availability and often absence of curriculum support materials in schools is of concern.

Past curriculum development in the country was aimed at greater integration of academic, vocational and some cultural knowledge. The main aims of the proposed curriculum reform in the country will continue to place emphasis on the integration of academic and vocational subjects. In order for school children to achieve a better understanding of the subjects taken in schools, and teachers to aim for purposeful teaching, curriculum integration would be the wise route. School subjects like maths, English, social studies, science, home economics, agriculture and technology should be integrated so that children can be taught from the perspective of developing concepts and skills in a holistic manner. It is now widely accepted that an integrated curricula does assist teachers to perceive themselves as learners and therefore work towards and encourages them to improve their teaching.

It is vital that the curriculum goals of our country should shift from providing students with a large body of knowledge (largely based on memory) to bringing about understanding of the subjects within the local context and giving students experiences of the practical application of subject knowledge and skills to everyday life experiences, thus enabling them to be problem solvers.

It is the aspiration of the people of this nation to make the appropriate changes to the school curriculum so that it is as culturally relevant as possible. This should be the underpinning thrust that curriculum development should take in the curriculum reform program. The need to redirect the school curriculum towards greater relevance and continuity of participation is crucial. This aspiration can be achieved through basic education for all pupils.

### **5.1 PHASES OF THE SOLOMON ISLANDS CURRICULUM DEVELOPMENT**

In the following sections, strategies which will support the revision and development of new curriculum support materials to teach the proposed subjects in the school level are described. The implementation of the curriculum development will be undertaken in phases. This will ensure a smooth transition of activities as changes occur and materials are developed.

#### **PHASE 1: RECRUITMENT OF CURRICULUM OFFICERS**

The staffing situation at CDC is critical in that most curriculum officers have not been replaced since the redundancy exercise in 1999. A total of 10 curriculum officers are needed before the curriculum reform can commence. The Public Service Commission (PSC) will need to recruit curriculum officers in accordance with the planned CDC staff establishment. A total of four Principle Curriculum Development Officers (PCDO), five Senior Curriculum Development Officers (SCDO), and one Chief Curriculum Officer will need to be recruited. So far only two PCDOs and one SCDO have been recruited in the Curriculum Development Unit. The vacant positions in both the Productions and Education Resources units also need to be filled.

#### **PHASE 2: TRAINING OF CURRICULUM OFFICERS**

The skill levels of the new curriculum officers (PCDOs and SCDOs) are unknown at this point in time, given the bulk of officers required by CDC are yet to be recruited. An in-house training for curriculum officers would be essential. Training workshops for curriculum officers over a maintained period should be organised so that officers can familiarise themselves with the curriculum process. Training will also focus on a number of aspects such as curriculum design and planning, materials writing, familiarisation of the new CDC monitoring procedures, research and evaluation. It will be during this phase that external technical assistance will be required both internationally and from experienced nationals. According to the various needs TAs will be required to work with local counterparts mainly on short-term basis to provide start-up assistance and periodic input as the work flow develops. There may also be a need to consider a few longer TAs to provide the link between short-term work and the long-term work of the local counterparts.



### **PHASE 3: LAUNCHING OF THE CURRICULUM REFORM PROGRAM**

The nation needs to be informed about the Curriculum Reform Program so that they are made aware of the developments that will occur. An educational reform of this nature is important to the nation. It is essential that the Minister of Education should declare to the nation the purpose of the curriculum reform program. The Minister of Education should explicitly outline the purpose of the program which will include the vision of curriculum reform, mission statement and the overall goals of education in the 21st century. It is important that the curriculum reform program is launched with force and vision from the highest office within the Ministry of Education and that it is championed with great seriousness and leadership.

The launching of the Curriculum Process will coincide with the launching of the Basic Education Program, whereby the Minister of Education will also be required to explain to the nation the underpinning goals of basic education in the Solomon Islands.

### **PHASE 4: IDENTIFICATION OF LOCAL NEEDS AND DATA COLLECTION**

Curriculum officers will be required along with other qualified individuals to conduct studies in schools to gather data about teaching and learning experiences as part of Phase 4 activity. This activity will also involve the collection of relevant data which will identify a set of principles for school subjects. There is a need to identify our educational requirements. The 'experienced eye' should be able to identify the local needs and information gathered will be analysed and used to determine curriculum development and the process in the 21st century. Curriculum officers and other persons who will be involved in research should have the ability to gather and analyse information. These officers will need to be trained in the areas of quantitative and qualitative research and collection of data and analyses.

### **PHASE 5: DEVELOPMENT OF CURRICULUM MATERIALS**

The development of curriculum materials for primary and secondary schools will begin at the same time. Preferably curriculum development may occur in stages beginning with the revision of the syllabuses. The revision of the syllabuses will be followed by development of curriculum framework for each specific subject. The curriculum framework for each specific subject area will need to be prepared and approved by each Subject Advisory Committee (set by CDC) before development of teacher guides and student books can begin to be developed.

The new curriculum materials produced will have to be supported by other resources such as classrooms, equipment and resource books. The additional resources will need to be provided to schools. The construction of classroom blocks particularly science laboratories, home economics and technology rooms for CHSs should commence as soon as possible.

### **PHASE 6: PRINTING AND DISTRIBUTION**

The CDC has, over the past four years during Primary Education Development Project (PEDP) Phase 1, developed skills in the area of desk-top publishing and the preparation of camera-ready copies for printing. It has also developed a network to distribute materials for primary English and mathematics. With sufficient staff, the CDC should be in a strong position to support both a distribution and printing enterprise. The completion of the Education Resource Unit building will enhance a better system of procurement and distribution of materials to all schools. Further there will be an urgent need to develop the CDC Printery, up-grade the heavy-duty printing machines and to establish a printing/publishing unit which can then respond to the high quality camera-ready materials which will be produced by the CDC.

### **PHASE 7: PRE-SERVICE AND IN-SERVICE TRAINING PROGRAM**

One of the functions of CDC is to provide in-service training opportunities to practising teachers to assist them to effectively implement the approved school curriculum. In the long-term, it would be essential for CDC and the School of Education to work collaboratively towards a coherent approach to pre-service provision. This idea has merit. The School of Education has expertise in teacher training, the CDC has the understanding of the new curriculum. The challenge, however, is the capacity to deliver.

It should be noted that the nature of teacher pre-service and the roles of CDC and School of Education in its development and delivery require further analysis, the results of which may impact on the planning processes for CDC. It is strongly proposed that this analysis be considered seriously by both CDC and the School of Education in order to ensure that pre-

service issues and curriculum issues are not divorced from each other. The Teacher Education Working Group may have identified ways in which CDC and the School of Education can collaborate to provide pre-service training to trainees. Likewise CDC will continue to offer in-service training to practising teachers in the area of curriculum innovations.

## **PHASE 8: EVALUATION PHASE**

Ideally the curriculum development team will be able to conduct an evaluation of progress at each phase and report to the Ministry of Education as the curriculum process evolves. Staff involved in the curriculum development process will be required to assess each aspect of the progress.

## **5.2 IMPLEMENTATION STRATEGIES**

In order to implement the curriculum changes successfully, it is essential to plan the sequence of events or activities which will take place. This section emphasises the strategies which the implementation phases will follow. Considerations must be taken to ensure that the proposed operation is flexible and adaptable to the varying circumstances in the Solomon Islands. Taking into account the geographical nature of the country, financial and technical constraints, the following approaches are suggested.

### **5.2.1 STRATEGIES FOR RECRUITMENT OF CURRICULUM OFFICERS**

By January 2002, all staff required by CDC should have been appointed and have started work. The CDC staff establishment for 2002 has been prepared and must be supported by the Public Service Commission. The PSC must ensure that staff at CDC have been recruited by January 2002 to take up their positions.

#### **5.2.1.1 ADDITIONAL CURRICULUM PROJECT COUNTERPARTS**

Additional staff may be required in the early stages of curriculum development to bring about changes for each specific subject area. This is because the workload involved in the revision and development of each specific subject will be substantial. Some arrangements will need to be made between the Ministry of Education and Education Authorities so that some teachers can work as seconded-staff initially on a full time basis. Senior teachers, educators and experienced professionals should be identified to assist in this work. This arrangement will have financial implications and therefore funding will need to be set aside.

#### **5.2.1.2 STRATEGIES FOR TRAINING NEEDS FOR CURRICULUM OFFICER SUPPORT STAFF**

The training needs of curriculum officers should be supported because they are the ones who are going to lead the curriculum revision and development of new materials for each respective subject area. Not only do curriculum officers need to be familiar with the curriculum process but they also need some training on research, evaluation, collection of data and analysis of data. A solid background knowledge in these aspects is necessary for officers to evaluate the suitability of materials.

It is anticipated that under Phase 2 of the curriculum development process, officers involved in the implementation of the program will be trained to meet the new challenge. The need for such training is evident; the new officers' skill level is unknown.

Furthermore, provision should be made to provide a study tour for curriculum officers so that they can visit centres in the region. A study tour of curriculum officers for a period of 1-3 months in relevant regions is necessary. Short visits and attachments can open up new horizons and experiences for the CDC staff.

The staff of the Productions Unit also need specialised training which will ensure quality of materials. They need to be updated with print technology to update their knowledge and skills. Provisions should be made to train the staff of the Productions Units either in country or short attachments to be taken abroad.

### **5.2.2 STRATEGIES FOR LAUNCHING OF CURRICULUM PROJECT**

This is the awareness phase. Workshops, seminars and the media should focus on awareness-raising and education will need to be delivered to the communities. It is anticipated that costs will be involved in running the activities.

### 5.2.3 STRATEGIES FOR DATA COLLECTION AND ANALYSIS

Officers who will be involved in the curriculum development process will need to be trained on research, evaluation, collection of data and analysis. There is a need to train such people so that they can be able to conduct a survey to identify special needs requirements which would assist to identify curricula needs. Consultants (both local or overseas) may be required to address such training needs over a period of one month.

### 5.2.4 STRATEGIES FOR DEVELOPMENT OF CURRICULUM MATERIALS

This is the integral component of the curriculum development process. The production of materials will aim at providing a practical approach, giving clear guidelines on precise curriculum processes to be followed by CDC. Clear and precise guidelines on the curriculum development are essential. The CDC has already prepared three documents; *Curriculum Development Handbook*, *Curriculum Development Procedure Manual* and *Handbook for Curriculum Writers*. These documents, in particular the *Handbook for Curriculum Writers* specifically lays out the foundation on which curriculum development will follow.

#### 5.2.4.1 SUBJECT ADVISORY COMMITTEES

Each subject grouping or area will form a *Subject Advisory Committee*. The committee will plan and coordinate the revision and development of the subject. This is referred to as Quality Development. The committee will consist of selected teachers with experience and background knowledge on the subject. This committee will replace the Subject panel, whose membership was open to teachers.

The *Curriculum Development Handbook* produced by CDC has details of the function, membership and guidelines that the *Subject Advisory Committees* will follow.

#### 5.2.4.2 CURRICULUM FRAMEWORKS

A curriculum framework is a blueprint of the primary and secondary educational program. It should describe, organise and integrate subject matter and processes to define more specifically the learning that will enable students to achieve high standards of excellence in education.

The curriculum framework for each subject should be developed before the actual development of teacher guides and student books are prepared. It is important that the curriculum framework for each subject reflects and incorporates the Solomon Islands context; its culture, knowledge, values that will contribute to achieving the overall goals of teaching the specific subject. Quality development will be viewed as the foundation of the work undertaken by curriculum developers, in-service trainers and teacher advisers.

#### 5.2.4.3 GUIDELINES FOR WRITING SYLLABUSES/TEACHER'S AND STUDENT'S BOOK

The *Handbook for Curriculum Writers* provides the necessary information that a developer requires in order to write the teacher guides and student books. Its purpose is to improve the consistency and readability of syllabus documents, teacher's guides and student books. It is crucial for CDC to have a common structure, as this will help to ensure consistency and equity across all subjects. It will also improve the readability of curriculum materials for teachers and hence make their job easier.

The *Handbook for Curriculum Writers* also contains guidelines which can be used to assess materials—to see whether the material meets the requirements of the curriculum development centre. It also contains key information which developers should be reminded about such as gender issues, language and communication, cultural and sensitive issues, environment and teaching and learning.

#### 5.2.4.4 QUALITY ASSURANCE

This will be the responsibility of the Inspectorate Division. It will be their responsibility to provide an assurance to the Ministry of Education that the work of teachers implementing the curriculum achieves and maintains standards of performance as laid down by the Ministry of Education. Quality Assurance will be complementary to Quality Development.

### **5.2.5 STRATEGIES FOR PRESERVICE AND INSERVICE TRAINING NEEDS**

It is common knowledge that teachers play a critical role in student learning and therefore opportunities should be created to strengthen pre-service and in-service training professional development and training programs as a means to improve quality of education in the Solomon Islands. Inservice training for teachers on new curriculum materials should become part of an integral component of the curriculum development process.

#### **5.2.5.1 IN-SERVICE TRAINING FOR PRACTISING TEACHERS**

In the face of continually increasing enrolments, limited resources, and changing demands for what students are expected to know and be able to do, the Ministry of Education should seriously consider how to strengthen the professional development programs which can be made available to practising teachers in the Solomon Islands. Foremost is the need to establish within our education system a well coordinated National In-service Training Program. So far, CDC through various curriculum projects has provided in-service training for practising teachers. The emphasis has been on how to use new curriculum materials but little has been done to assist teachers in other aspects of professional development which would ensure continual updating of knowledge and pedagogical skills in practising teachers.

It is advocated that the thrust of in-service program in the 21st century in Solomon Islands should be to promote positive attitudes towards learning. What this means is that the in-service program should be designed to assist teachers increase the frequency of specific instruction behaviours and strategies which have been proven effective in increasing student growth in Preparatory to Form 3 and beyond. The basic in-service training program should be able to influence teacher behaviour, which, in turn, should cause changes in student attitudes and behaviours. The mechanisms for effecting teacher change is the use of:

- mentoring,
- teacher networking / teacher unions and associations,
- provisions for organising seminars and professional development activities,
- provision for a resource centre which will avail materials such as journals and textbooks and act as a meeting place for formal and informal learning.

It is logical for the Ministry of Education to establish and coordinate a National In-service Training Program, which should collaborate closely with CDC, the School of Education and various Educational Authorities. The Inspectorate Division or Formal Education Division of the Ministry of Education may be able to take on the responsibility to coordinate the inservice training program. By doing this, a meaningful National In-service Program can cater for practising teachers' needs. The in-service training program should design programs that will meet the needs of teachers in different stages of their professional careers, and this should be linked to an award-bearing scheme that could allow teachers to improve their academic and professional qualifications.

#### **5.2.5.2 PRESERVICE TRAINING**

Through the curriculum units in the various courses offered in the School of Education, trainees would be introduced to curriculum materials produced by CDC. This would enable trainees to become more familiar with the use of curriculum materials. Emphasis should be placed on:

- translating curricula into action,
- planning a curriculum unit for teaching and,
- introduction of new curriculum materials,
- analysing curriculum issues

The School of Education and CDC should also work together more collaboratively to support curriculum development and implementation of the revised curricula to both practising and teacher trainees.

### **5.3 CURRICULUM DEVELOPMENT CO-ORDINATING COMMITTEE**

It is proposed that a Curriculum Development Coordinating Committee will be set up, representing key players in the Ministry of Education, School of Education and Education Authorities.

Preferably, the composition of members of this committee should be people in senior positions in these organisations. The major function of this committee will be to oversee the implementation of the proposed programme and also to monitor its progress. It will also be expected to take an advisory role on matters pertaining to possible issues that may arise such as co-ordinating donor inputs. The committee will decide on how frequently it will meet during the on-going work of the curriculum development process. The committee's role will combine both *Quality Development* and *Quality Assurance*.

#### 5.4 STRATEGIES FOR DEVELOPMENT OF CURRICULUM MATERIALS

The curriculum materials referred to are; *syllabuses*, *teacher guides* and *student books* plus other *teaching and learning aids*. One of the problems with curriculum development in the past two decades was that not a single subject has a complete set of curriculum support materials, targeted for each grade, except secondary mathematics. There are several factors which have contributed to the low production of curriculum materials, which can be traced to past curriculum officers' dedication and commitment as curriculum developers. Lack of explicit and clear curriculum guidelines and directions which would assist curriculum officers to develop materials is also a contributing factor to the low production of materials. Some officers also lacked skills in curriculum design and planning.

There is a need to identify nationals who have the experience, skills and knowledge to be involved in curriculum development. This may not be achieved in the short term. However, there is a greater need for dedicated and committed officers who have the vision not only to initiate curriculum change but also to ensure that officers are innovative, creative and are knowledgeable about the learning abilities of Solomon Islands children. Through the PEDP local counterparts are receiving on-the-job-training from the project advisers on a range of areas. This is the type of training which may effectively support capacity building in the area of curriculum development.

To support the development of curriculum materials required to teach each level, four options are proposed. Each of the options need careful consideration before a decision should be made to adopt the most favoured one.

##### OPTION 1: TEACHER WRITERS

This option will involve teachers to write the curriculum materials. In the past years, teachers were involved in curriculum development. This has several merits. One of which is that teacher writers had the advantage in using the materials effectively as they were the developers and understood the materials well. Secondly, teachers had ownership of the materials, and were confident to use the materials to their own advantages. Thirdly, the involvement of teacher writers enhanced capacity building. They gained new knowledge and skills in curriculum development and helped them to develop their own materials in their schools. The experience, skills and knowledge attained by teachers in curriculum development provided them with new knowledge and skills to develop their own materials at the school level thus increased their chances of becoming effective teachers.

This option, if adopted, will certainly achieve desirable outcomes as in the past years. However, the incentives provided to teacher writers in the form of allowances received in the past years have allegedly been unfair hence teachers' participation in curriculum development have decreased considerably. The risk to this option is therefore great, if teachers' contributions, in curriculum development are not rewarded fairly.

It may be worthwhile to identify teachers who have skills in writing curriculum materials and select them to be part of the curriculum project. Another option in which teachers involvement in curriculum development may be maximised is by seconding a group of teachers so that they can be released and contribute towards curriculum development. This arrangement will need further consultation with both the teaching service and formal education division of the Ministry of Education as well as the Education Authorities. The arrangement will have financial implications on the project.

##### OPTION 2: CONTRACTED WRITERS

The purpose of this option is to utilise the existing local capacity, educationists (lecturers from the School of Education, experienced teachers and experts) who have subject, curriculum and pedagogical knowledge backgrounds to develop the materials for each specific subject area.

A contract will be prepared which specifies all requirements based on the guidelines specified in the *Handbook for Curriculum Writers*. A contract will need to be signed between the Ministry of Education and the writer. A writer's rate will be considered based on the requirements specified in the contract. This option has merit. One of which is that the materials will be prepared in reasonable time.

#### **OPTION 3: CONTRACTED PUBLICATION COPYRIGHT FIRM**

A tender may have to be put out for internationally recognised publishers to develop the curriculum materials. Similar arrangements have been done in neighbouring Papua New Guinea, and it may be worthwhile to consider this option. The publisher who succeeds in the bid will be provided with all requirements which will be used as a basis to develop the materials.

#### **OPTION 4: AMALGAM OF OPTIONS 1-3**

This option will involve the amalgamation of options 1-3, whereby the materials for each specific subject area will be developed by writers identified in option 1-3. This option will require proper coordination and monitoring of activities.

### **5.5 TRIALLING OF MATERIALS**

As part of the curriculum process, certain schools will need to be identified so that the materials produced can be trialled. A demonstration school within the reach of the CDC should be used to pilot the materials produced. The demonstration school is a focal point where appropriate materials can be trialled, researched and practised to assess their suitability.

Insuring that the quality of materials are appropriate or relevant to the needs of teachers and students, the School of Education should also be used to trial the materials.

## 6.0 RESOURCES FOR CURRICULUM DEVELOPMENT CENTRE

There is a need for a Curriculum Resource Centre (CRC) or room at CDC where educational materials such as magazines, journals and textbooks can be kept. The CRC will also contain copying facilities, access to computers and the internet. Video machines and monitors will be required. The room will be multi-purpose and used for small seminars and meetings and hence will be equipped with whiteboards and overhead projection facilities. It will be a fully functional teachers resource centre.

The CRC will be used by curriculum officers, teacher trainees at the School of Education and other interested people to assist them in a practical work area for them to do curriculum related research and for those preparing for teaching practice. The CRC should aim to help teacher trainees answer questions like; what to teach?, how to teach?, or when to teach? Thus the CDC will assist a variety of people who need to be knowledgeable about the processes of curriculum development.

The following resources should be purchased for the CDC.

- computer systems and net-working system,
- textbooks/journals/magazines/newsletters on education and curriculum,
- whiteboards,
- video machines and monitors,
- overhead projectors,
- furniture (chairs/tables).

It is also proposed that the secondary curriculum officers' rooms be renovated so that it is turned into one room like the primary section. The costing of this renovation work will need to be assessed.

## **7.0 RECOMMENDATIONS ON BASIC EDUCATION**

It is recommended:

- 7.1** That a ten year Basic Education Program should be implemented in the system, phased during the next 5-15 years.
- 7.2** That the current curricula encompassing Preparatory level of Education to Form 3 be revised thoroughly and development of new curriculum support materials be undertaken in the up-coming Education Reform Program.
- 7.4** That the medium of instruction used in Preparatory to Standard 3 should be the local vernacular, English or pinyin (depending on the language background of the pupils).
- 7.5** The medium of instruction used in Upper Primary School (Std 4 -6) to Secondary School should be English.
- 7.6** That all instructors (teachers) in Standard 4 to Form 7 are required to use English as the medium of instruction.
- 7.7** That due consideration be given to offer a local vernacular as an optional subject in both primary and secondary schools.
- 7.8** That a Degree in Primary Teaching Program be offered by the School of Education—SICHE, which would cater for pre-service program and as part of an on-going in-service training program for practising and potential primary teachers.
- 7.9** That the Government should provide funding to support the building of standard science laboratories, home economics and technology classrooms as well as textbooks for Community High Schools.
- 7.10** That the Ministry of Education provide the provision for special needs education to respond to those who have learning difficulties, have disabilities and who are gifted.
- 7.11** That pre-service and in-service programs be part of a continuum in learning for teachers.
- 7.12** That CDC, SoE and MET work closely to develop in-service provision and link this to award-bearing course at USP or other institutions with the authority to offer and provide recognised qualifications.



## 8.0. RECOMMENDATIONS ON CURRICULUM

It is recommended:

- 8.1 That the staffing requirements of CDC be supported so that all staff are recruited by January 2002.
- 8.2 That the Curriculum development process promote the professional development of CDC staff (both professional and support staff) through a contribution of on-the-job-training provided through interaction with project advisers and short-term training attachments abroad.
- 8.3 That high priority be given to revise and develop new curriculum materials for all subjects in both primary and secondary.
- 8.4 That the development of a single stream curriculum framework (including syllabuses) be prepared for Preparatory to Standard 6 and Form 1 to 5 as part of a Quality Development exercise.
- 8.5 That a survey be conducted to identify special needs requirements which would assist with special needs curricula and facilities, including the improvement of the quality of training and special needs teachers.
- 8.6 That the capacity of CDC be strengthened for the continued production of materials. And that the financial support to provide curriculum resource materials to support curriculum officers in their work be provided.
- 8.7 That provisions be made to involve teachers as curriculum development counterparts to assist curriculum officers in the revision and development of curriculum materials.
- 8.8 That the financial support be provided to construct science laboratories / technology room / home economics room for Community High Schools as well as to procure minimum equipment to support the teaching and learning of each of the stated subjects.
- 8.9 That financial support be provided to purchase minimum number of textbooks in the areas of science, social science, English, mathematics, technology, business studies, agriculture, and home economics to schools to supplement the locally produced curriculum materials.
- 8.10 That the printery facilities and equipment be upgraded to match the volume and quality of curriculum materials produced by CDC.
- 8.11 That a policy on the time requirement to teach each subject in the school be considered, approved and put into practice.
- 8.12 That the National Examination and Standard Unit consider the schedule of external examinations (Standard 6, Form 3 and 5) so that they are held towards the end of the school calendar.
- 8.13 That a policy which provides the provision to revise all curriculum materials be in placed on a 3 year cycle basis and that a body be identified to advise the CDC when it is appropriate to revise the curriculum.
- 8.14 That a policy on printing and issue of curriculum materials be made so that CDC only supplies schools once and thereafter the schools should be responsible for meeting the cost of reprint of materials.
- 8.15 That advisers be recruited for each subject area on a short term (1-3 months) basis to assist CCDO, PCDOs and SCDOs in the revision work.
- 8.16 That the Inspectorate be prepared and engaged in a regular Quality Assurance exercise to maintain standards for pupils, teachers and trainees.

## 9.0 PROPOSED WORK PLAN FOR CURRICULUM REFORM PROGRAM (for 5 years)

A work plan for implementation of the recommendations is outlined below. The work plan very much depends on finance, technical capacity, resources and consequently should be planned over five years. It is proposed that the work plan should commence in July 2002. However some preliminary measures should be taken to address some of the outstanding issues pertaining to the staffing situation at CDC. The staffing requirement of CDC is a risk to the Curriculum Reform Program. It is therefore vital that the staffing requirements of CDC must be made as a matter of urgency. The post of Chief Curriculum Development Officer should be made as soon as possible. The appointee must have the status and relevant background and strong advocacy and organisational skills to lead the Curriculum Development Unit staff.

It is proposed that it would be an advantage throughout the implementation process to have ready in access to a team of curriculum advisers for each subject. These advisers could assist the newly appointed PCDOs and SCDOs in their revision work. Ideally, it may be an advantage to have an adviser for the whole Curriculum Reform Program, who can monitor the change process and assist in making adjustments to the program. The adviser will also assist both the Director and Chief Curriculum Development Officer.

ACTIVITY	ORGANISATIONAL RESTRUCTURE	STAFFING	PROFESSIONAL DEVELOPMENT	OTHER NEEDS
<b>ACTIVITY 1</b> Jan—June 2002	<ul style="list-style-type: none"> <li>Establishment of CDC staff</li> <li>Establish proposed curriculum structure and lines of responsibilities</li> <li>CCDO and PCDOs to establish Subject Advisory Committees (SAC) for all subjects needing revision and to identify its members</li> <li>Launching of Curriculum reform program</li> </ul>	<ul style="list-style-type: none"> <li>Advertise /appoint the required CDC staff</li> <li>Introduce duty statements and responsibilities</li> <li>Identify pool of local curriculum writers (including teachers/SICHE lecturers)</li> </ul>	<ul style="list-style-type: none"> <li>Provide in-house professional training to newly appointed staff on curriculum design or planning and processes based on the Curriculum handbook/handbook for curriculum writers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify TAs for each subject area  (TAs—technical advisers)</li> </ul>
<b>ACTIVITY 2</b> July—Dec 2002	<ul style="list-style-type: none"> <li>SAC to formulate plans to revise each subject area and to hold regular meetings</li> <li>SAC for both primary and secondary subjects consider priority of revision work</li> <li>Revision work on syllabuses commences</li> <li>With TA, PCDO, SCDO and SAC to revision and complete syllabuses by the end of the year.</li> <li>Conduct visits/survey to collect data on curriculum matters from schools</li> </ul>	<ul style="list-style-type: none"> <li>To plan and conduct workshop for SAC members</li> <li>Subject Advisers arrive to assist PCDOs &amp; SAC members</li> </ul>	<ul style="list-style-type: none"> <li>Advisers, CCDO and PCDOs to conduct subject meetings</li> <li>Organise workshop for SAC members</li> <li>Conduct workshop for staff and others on research</li> </ul>	<ul style="list-style-type: none"> <li>TAs in place at CDC for each subject area</li> </ul>
<b>ACTIVITY 3</b> Jan—June 2003	<ul style="list-style-type: none"> <li>Options for curriculum development considered and writing contracts issued</li> <li>Syllabuses approved and writing of teacher guides and student books commences</li> </ul>	<ul style="list-style-type: none"> <li>Part-time appointments to edit materials produced</li> </ul>	<ul style="list-style-type: none"> <li>Conduct workshops for teachers / contracted writers</li> <li>Provide professional development program for PCDO/SCDO (1-3 month attachment or visits abroad)</li> </ul>	<ul style="list-style-type: none"> <li>Provide facilities for the printery</li> <li>Identify alternative site for printing</li> <li>Syllabuses printed</li> <li>Prepare text book list for schools</li> </ul>
<b>ACTIVITY 4</b> July—Dec 2003	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> <li>Monitor progress made by SA/contracted writers/teachers</li> <li>Establish Curriculum Resource Centre (CRC) at CDC.</li> </ul>	<ul style="list-style-type: none"> <li>Identify someone to oversee CRC</li> </ul>	<ul style="list-style-type: none"> <li>Conduct annual workshops for teachers and contracted writers</li> </ul>	<ul style="list-style-type: none"> <li>Construction of specialised classrooms for science, technology and home economics commences in CHSS.</li> </ul>
<b>ACTIVITY 5</b> Jan—June 2004	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> </ul>	<ul style="list-style-type: none"> <li>Trialling materials in demonstration schools</li> </ul>	<ul style="list-style-type: none"> <li>Conduct annual workshops for teachers and contracted writers</li> </ul>	<ul style="list-style-type: none"> <li>Printing of materials commences</li> </ul>

<b>ACTIVITY 6</b> July—Dec 2004	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> </ul>		<ul style="list-style-type: none"> <li>Inservice training workshops commences</li> </ul>	
<b>ACTIVITY 7</b> Jan—June 2005	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> </ul>		<ul style="list-style-type: none"> <li>Conduct annual workshops for teachers and contracted writers</li> </ul>	
<b>ACTIVITY 8</b> July—Dec 2005	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> </ul>		<ul style="list-style-type: none"> <li>Inservice training workshops</li> </ul>	
<b>ACTIVITY 9</b> Jan—June 2006	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> </ul>		<ul style="list-style-type: none"> <li>Conduct annual workshops for teachers and contracted writers</li> </ul>	
<b>ACTIVITY 10</b> July—Dec 2006	<ul style="list-style-type: none"> <li>Development of curriculum materials for each subject based on SAC work program</li> <li>Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Inservice training workshops</li> </ul>	

A second and third 5 year plan should be considered for future planning purposes since it is not expected that the CDC and its inter-linking sections and activities will have completed all the work required under the Curriculum Reform Program. Curriculum development is viewed as an evolving and dynamic process.

## APPENDIX 1: CURRICULUM REVIEW WORKING GROUP TERMS OF REFERENCE

The Curriculum Review and Revision Working Group will be required to:

- review all available information and consult widely to prepare recommendations for the definition of basic education, specifically whether basic education should include primary and junior secondary (Preparatory Year to Form 3),
- review all available information and consult widely to assess the implications of extending basic education to encompass Form 4 including government's financial and technical capacity to support the expansion,
- review all available information and consult widely to prepare recommendations for revisions to the national syllabus, giving particular attention to re-format each subject syllabus to be considered as a continuum from Grade 1 to Form 3, rather than the current practice of having separate primary and secondary syllabi and curriculum
- review all available information and consult widely to prepare recommendations for closer integration of basic education and non-formal education including possibility of articulating primary and junior secondary with vocational training offered at RTCs.
- review all available information and consult widely to prepare recommendations and to establish priorities for the revision of syllabus and curriculum support materials at primary and junior secondary school levels, including a schedule for the revision.

**APPENDIX 2: BUDGET ESTIMATE FOR CURRICULUM REFORM PROGRAM (Secondary Curriculum)**  
All costs are expressed in Solomon dollars.

**ACTIVITY 1**

**Consultants**

A total of 11 technical advisers (TAs) will be required.  
Each TA will assist in the revision and development of subject. Each TA to be contracted for 3 months.

• Accommodation	\$300/day x 11TAs x 30 days x 3 months	\$306,900.00
• Consultancy fee (estimate)	\$1000/day x 11TAs x 30 days x 3 months	\$990,000.00
• Transport/air (estimate)		\$100,000.00

**Total Cost for Activity 1** **\$1,396,900.00**

**ACTIVITY 2**

**Materials writing workshops**

Development of Form 1-5 Subjects

**Option 1: Using Teacher Writers**

15 participants per subject, total 165  
3 weeks workshop in 3 years

**Allowances**

• Writers fee	\$30/day x 165participants x 15days x 3years	\$222,750.00
• Subsistence	\$20/day x 165participants x 15 days x 3years	\$148,500.00

**Transport and Travel costs**

• Air/Boat fares	\$100,000.00/year x 3	\$300,000.00
• Other transport costs (allow \$250.00/participant),	\$250 x 165 x 3	\$123,750.00

**Accommodation costs**

21 nights x 165 participants x \$100.00 per night x 3years	\$1,039,500.00
--	----------------

**Catering**

Lunch	\$20.00/head x 165participants x 15days x 3years	\$148,500.00
Tea and Coffee	\$300/day x 15days x 3	\$13,500.00

**Materials**

paper, pen, glue, etc		
\$1000 per subject	\$1000 x 11subjects x 3years	\$33,000.00

**Total Cost for Option 1** **\$3,226,400.00**

**Option 2: Using Contracted Writers (if teacher writers are not involved)**

Development of student books and teacher guides. Average unit per subject per Form is 5.

**Contracted Writer's fee**

• Student Books	11 subjects x 5 units/subject x 5 Forms x \$1500/unit	\$412,500.00
• Teacher Guides	11 subjects x 5 units/subject x 5 Forms x \$1500/unit	\$412,500.00

**Total Cost for Option 2** **\$825,000.00**

**ACTIVITY 3**

Inservice training (estimate) for teachers

Figures below on a 5 day workshops in each province, food/subsistence allowances of \$20 per teacher, plus travel, accommodation, materials and venue costs

• Honiara City Council	\$25,000.00 x 11 subjects	\$275,000.00
• Guadalcanal Province	\$60,000.00 x 11 subjects	\$660,000.00
• Central Province	\$30,000.00 x 11 subjects	\$330,000.00
• Isabel Province	\$35,000.00 x 11 subjects	\$385,000.00
• Rennel/Bellona Province	\$15,000.00 x 11 subjects	\$165,000.00
• Malaita Province	\$80,000.00 x 11 subjects	\$880,000.00
• Makira/Ulawa Province	\$35,000.00 x 11 subjects	\$385,000.00
• Temotu Province	\$40,000.00 x 11 subjects	\$440,000.00
• Western Province	\$70,000.00 x 11 subjects	\$770,000.00
• Choiseul Province	\$40,000.00 x 11 subjects	\$440,000.00

**Total Cost for Activity 3** **\$4,730,000.00**

**ACTIVITY 4**

Printing of curriculum support materials for 11 subjects.  
 Each subject will contain approximately 5 units and 80 A4 pages.  
 Each teacher guide will contain approximately 100 pages

Form 1 Student Books	\$10.00 x 11subjects x 120schools x 40 copies	\$528,000.00
Teacher Guides	\$10.00 x 11subjects x 120 schools x 5 copies	\$66,000.00
Form 2 Student Books	\$10.00 x 11subjects x 120schools x 40 copies	\$528,000.00
Teacher Guides	\$10.00 x 11subjects x 120 schools x 5 copies	\$66,000.00
Form 3 Student Books	\$10.00 x 11subjects x 120schools x 40 copies	\$528,000.00
Teacher Guides	\$10.00 x 11subjects x 120 schools x 5 copies	\$66,000.00
Form 4 Student Books	\$10.00 x 11subjects x 35schools x 80 copies	\$308,000.00
Teacher Guides	\$10.00 x 11subjects x 35schools x 5copies	\$19,250.00
Form 5 Student Books	\$10.00 x 11subjects x 35schools x 80 copies	\$308,000.00
Teacher Guides	\$10.00 x 11subjects x 35schools x 5copies	\$19,250.00
<b>Total Cost for Activity 4</b>		<b><u>\$2,436,500.00</u></b>

**ACTIVITY 5**

Purchase of supplementary texts books for secondary schools	\$800,000.00
Purchase of equipment for CHSs (basic science equipment, Home/Eco, technology and agriculture)	\$2,000,000.00
Purchased of published complimentary books for CDC	\$90,000.00
Renovation of Secondary Curriculum Section (estimate)	\$50,000.00
Curriculum Resource Room (estimate)	\$50,000.00

**ACTIVITY 6**

Development of CDC Curriculum Production facility

**Computer Purchase / DTP equipment**

7 x Desktop computers (secondary section)	\$9,500.00 x 7	\$66,500.00
1 external hard-drive	estimate	\$5,000.00
1 scanner	estimate	\$1,000.00
1 Laser Printer	estimate	\$45,000.00
10 UPS	estimate	\$10,000.00
10 x Power Surge protectors	estimate	\$2,000.00
1 set of Networking cables	estimate	\$5,000.00

**Software**

Publishing Collection and other software programs	\$25,000.00
---	-------------

**Printery**

Binder fast machine	estimate	\$150,000.000
Folding and Stapling machine	estimate	\$80,000.00

<b>Total Cost for Activity 6</b>	<b><u>\$389,500.000</u></b>
----------------------------------	-----------------------------

**ACTIVITY 7**

Distribution of curriculum support materials

Distribution of books to schools (estimate)	\$500,000.00
---	--------------

<b>Total Cost for Activity 7</b>	<b><u>\$500,000.00</u></b>
----------------------------------	----------------------------

**ACTIVITY 8**

Transport and Logistic Support to the activities of the Curriculum Reform

Vehicle	1 x double hilux	\$160,000.00
Vehicle insurance	1 x double hilux	\$50,000.00
Service, maintenance and fuel		\$120,000.00

<b>Total Cost for Activity 8</b>	<b><u>\$330,000.00</u></b>
----------------------------------	----------------------------

**ACTIVITY 9**

Professional Development Costs  
• Travel/allowances (estimate)

\$100,000.00

**Total Cost for Activity 9**

**\$100,000.00**

**ACTIVITY 10**

Curriculum Reform Running Cost \$90,000 x 3 years  
(maintenance, service of computers, airconditions, telephone/fax bills etc)

\$270,000.00

**Total Cost for Activity 10**

**\$270,000.00**

**ACTIVITY 11**

Community Awareness Programmes  
• Radio broadcasts/newsletter \$20,000/year x 3

\$60,000.00

**Total Cost for Activity 11**

**\$60,000.00**

**Total Cost for Secondary Curriculum Development**

• Excluding Teacher Writers (only contracted writers)

**\$14,022,400.00**

• Excluding Contracted Writers (only teacher writers)

**\$16,369,800.00**

**APPENDIX 3: BUDGET ESTIMATE FOR CURRICULUM REFORM PROGRAM (PRIMARY CURRICULUM)**  
All costs are expressed in Solomon dollars.

**ACTIVITY 1**

**Consultants**

A total of 6 technical advisers (TAs) will be required.  
Each TA will assist in the revision and development of  
the primary school subjects (science, health, community studies,  
christian education, physical education and creative arts)  
Each TA to be contracted for 3 months.

• Accommodation	\$300/night x 6TAs x 30 days x 3 months	\$162,000.00
• Consultancy fee	\$1000/day x 6TAs x 30 days x 3 months	\$540,000.00
• Transport	estimate	\$90,000.00

**Total Cost for Activity 1** **\$792,000.00**

**ACTIVITY 2**

**Materials writing workshops**

Development of Standard 1-6 Subjects

**Option 1: Using Teacher Writers**

15 participants per subject are required to revise, total 90.  
and develop the 6 subjects.  
3 weeks workshop per year in 3 years

**Allowances**

• Writers fee	\$30.00/day x 90participants x 15days x 3years	\$121,500.00
• Subsistence	\$20/day x 90participants x 15days x 3years	\$81,000.00

**Transport and Travel costs**

• Air/Boat fares	\$50,000.00 x 3	\$150,000.00
• Other transport costs (allow \$250.00 per participant), \$250 x 90 x 3		\$67,500.00

**Accommodation costs**

21 nights x 90 participants x \$100.00/night x 3years	\$567,000.00
---	--------------

**Catering**

Lunch	\$20.00 x 90 x 15 x 3	\$81,000.00
Tea and Coffee	\$100 x 15 x 3	\$4,500.00

**Materials**

paper, pen, glue, etc \$1000 per subject	\$1000 x 6 x 3	\$18,000.00
---	----------------	-------------

**Total Cost for Option 1** **\$1,090,500.00**

**Option 2: Contracted Writers (if teacher writers are not involved)**

• Student Books	6 subjects x 5 units/subject x 7 standards x \$1500/unit	\$315,000.00
• Teacher Guides	6 subjects x 5 units/subject x 7 standards x \$1500/unit	\$315,000.00

**Total Cost for Option 2** **\$630,000.00**

**ACTIVITY 3**

Inservice training (estimate) for teachers

Figures below on a 5 day workshops in each province, food/subsistence  
allowances of \$20 per teacher, plus travel, accommodation, materials and venue costs

Honiara-CC	\$25,000.00 x 6subjects	\$150,000.00
Guadalcanal Province	\$60,000.00 x 6subjects	\$360,000.00
Central Province	\$30,000.00 x 6subjects	\$330,000.00
Isabel Province	\$35,000.00 x 6subjects	\$210,000.00
Rennel/Bellona Province	\$15,000.00 x 6 subjects	\$165,000.00
Malaita Province	\$80,000.00 x 6 subjects	\$480,000.00
Makira/Ulawa Province	\$35,000.00 x 6 subjects	\$210,000.00
Temotu Province	\$35,000.00 x 6 subjects	\$210,000.00
Western Province	\$70,000.00 x 6 subjects	\$420,000.00
Choiseul Province	\$40,000.00 x 6 subjects	\$440,000.00

**Total Cost for Activity 3** **\$2,975,000.00**



**ACTIVITY 4**

Printing of curriculum support materials for the 6 subjects.  
Each subject will contain 4 units and 80 A4 pages.  
The teacher's guides will contain 100 pages

**Standard 1-6 Science**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Standard 1-6 Community Studies**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Standard 1-6 Health Studies**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Standard 1-6 Christian Education**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Standard 1-6 Physical Education**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Standard 1-6 Creative Arts**

Student Book	\$10.00 x 7 standards x 600schools x 30 copies	\$1,260,000.00
Teacher Guides	\$10.00 x 7 standards x 600schools x 5 copies	\$210,000.00

**Total Cost for Activity 4****\$8,820,000.00****ACTIVITY 5**

Purchase of supplementary text books for primary schools	\$1,000,000.00
Purchase of basic science equipment	\$2,000,000.00

**Total Cost for Activity 5****\$3,000,000.00****ACTIVITY 6****Distribution of curriculum support materials**

Distribution of books to schools (estimate)	\$500,000.00
---	--------------

**Total Cost for Activity 6****\$500,000.00****Total Cost for Primary Curriculum Development**

• Excluding Teacher Writers (only contracted writers)	<b><u>\$16,717,000.00</u></b>
• Excluding Contracted Writers (only teacher writers)	<b><u>\$17,177,500.00</u></b>

**Grand Total for Curriculum Development Reform Program***(For both Primary and Secondary Curriculum Development)*

<b>Option 1</b> (including all other costs)	
• Excluding Teacher Writers [only contracted writers (Secondary)]	<b>\$14,022,400.00</b>
• Excluding Teacher Writers [only contracted writers (Primary)]	<b>\$16,717,000.00</b>
	<b><u>\$30,739,400.00</u></b>
<b>Option 2</b> (including all other costs)	
• Excluding Contracted Writers [only teacher writers (Secondary)]	<b>\$16,369,800.00</b>
• Excluding Contracted Writers [only teacher writers (Primary)]	<b>\$17,177,500.00</b>
	<b><u>\$33,547,300.00</u></b>