

SOLOMON ISLANDS

Child Friendly School Development



2009 Workplan

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"A school-aged child has a valid claim(right) to education—others have duties(or obligations) to

A young girl with dark hair, wearing a light blue school uniform with a crest on the chest, is sitting at a desk. She is smiling and looking down at several sheets of paper on the desk. The background shows a classroom setting with posters on the wall and a colorful object on a shelf.

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A woman with dark hair, wearing a green patterned short-sleeved shirt, is seated at a wooden table. She is looking down and writing on a document with a pen. The background shows a wall with some posters and a window with blue curtains. The overall scene is an indoor setting, likely an office or a meeting room.

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**A Rights-Based Approach
implies a people-centred
approach to development in
which outside support
should be catalytic and**

1. Introduction

1.1 Terms of Reference

General

- Work with CFS steering teams in Isabel Province, Solomon Islands to consolidate and extend work with School Self Assessment (SSA) processes.
- Support sorting and analyzing preliminary data with SSA and TOT preparation for School Development Plan workshop with CFS steering committees in Solomon Islands

Solomon Is Specific

- d. Discuss and roll out the 2008 Consolidation with steering committees.*
- e. 2009 Expansion plans discussed with CFS Coordinators and CFS Steering Committees, non-CFS and MEHRD/MOE participants of workshops in all three countries.*
- f. Plans drawn for steering committees to map out of school children.*
- i. Provide support to UNICEF Field Office Education Officers, MOE, CFS Coordinators and steering teams in Isabel Province to consolidate and extend work with School Self Assessment (SSA) processes*

UNICEF 2009 Workplan CFS Activities to be included in Solomon Is Country Implementation Plans included the following:-

| Summary – Pacific CFS Development Activities 2009 (Kiribati, Solomons Is and Vanuatu) | |
|--|--|
| CFS Conceptual Framework, Indicators Rubric | • CFS awareness workshop(s) |
| | • Development and/or consolidation of a Plan of Action for CFS Development, including Development of CFS Conceptual Framework / Indicators, CFS School self assessment and CFS school development planning processes and associated training workshops |
| School Self Assessment | • Consolidate and extend work with School Self Assessment (SSA) processes |
| | • Sorting and analysis of preliminary SSA data |
| School Improvement Planning | • Trainers for School Development Plan training prepared |
| | • School Development Plan workshop conducted for all CFS and non-CFS schools |
| | • School Development Plan data collated and prioritised |
| Expansion | • CFS awareness workshops and field visits for representatives from other provinces and MOE head-teachers and school inspectorate from other provinces inducted to CFS |
| CFS Resource Development | • Child Friendly Schools training and resource package developed for teacher education use in teachers college and higher education colleges for field based training and pre- and in-service use |
| | • Training provided in use of Child Friendly Schools manuals and resources |

A wide range of activities that will contribute to developing a 'CFS-enabling environment' are also included in UNICEF's 2009 Annual Workplan. (*See following Attachment 8*).

1.2 Itinerary and Workshop

The CFS consultant made two brief visits to the Solomon Is to meet TOR objectives. A one-week visit was made in November 2008 in order to participate in a School Self-Assessment Review workshop in Isabel Province. As all relevant stakeholders were not available at this time, a follow-up visit was made in the second week of March 2009¹. This visit included a 3 day CFS Planning workshop in Honiara (see *Attachment 4* for details), together with discussions with the Permanent Secretary and Education Adviser MEHRD, and key CFS stakeholders from Isabel, Choiseul and Western Provinces.

The remainder of this report summarises the outcomes of these workshops and discussions.



Bolitei Child-Friendly School Isabel Province

¹ The timing was again limited due to the expiry of consultant contract.

2. Key Findings, Issues, Recommendations

2.1 *Quality Framework within Rights-based Approach*

Human rights, particularly the rights of children and women, are fundamental to the work of UNICEF, which is mandated to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential." The Convention on the Rights of the Child (CRC), is UNICEF's frame of reference. Furthermore, human rights principles guide UNICEF programming. These principles include the four foundation principles of the CRC: non-discrimination; the right to life, survival and development; the best interests of the child; and respect for the views of the child.

A Human Rights-based Approach (HRBAP) has specific requirements, namely:

- a) identification of those groups whose rights are being denied and the factors contributing to the non-realization of rights;
- b) assessment of the capacity of 'duty-bearers' to assist in fulfilling the rights of targeted groups;
- c) development and implementation of programs to build the capacity of rights-holders to claim their rights, and of duty-bearers to fulfill their obligations.
- d) monitoring and evaluation of both outcomes and processes guided by human rights principles and commonly held understandings of good development practice. *(See Attachment 1).*

Accordingly, the development of a set of agreed 'human-rights referenced', good practice principles can provide a framework for program planning, monitoring and evaluation.

Recommendation R1.

That the development of Child Friendly Schools in Solomon Islands explicitly pursue a 'human-rights-referenced, good development practice' approach and that a set of Quality Principles be endorsed by MEHRD and UNICEF; (refer Attachment 2)

That the agreed Quality Principles be referred when planning CFS development activities; their application be monitored, progressively documented and finally evaluated.

2.2 *CFS Concept*

During the CFS Planning workshop and other consultations, it became apparent that different stakeholders (*national, provincial, local, government, non-government*) have different understandings of 'CFS'. Lack of clarity can lead to cross-purposes in communication and resulting confusion. Within MEHRD, CFS still appears to be regarded as a 'project', outside and additional to regular work, and possibly not affordable². There is need to continually work ensure stakeholders have a common understanding of what is meant by CFS, to clarify which aspect is being referred. When we talk about 'CFS' we are referring to several different things.

On the one hand, the term 'CFS' refers to a 'child-friendly school', which is typically characterised as: child-seeking and inclusive (ensuring not only that children enrol, but attend regularly, participate actively, complete primary with appropriate learning outcomes); with effective child-centred teaching and learning processes; healthy, safe and protective programs; working in partnership with the community; facilitated by effective leadership, planning, management processes in place; and creating a nurturing environment for all.

² *If CFS contributes to effective, relevant education, on the one hand, and reduced repetition, on the other, then CFS is contributing to efficiencies in the system which is more cost-effective in the long run. In the short-term, there are additional development costs associated with introduction of the concept. Beyond that, the costs of CFS are the same as those of quality education for all. 'Affordability' is not an option as the provision of quality education for all is an obligation.*

These dimensions have been further defined by a set of indicators /standards for each, which provide a framework for identification of 'excluded children', development of a set of 'child-friendly' strategies to overcome constraints to education for these children, school 'child-friendly' assessment, school improvement planning and monitoring of change.

A 'CFS' approach requires an 'enabling environment' which has implications for both the capacity building of teachers, community members, provincial and national education officers and other partners; and also for the development of CFS supportive MEHRD and provincial policy, planning, administrative and support systems. The CFS indicators/standards can provide a guide for capacity assessment of individuals, policy, processes, allowing the identification of capacity gaps and the development of a capacity building program and associated resources. Thus, there is a set of activity at different levels, involving different stakeholders. An integrated framework for CFS development has been established to map these different layers of CFS activity (see below).

Whilst UNICEF is a key advocate for the realisation of every child's right to education and a major contributor to the development of the CFS model in Solomon Is, the development of child-friendly schools requires the support of multiple partners. MEHRD is already contributing to creation of the enabling environment through, for example, the curriculum reform process presently ongoing, which is founded on inclusive, relevant, child-centred principles; the development and distribution of teaching/learning resources; and the reform of teacher education; amongst other.

When referring to CFS, it is important to be clear what is meant. Are we referring to:

- the set of indicators which describe a child-friendly school?
- the school itself, which may have achieved 'child-friendly status' or be working towards 'CF' status);
- a particular activity within a school that is characteristic of one aspect of a CFS approach – ie. school self-assessment; school-community mapping;
- the provision of capacity building support to a school, contributing to a targeted aspect of child-friendliness (ie. training on school-mapping, or the supply of library resources, or latrines); or
- the development of a 'CFS-enabling' environment at national level (policy, pre-service training, curriculum).

Recommendation R2.

That UNICEF support the consolidation of the CFS development process and capacity building resources; demonstrating the effectiveness of the approach in terms of identifying, including, and retaining hitherto excluded children.

Provincial CFS Development Process

- Establish Provincial Steering Committee
- Identify Potential Provincial CFS Resource Persons / Trainers
- Conduct Initial Awareness
- Map out-of-school children
- Establish CFS indicators and school self-assessment process
- Conduct school CFS self-assessment - Establish CFS development priorities
- Integrate CFS development priorities into SDPs
- Decide on establishment of CFS 'Light-house' Schools – clarify role vis-à-vis cluster schools
- Support CFS development as per priorities and resource availability
- Integrate CFS into provincial planning, data collection / storage, monitoring and inspection regimes
- Annual monitoring of change at school and student level

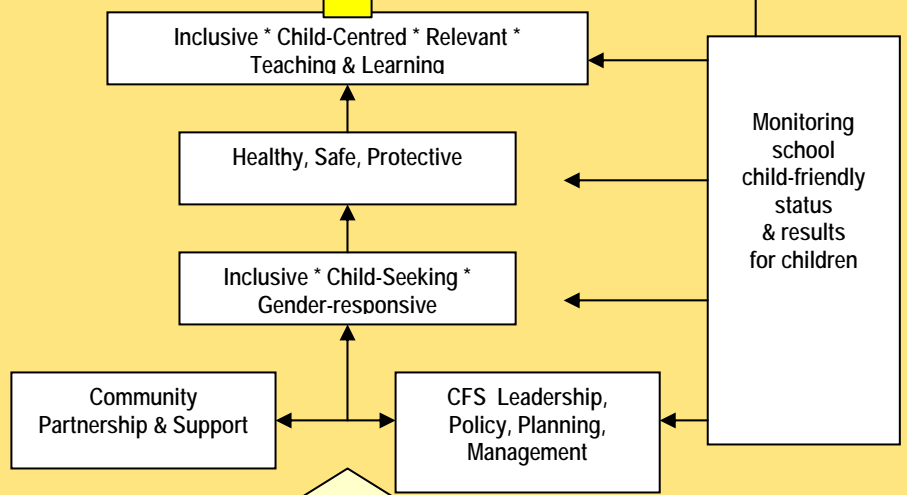
CFS DEVELOPMENT MODEL

ALL SOLOMON ISLANDERS DEVELOP AS INDIVIDUALS AND POSSESS KNOWLEDGE, SKILLS AND ATTITUDES NEEDED TO EARN A LIVING AND TO LIVE IN HARMONY WITH OTHERS AND THE ENVIRONMENT

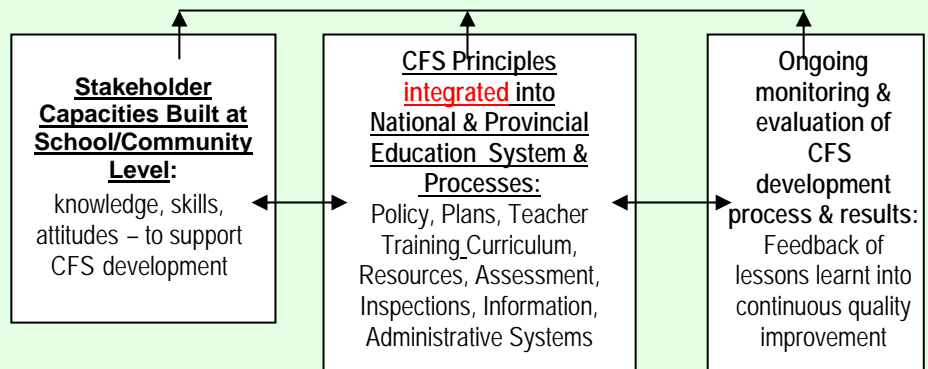
4. EQUITABLE ACCESS TO QUALITY BASIC EDUCATION FOR ALL CHILDREN

Increased: Net enrolment ratio
 Student attendance ratio
 Completion Grade 6
 Learning Achievement literacy, numeracy & life skills
 Transition to Grade 7 and completion Grade 9
 Reduced: Drop-out and repetition rates;
 Gender disparity on all key indicators

3. CHILD-FRIENDLY SCHOOL DEVELOPMENT



2. CFS ENABLING CONDITIONS



1.2 IMPLEMENTATION OF CFS CAPACITY BUILDING STRATEGY: Training, Awareness, Resources

Implementation of CFS Awareness & Capacity Building Program

1.1 CFS DEVELOPMENT MODEL, STRATEGY & RESOURCES

- CFS Conceptual Framework, Indicators, Standards
- School-Community Mapping Out-of-School Children
- School CFS Self-Assessment & Planning Process
- CFS Awareness & Resource Package
- Lighthouse School and School Cluster Support System
- CFS / MEHRD Integration Strategy
- Monitoring, Evaluation, Reporting Framework

2.3 Integration, Coordination, Reporting

Integration of CFS principles and processes within MEHRD is a priority. The Permanent Secretary indicated that reviews of the National Education Action Plan (NEAP) (2007- 2009) and Provincial Education Action Plans (PEAP) are planned for this year, prior to the development of a new NEAP (2010-2012) and PEAPs (2010-2012). This presents an opportunity to review the extent to which NEAP and the PEAPs included child-friendly principles and practices. A review of MEHRD's Quality Assurance processes is planned for June.

There is a sense of MEHRD (planners) not being fully aware of the specifics of CFS development in Isabel. Over the past year, regular progress reports submitted by the Isabel CFS coordinator to MEHRD, do not appear to have been widely disseminated, reviewed, discussed or interpreted for their potential contribution to mainstream MEHRD processes. The CFS school self-assessment (SSA) process, for example, is a potentially valuable step in school development planning, which has gone unrecognised. MEHRD has just spent millions of \$\$ on training teachers in every school in the country on the new School Development Planning process. This was a 'missed opportunity' to integrate CFS SSA .

Recommendation R3: Integration, Coordination, Communication Strategy

That strategies be developed to strengthen the coordination and integration of CFS development activity within regular MEHRD processes. This may include: the appointment of CFS Focal Person within MEHRD (suggest this person be located within Planning Division), the establishment of a CFS Steering Committee, review of CFS implications for MEHRD and identification of specific integration points (ie. SDPs, SIEMIS, inspections, SOE, provincial plans, etc); the conduct of quarterly review meetings.

That UNICEF and MEHRD clarify communication, coordination and reporting procedures.

That CFS development activity is included in national and provincial annual workplans.

That CFS Coordinators participate in the MEHRD Quality Review.

2.4 Barriers to Education

The Education Adviser to MEHRD indicated the UNICEF-supported ' Barriers to Education Study' is a priority for 2009, on the side of the Ministry. It is noted in passing that the 'school-community mapping of out of school children' exercise planned to be implemented in Isabel province and piloted in Choiseul and Western in 2009, will produce some data similar to that anticipated by the barriers to education study, so coordination of the two activities would be desirable to ensure maximising the benefits to accrue from both and avoiding duplication. (See 'Mapping Out-of-School Children' below).

2.5 Mapping 'Out of School' Children

An activity that had previously been planned but not yet implemented, is 'School-Community Mapping of Out-of-School Children. The purpose of this activity is for schools, working with communities, to identify the number of children (boys and girls) who have never enrolled in school or have dropped out, to identify the contributing factors, and together to establish strategies to bring these children to school and to engage them in actively in learning. This is critical activity in a rights-based approach.

It is anticipated that the school-community mapping will produce valuable insights into the extent and nature of 'exclusion' from primary education, and identify pockets of need that may require a tailored response. It will also provide useful direction for CFS manual development and information for purposes of cross-checking the comprehensiveness of CFS indicators as capturing the key elements of a school that will reverse exclusion.

Recommendation R4: Mapping Out of School Children

That a planning workshop be conducted in June 2009 in Isabel, working with stakeholders to develop and trial a school-community mapping strategy, tools, quality guideline and workplan, drawing on successful experience from other countries.

That the Provincial Non-Formal Education Officer coordinate this activity and that a School Mapping Facilitation Team be established.

That implementation proceed during July – August, and that a report be prepared to be presented at a follow-up workshop in September. Note: There may be need to engage assistance in summarising the data.

2.6 CFS Resource Package

There is need to place greater emphasis on consolidation of the CFS development process, and development of a CFS Resource Package. Already developed are: a set of CFS indicators/standards, a school self-assessment process and tool. The indicators were developed in 2007 with the involvement of key national level (MEHRD) stakeholders together with provincial, school and community level representatives in Isabel province. The indicators and school self-assessment process was trialled in the lighthouse schools in Isabel in 2007 and implemented in all schools in 2008.

Recommendation R5: Indicators, Standards and Types of Evidence

That the CFS indicators, standards, types of evidence, school self assessment tool and process be reviewed and further refined, with the involvement of SICHE, CDC staff, other relevant stakeholders, and incorporating feedback from initial school mapping activities.

That the review of the SSA process consider:

- The involvement of at least 'critical friend' to verify the quality of the SSA process
- Collection of examples of 'good practice' for inclusion in the CFS Manuals –
- strategies to ensure active participation of children and community members, and to enhance validity of assessments.

That a Provincial CFS SSA Summary Reporting template be developed.

Recommendation R6: CFS Resource Package

That key stakeholders meet to prepare a strategy and workplan for the development of a CFS Resource Package in June 2009; giving consideration be given to the following:

- Development of 6 CFS Manuals (one for each CFS Dimension), each containing a series of Modules linked to each indicator. The modules would explain the indicator/standard, expected behaviour and provide a range of strategies that might be employed, with local examples, plus links to relevant resources, or specific extracts of importance included as annexes. This will require drafting, trialling, monitoring, documenting.
- That at least to one Manual – CFS Awareness, Policy, Planning, Management, Leadership, be completed in 2009, building on existing resources/processes and develop others.
- That examples of CFS-related Good Practices or Guidelines be identified and documented for inclusion in the manuals – for example, the World Vision supported 'Girl Retrieval and Reading Strategy' in Makira; COPE developed 'Code of Conduct' for Teachers, etc.
- That CFS Reference Groups for each CFS pillar be established to provide quality guidance on the development of CFS resources / processes, and ensure coordination with related efforts at national level. That the CFS Reference groups include both provincial and national level stakeholders, government and non-government - including representatives of key area, such as SICHE, curriculum,

inspections, examinations, planning, chiefs, churches, youth, women, health, protection - as appropriate to each pillar.

- That the Resource Kit include a set of posters for each dimension.
- That a set of rewriteable posters be produced containing school self-assessment templates for each pillar, to enable mapping of school CF status, for display in the school office.

Recommendation R7: SICHE

That a process of alignment of CFS and School of Education Teacher Training programs be supported.

2.7 Supporting CFS Development Priorities Isabel

In the 2008 School Self Assessment process, school/communities indicated their priorities for CFS development. Across the schools, a wide range of CFS indicators emerged as warranting further development (see Attachment 7). Schools were asked to select their three top priorities (see Attachment 3.2). The most common priorities across schools included the following:

| <i>Priority</i> | <i>No. of Schools</i> | <i>Possible Support</i> |
|--|-----------------------|-------------------------|
| <i>School-level CFS Policy Development- include in one of workshops training....</i> | <i>23 schools</i> | |
| <i>Water and Sanitation</i> | <i>23 schools</i> | <i>UNICEF , other</i> |
| <i>SMIS</i> | <i>10 schools</i> | <i>UNICEF</i> |
| <i>Child-Friendly Classroom Environments</i> | <i>8 schools</i> | <i>TBD</i> |
| <i>School Committee...include in one of workshops</i> | <i>5 schools</i> | |
| <i>Library, Student Leadership, Community Participation</i> | <i>Three schools</i> | <i>UNICEF</i> |
| <i>Community Support for / Access to Kindy-</i> | | |
| <i>Safe School Environment- clarify</i> | | |

Recommendation R8: Consolidation of CFS in Isabel

That UNICEF an 'end of year' workshop be held with Isabel School and Community representatives to:

- review CFS development progress during 2009,
- establish priorities for 2010,
- trial the CFS Leadership manual (including policy development, data management, etc)

2.8 Expansion to Choiseul / Western

A senior stakeholder within MEHRD raised a query as to the intention behind introducing CFS to Western and Choiseul in 2009, given the 'potential' for MEHRD to mainstream CFS and take it to all provinces in 2010. This confusion again suggests lack of clarity as to the CFS development and integration strategy.

On UNICEF side, funding has been secured from the EU to support activities in Choiseul and Western as part of the post-tsunami rehabilitation process. Furthermore, Choiseul and Western are UNICEF convergence zones where support from all UNICEF program areas will coincide to maximise impact. Furthermore, the introduction of CFS to Choiseul / Western provinces in 2009 provides an opportunity to trial a CFS induction process, building on lessons learnt in Isabel, prior to further expansion. In addition, it supports a 'phased' approach and reduces the complexity of expanding to all other provinces simultaneously.

Lessons for CFS development gained in Isabel include: the need to provide CFS Awareness first, including the rights of the child to education and the obligation of parents, communities, government and non-

government partners to ensure this right is realised. In parallel with this should be school-community mapping of exclusion and analysis of the same. This then can be followed by generation of a vision of a 'child-friendly school', emerging from local analysis of context. The school/community self-assessment and identification of priorities and strategies for improvement will follow.

Recommendation R9: Expansion to Choiseul and Western Provinces

That UNICEF and MEHRD establish a common understanding with regard to CFS expansion strategy.

That, pending MEHRD endorsement, introduction of CFS to Choiseul and Western provinces commence in June 2009 with a stakeholder awareness workshop and planning of a pilot school-community mapping exercise.

That participants include: the PEO, SEO, NFE, ECE, church authorities, Education Board, other key government and/or non-government partners representing health, protection, paralegal, etc.

That CFS stakeholders from Isabel Province (CFS Coordinator, NFE Officer and one Light-house Head Teacher) assist the Western/Choiseul CFS Coordinator to conduct this workshop.

That a follow-up workshop be held in September, to:

- review the school-community mapping process and findings;
- to develop a CFS concept;
- to introduce the school self-assessment process.

That a final workshop be conducted in December to review the outcomes of the school self-assessment pilot and to plan further development in 2010.

2.9 Other Emerging Issues

Pockets of Disadvantage in Honiara

The small-scale introduction /piloting of CFS within the Honiara City Council area was raised, given significant pockets of severe disadvantage, including both children and teachers who suffered during the period of conflict. Some schools are interested to map out-of-school children and to identify factors contributing to educational disadvantage. Psycho-social counselling for teachers, plus training of teachers to deliver the same to children may be required, if not other tailored interventions.

Integration of Older Children

Stakeholders identified a legal conflict in relation to the re-inclusion of 'older hitherto-excluded children'. On the one hand, there is a child-rights legal imperative to include these children. On the other hand, there is a Solomon Is legislative imperative to continue to exclude them on the basis of age and class-size. This and similar issues need to be considered in a broad stakeholder forum.

CFS Coordinators Isabel and Western / Choiseul

With regard to the new CFS Coordinators in Isabel and Choiseul/Western, clarification is required on:

- Terms of Appointment (duration, role/responsibilities, secondment status from TSC), working budget, workplan, transport (canoe/motor), computer/internet access, training (computer), reporting requirements, coordination meetings, housing.

3. Proposed CFS Workplan Solomon Is 2009

The proposed workplan for CFS development in 2009 follows:

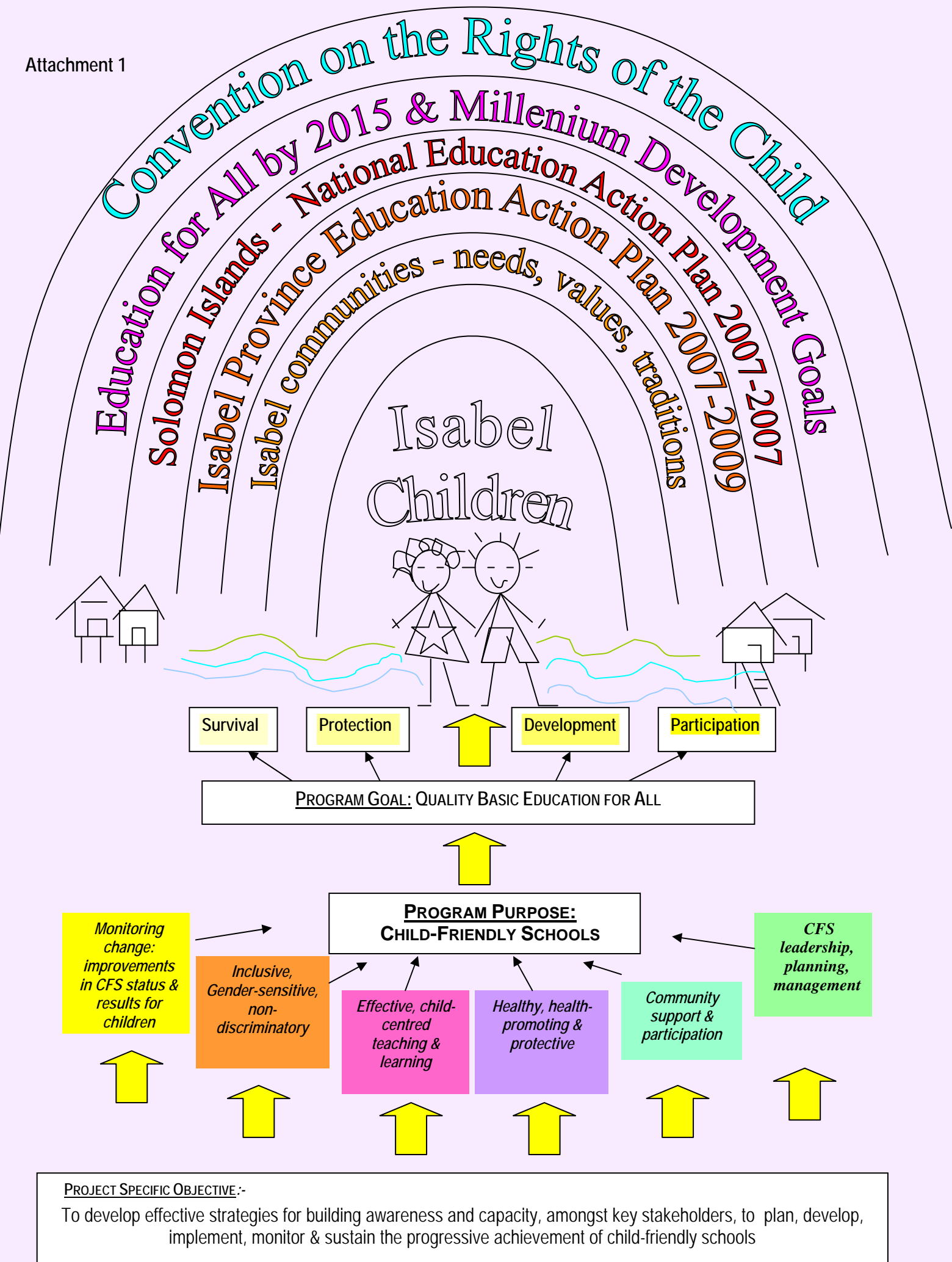
| Proposed CFS Workplan Solomon Is 2009 | | | | | | | |
|---------------------------------------|-----------|-------------------------|--|------------------------------------|--|---|---|
| | | | Focus - Activity | | | | |
| | Month | Visit Duration | Mapping | Indicators / SSA | Planning | Expansion to Choiseul/Western | Develop Manual 1## |
| 1 | April | | | | | | |
| 2 | May | | | | | | |
| 3 | June | 3 wks – School holidays | Mapping wksp - Isabel | Review/revise CFS indicators | Review implications of CFS for national education system – develop Integration Strategy Examine integration of CFS SSA and SDP. | CFS Awareness Workshop – Choiseul & Western. Introduce: CFS concept, School Mapping– plan limited trial. | CFS Audit x pre-service training - Plan CFS Resource Package Development - Map existing policy / resource links - Identify stories/case studies to be collected |
| 4 | July | | Implementation of school mapping – Isabel | | | Trial implementation CFS awareness & school-community mapping in Ch/W | Manual development |
| 5 | August | | | | | | |
| 6 | September | 2 wks - SchHol | Wkshp- review mapping findings –examine implications of barriers for CFS indicators/ strategies & NEAP | Final review/revise CFS indicators | Examine implications of CFS process Isabel for mainstreaming in NEAP 2010-2012 | Workshop to review outcomes of trial school-community mapping in Choiseul & Western – Plan trial SSA /integration SDP in limited number of schools | Review Manual development |
| 7 | October | | | | | Trial SSA /integration SDP in limited number of schools | Manual development |
| 8 | November | | | | | | |
| 9 | December | 2 wks - SchHol | | | HT/School Committee Chairperson wkshp Isabel to review SDP implementation 2009/ set priorities for 2010 | Workshop to review outcomes of trial SSA / in Choiseul & Western – Review process & plan further expansion | Review Manual 1 Plan development of CFS Manuals in 2010 |

- NB. National Census in November 2009 and Provincial Election in June in Western Province.



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 - Attachment 11 Quality Principles
 - Attachment 12 Quality Principles
- Isabel CFS Self-Assessment Report 2008 *(bound separately)*



Attachment 2 – Extracts from: *National Education Action Plan (NEAP) 2007-2009*

The Vision for Education described in the National Education Action Plan (NEAP)(2007-2009) is:

that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and the environment. WE envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. We envision an education and training system responsive to its clients and effectively managed by its stakeholders. (NEAP, 2006, p.10).

The first of three Strategic Goals of NEAP are:

to provide equitable access to quality basic education for all children in the Solomon Islands

Basic Education is described in NEAP as:

'the gradual, planned and systematic introduction of a child to the knowledge, skills and attitudes necessary to prepare him or her to develop to his or her full potential in order to contribute fully to the community and to the nation'.

According to NEAP (NEAP; P. 13) Basic Education :

- *is **holistic** - encompassing physical, mental, social and spiritual aspects of life,*
- *basic skills and competencies required for economic activity and development*
- *prepares a child to become **self-reliant and responsible**, a resourceful member in the community, and promotes committed and responsible leadership*
- *encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world.*
- *provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands.*

Thus, every child who is excluded from basic education, is denied all of the above skills, knowledge, attitudes which are valued in Solomon Is today.

Thus, the important point is not so much that 'access to education' is the right of every child. More important is that every child has the right to personal development and growth that results from education.

Thus – we need to keep in mind:- 'Inclusion' – means not just 'enrolment' of all children, but:

- *Ensuring they attend regularly.*
- *Ensuring they participate actively in wide range of curricular and extra-curricular learning activities*
- *Ensuring teaching – learning strategies meet children's individual learning needs*
- *Ensuring they progress from grade to grade*
- *Ensuring complete the basic education cycle, and, in doing so:*
- *Ensuring they achieve full set of literacy, numeracy, life and social skills and knowledge that will enable them to reach their full potential*

A Child-Friendly School must identify those children who are excluded at any stage prior to completion, analyse the contributing factors, and develop strategies to remove these barriers to full participation in quality education.

Attachment 3 – CFS Workshop Program March 2009

Purpose:

The purpose of the workshop is to:

1. Strengthen the concept of Child Friendly Schools (CFS) in improving the quality and relevance of basic education in Western & Choiseul and Isabel provinces and to incorporate the CFS principles into the teachers training and curriculum.
2. Jointly develop CFS standards for documentation at the National & Provincial levels.

Rational:

The Ministry of Education's Strategic Plan, commits the government to providing a quality, relevant education to all of its children. According to the Convention on the Rights of the Child's (CRC) signed by the Solomon Islands in 1995, the children of Western & Choiseul have the right to a quality education that is inclusive, protective Healthy, child-centered, and gender responsive.

Objectives

To Review:

1. Status of CFS in SI – what is CFS? CFS development model, links to SI *Education Strategic Framework 2007-2015*; roles and responsibilities; coordination with other partners; Quality checklist & M&E framework
2. *Progress to date* in Isabel; CFS status, implications for support, lessons learnt for expansion elsewhere
3. Plans for Expansion to Choiseul/Western – development of strategy and work plan;
4. Plans for Integration of CFS at national level (curriculum, teacher training; development of CFS Manuals etc);
5. Specific Issues: ECE, School Libraries; Water/Health/Sanitation

Participants

1. Rep from curriculum(Name to be confirmed)
2. Rep from school of education(Name to be confirmed)
3. Rep from Planning & Coordination Unit
4. Benedict Esibaea, Director primary
5. Bernadine Haamori, ECE Department
6. Rep from RWSS(MHMS)
7. NEW CFS coordinator for Western & Choiseul province
8. NEW CFS coordinator for Isabel Province
9. PEO from Western Province
10. PEO from Isabel Province
11. PEO from Choiseul Province
12. REP from literacy Solomon Islands (LASI)
13. REP from Public Library

CFS Workshop Program – March 2009, Honiara

| Monday 9 th March: | Thursday 12 th March ## | Friday 13 th March |
|--|---|--|
| 8:00-8:30 registration of participants <i>Facilitator: Adi</i> | 8.30 -9:00am Brief overview of the Status of Primary Education in Solomon Islands in terms of enrolment, retention, attendance, primary school completion rates (by gender), progression to secondary and learning achievement. <i>Facilitator: Noelyn (MEHRD)</i> | 8:30- 9:30 'Hot Topics and Burning Issues'. Discussion: issues of concern re CFS development, including: <i>CFS affordability?</i> <i>CFS added value?</i> <i>Mainstreaming CFS approach ?</i> <i>CFS / MEHRD coordination</i> <i>MEHRD expectations from CFS</i> |
| 8:30 – 8:45 Official opening Welcome and review of objectives & process <i>Facilitator: Adi</i> | | |
| 8:45- 9:15 Global movement for children UNICEF & Solomon Islands Government's role The basic CRC principles <i>Facilitator: Nikhat</i> | 9.00 - 9.30 <i>School Development Planning Tools and Processes:</i> i) Overview of the new School Development Plan Process & <u>School Grants</u> (<i>Noelyn & Emma -MEHRD</i>) ii) <i>Overview of CFS Indicators & SSA process</i> (Wryne & Ellison) <i>Discussion:</i> How can SDP and CFS be integrated? | <i>Facilitators: TBD</i> |
| 9:15 – 10:30 Education Sector frame work Goals and how CFS links to this. <i>Facilitator: Wryne & Bernadine</i> | 9:30-10:am Status of the primary curriculum & ECE curriculum Development. <i>Facilitator: Linda, Curriculum Division & Bernadine (ECE Dept)</i> <i>Discussion:</i> What are the existing features of the primary curriculum which are indicative of a CFS approach? What are the gaps? | 9:30- 10:30 1.Current status of Literacy rate in Solomon Islands and the organisation's contribution in improving the illiteracy issue we have in the country <i>Facilitator: Rep from LASI (Literacy Association Solomon Islands)</i> 2. Current rate of children (primary school age who are illiterate <i>Facilitator: Benedict</i> |
| 10:30- 10:45 | MORNING TEA BREAK | |
| 10:45- 12:30 Status of Child Friendly program in Solomon Islands, priorities for development, implications for support <i>Facilitator: Wryne & Adi</i> Discussion | 10:45-11:30am Current status of teachers in training and trained teachers in Solomon Islands <i>Facilitator: Stanley (TTDO)</i> 11:30 am -12:30am Status of teacher Education program for Primary (pre-service & in-service) & ECE <i>Facilitator from School of Education</i> | 10:45 – 12:30 Process of developing Child Friendly School Libraries in rural areas. <i>Facilitator: Rep from the Public Library & Wryne</i> |
| 12:30- 1:30 | LUNCH BREAK | |

| | | |
|---|--|---|
| 1:30 – 3:30 Presentation of findings from Isabel SSA process and current status on School CFS and reflection on process. <i>Facilitator: Wryne & Karen</i> | 1.30 – 2:30 Education Authorities & Stakeholders roles in CFS development <u>Discussion:</u> How can Education Authorities be strengthened to support CFS development ? How can CFS be institutionalized at provincial level ?? <i>Facilitator: Ellison, Roger, Dalcy</i> | 1:30 – 2:30: Presentation on Water, Sanitation and hygiene school facility designs suitable for ECE & primary schools in rural provinces and rural urban areas. <i>Facilitator: Rep from Heath & Sanitation</i> |
| | 2.30-3.00 What support is Unicef providing to the Solomon Islands that will facilitate CFS development in 2009? <i>Facilitator: Nikhat</i> | 2:30 – 3:00: Review 'Quality Principles' Guiding CFS development |
| | 3.00-3.30 Mapping Support required to achieve CFS standards-existing resources & resource gaps – PART 2 Group Feedback | 3.00 – 3.30 Review CFS development workplan for Solomon Is 2009 – Isabel, Choiseul/Western and National level activities <i>Facilitator: Karen</i> |
| 3:30 – 3:45 AFTERNOON TEA BREAK | | |
| 3:45 – 4:30 Support required to achieve CFS standards-implications for system Support/links to SI Ed. Sector Developments – PART 1 <i>Facilitator : Bernadine</i> | 3:45 – 4:30 Support required to achieve CFS standards-implications for system – PART 3 - Discussion | 3:45- 4:15 Session wrap up Recommendations and Follow-Up <i>Faciliator: Adi</i> |
| | | 4:15-4:30 Evaluation & closure |
| ## During the Day on Thursday, participants contribute questions. Invite PS and Education Adviser. | | |

Attachment 4– Workshop Participants

| NAME | POSITION | LOCATION | EMAIL |
|--------------------|---|------------------|--|
| Myline Kuve # | Permanent Secretary | MEHRD | _mkuve@mehrd.gov.sb |
| Peter Potter # | Sector Adviser | MEHRD | inspectorate@mehrd.gov.sb |
| Audrey Rusa | Chief Secretary (Education) | MEHRD | secretariat@mehrd.gov.sb |
| Veronica Toben | Director, INspections | MEHRD | |
| Benedict Esibaea | Director, Primary Education | MEHRD | |
| Bernadine Ha'amori | Director, Early Child Hood | MEHRD | bhaamori@hotmail.com |
| Mike Haukavia | Senior Education Officer, Teacher Training Development | MEHRD | mhaukaria@mehrd.gov.sb |
| Linda | Curriculum Development Centre | MEHRD | |
| Suzanne Maezama | Head of School (Education) | SICHE | soe@siche.edu.sb |
| Oswald Bako | Director – Primary, SOE | | |
| Viola Malasa | Director – ECE, SOE | | vmalasa@gmail.com |
| Wryne Bennett | Ex-CFS Project Officer | Isabel Province | wmbennett2002@yahoo.com |
| Ellison Mane | Principal Education Officer | Isabel Province | isaeducation@solomon.com.sb |
| Dorothy Bana | Jejevo Primary School | Isabel Province | isaeducation@solomon.com.sb |
| Daley Sito | Chief Education Officer | Western Province | Daley.sito@yahoo.com |
| | | | |
| Mary Susurua | Solomon Island National Teachers Association | SINTA | msusura@yahoo.com.au |
| Caroline Laore | Program officer Gizo | UNICEF | Claore.unicef@gmail.com |
| Priscilla Maeniuta | Literacy Association Sol Is | LASI | training@solomon.com.sb |
| Miriam Johnstone | National Library | | milianstone@live.com.au |

** Met independently from workshop*

Attachment 5 - Key Documents

School of Education, SICHE – Teacher Education Handbook 2009

Solomon Islands, Ministry of Education and Human Resources Development - *Education Strategic Framework 2007-2015*, DRAFT (revised November 8, 2006)

Solomon Islands, Ministry of Education and Human Resources Development - *National Education Action Plan 2007-2009*, DRAFT 3 (November 2006)

UNICEF Pacific – Solomon Islands – *A Situation Analysis of Children, Women and Youth* 2005

UNICEF Pacific – *Solomon Islands Child-Friendly Schools Project, Isabel Project. Project Design Framework. July 2004*

UNICEF Pacific – *Solomon Islands Child-Friendly Schools Project, Isabel Project. Report on Consolidation and Expansion. January 2008*

The Human Rights Based Approach to Development Cooperation: Towards a Common Understanding Among the UN Agencies”, UNDG, May 2003

Attachment 6 - Summary of Isabel SSA Priorities – *Draft (November 2008)*

| 1 - LEADERSHIP, PLANNING, MANAGEMENT | | Priorities | Support Needed |
|---|---|--------------------------|---|
| 1.1 | School Committee | √√√√ | Manual – roles/responsibilities / Training |
| 1.2 | School CFS Policy | √√√√√√√√√√√√√√√√√√√√√√√√ | Examples of Good Practice |
| 1.3 | Child-Friendly School Development Plan | √ | Training to integrate to SDP |
| 1.4 | Administrative & Operational Policy Statements | | Extract from existing documents |
| 1.5 | Effective School administration | | TTDO Leadership/management training |
| 1.6 | Effective Resource Management | | TTDO training |
| 1.7 | Financial Management | √ | TTDO training |
| 1.8 | School Management Information System (SMIS) | √√√√√√√√ | Training - UNICEF |
| 1.9 | Effective Parent / Teacher Association | √ | Community Awareness |
| 1.10 | Teacher Motivation to Change / Ownership or | | Training to build capacity |
| 1.11 | Effective School Leadership | | TTDO Leadership/management training |
| 1.12 | Student Leadership | √√√ | Continuous coaching – learn from good practices |
| PILLAR 2 - COMMUNITY PARTNERSHIPS | | Priorities | Support Needed |
| 2.1 | School/ Community Partnership | √√ | Community Awareness |
| 2.2 | Effective school – community communication | | Regular PTA meetings |
| 2.3 | Community Knowledge re CFS | √ | Community Awareness |
| 2.4 | Community Leadership / Mobilisation / for CFS | | Community Awareness consultations |
| 2.5 | Community participation in CFS development | √√√ | Community Awareness consultations |
| 2.6 | School/ home communication on Student Progress | | |
| 2.7 | Parents value education and support for student | √ | |
| 2.8 | Integration local values, customs, relevance | | Community Awareness consultations |
| 2.9 | Effective community support for kindy | √√√ | ECE Policy |
| 2.10 | Community Involvement in School Committee | | |
| 2.11 | Community Involvement in Financial Management | | Training |
| 2.12 | Awareness / Participation Community Women | | Mother's Union Awareness |
| PILLAR 3 -INCLUSIVE & GENDER-RESPONSIVENESS | | Priorities | Support Needed |
| 3.1 | School Policy on Inclusive Education | | Review Data – Develop Guideline -Training |
| 3.2 | Access to Primary Schools | √ | Extension Schools |
| 3.3 | Primary Extension Schools | | |
| 3.4 | Annual enrolment projection / campaign | | Budget for Data Collection |
| 3.5 | Inclusive Curriculum | | Resource Inventory |
| 3.6 | Equality in Access to Kindy | √√√ | ECE Awareness |
| 3.7 | Reduction of Drop-Outs | | Parent Awareness; community support; community mapping & monitoring |
| 3.8 | Elimination of Exclusion due to Poverty | | Mapping Exclusion |
| 3.9 | Inclusive Teaching / Learning Practice | | Teacher Training |
| 3.10 | Monitoring Absenteeism | | SMIS Training-Stakeholder Dialogue |
| 3.11 | Special Needs Education | √ | Teacher Training; revised curriculum |
| 3.12 | Respect for Difference | | |
| 3.13 | Inclusive Student Leadership <i>(duplicates 1.12)</i> | | |

| PILLAR 4 HEALTHY, SAFE & PROTECTIVE | | Priorities | Support Needed |
|--|---|----------------------------|---|
| 4.1 | School Health Promotion Policies | | Guideline on Health Policy – collaboration MOH |
| 4.2 | School Cleaning / Waste Disposal | | Skill Development – Collaboration authorities |
| 4.3 | Safe School Environment | √√√ | Toolkit, Policy, Guideline |
| 4.4 | School Water & Sanitation | √√√√√√√√√√√√√√√√√√√√√√√√√√ | Resolution land issues |
| 4.5 | Food Security Storage and Nutrition | √ | Policy, System for Food Storage / Preservation; PTA work closely with community |
| 4.6 | Functional Pleasant School Environment | √√ | Awareness of need and possibilities; PTA work closely with community |
| 4.7 | School Ethos (Climate) | | Awareness of need and possibilities |
| 4.8 | Physical Education / Sport | | Review curriculum, Books, sports equipment |
| 4.9 | Routine Health Checks & First Aid | | Partnership with Clinics / nurses |
| 4.10 | Health / Protection Partnerships | | Establish CFS Steering Committee; Tool Kit |
| 4.11 | Health & Life Skills Curriculum | | Curriculum, Resources, Training |
| 4.12 | Healthy, Safe Boarding Facilities | | Renovation of Facilities; Legislation; Standards |
| 4.13 | Teachers' Behaviour Promotes Health, Safety, | √ | Teacher Training |
| 4.14 | Community knowledge of health, safety, protection | | Community Awareness / training |
| 4.15 | Specific Health / Safety for Girls | | Guideline & Training |
| PILLAR 5 - CHILD-CENTRED TEACHING & LEARNING | | Priorities | Support Needed |
| 5.1 | Child-centred Lesson Planning | | Teacher Training |
| 5.2 | Relevant Inclusive Child-centred Curriculum | √ | Integrate CFS in CDC- CDC awareness |
| 5.3 | Teaching / Learning Resources | | Teacher Training x local materials development |
| 5.4 | Child-centred teaching/ learning approaches | √√√ | Integrate CFS in SOE, SICHE- CDC awareness |
| 5.5 | Assessment of Student Performance | | In-service student assessment – Assessment Policy |
| 5.6 | SMIS | | Evaluation of SMIS |
| 5.7 | Teacher Knowledge Child-centred Teaching/ | | In-service training on new curriculum / resources |
| 5.8 | Child-friendly classrooms / teaching-learning environment | √√√√√√√√ | Renovate classrooms; Resource materials, teachers trained |
| 5.9 | School Library | √√√ | Books, storage, furniture, library management training |
| 5.10 | Teacher Professionalism | | Training and awareness |
| 5.11 | School Climate | | |
| PILLAR 6 | MONITORING CHANGE | Priorities | Support Needed |
| 6.1 | Establishing Base-line | | Indicators, Self-assessment training |
| 6.2 | Setting Targets | | Involvement x all stakeholders |
| 6.3 | CFS Monitoring Plan | | |
| 6.4 | Monitoring Outcomes for Children | | |
| 6.5 | Monitoring CFS Improvement | | |
| 6.6 | Monitoring Capacities Built | | |
| 6.7 | Monitoring Support Provided for CFS Development | | |

Attachment 7 - Summary of CFS Support Needs and Links to Existing Resources – Working Draft

| PILLAR 1- EFFECTIVE CFS LEADERSHIP, MANAGEMENT, POLICY, PLANNING | | | | | | | | | | | | |
|---|-------------------------|---------------|----------------------|--------------------------------|------------------------|-------------------------------|----------------------|--------------------------------------|------------------------------|-------------------------------|--|--------------------|
| | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 |
| CFS Process Indicator | School Committee | School Policy | CFS Development Plan | Admin & Operational Procedures | Effective School Admin | Effective Resource Management | Financial Management | School Managem'nt Info System (SMIS) | Parent / Teacher Association | Teacher Motivation/ Ownership | School Leadership | Student Leadership |
| Support Needed # | | | | | | | | | | | | |
| Existing Resources # / Links | | | | | | | | | | | TTDO: Sch. Leadership/ Management Training | |

| PILLAR 2- COMMUNITY PARTNERSHIPS & LOCAL RELEVANCE | | | | | | | | | | | | |
|---|---|--|----------------------------|--|--|--|---------------------------------------|--|-----------------------------|---|------------------------------------|-------------------------------|
| Code | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |
| Indicator | School/ Community Partnership | Effective school – community communication | Community Knowledge re CFS | Community Leadership/ Mobilisation for CFS | Community participation in CFS development | School –home communication on Student Progress | Parents support for student education | Integration local values, customs, relevance | Community support for kindy | Community Involvement in School Committee | Community Involvement in Financial | Participation Community Women |
| Support Needed # | | | | | | | | | | | | |
| Existing Resources# / Links | BELS Community Support/Partnership Resource Book – FIND COPY | | | | | | | | | | | |

PILLAR 3 - INCLUSION, EQUALITY & GENDER-RESPONSIVENESS

| Code | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 | 3.13 | 3.14 |
|---------------------------|--------------------------------------|---------------------------|---------------------------|--------------------------------------|----------------------|-----------------------------|------------------------|---|--|------------------------|-------------------------|------------------------|------------------------------|------------------|
| Indicator | School Policy on Inclusive Education | Access to Primary Schools | Primary Extension Schools | Annual enrolment projection/campaign | Inclusive Curriculum | Equality in Access to Kindy | Reduction of Drop-Outs | Elimination of Exclusion due to Poverty | Inclusive Teaching / Learning Practice | Monitoring Absenteeism | Special Needs Education | Respect for Difference | Inclusive Student Leadership | Gender-Inclusion |
| Support Needed # | | | | | | | | | | | | | | |
| Existing Resources/ Links | | | | | | | | | | | | | | |

PILLAR 4 - HEALTHY, HEALTH-PROMOTING, SAFE & PROTECTIVE

| Code | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.40 | 4.11 | 4.12 | 4.13 |
|----------------------|----------------------------------|----------------------------------|-----------------------------------|---------------------------|----------------------------------|--|------------------------|----------------------------|-----------------------------------|----------------------------------|---------------------------------|-----------------------------------|--|
| Indicator | School Health Promotion Policies | School Cleaning / Waste Disposal | Safe School Environ't/ classrooms | School Water & Sanitation | Food Security Storage /Nutrition | Functional Pleasant School Environment | School Ethos (Climate) | Physical Education / Sport | Routine Health Checks & First Aid | Health / Protection Partnerships | Health & Life Skills Curriculum | Healthy, Safe Boarding Facilities | Teachers' as Role Models Health,Safety, Protection |
| Support Needed # | | | | | | | | | | | | | |
| Existing Resources # | | | Infrastructure standards- | | | | | | | | Pacific Stars Life Skills | | |

PILLAR 5 EFFECTIVE INCLUSIVE CHILD-CENTRED TEACHING & LEARNING

| Code | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | | |
|--|-------------------------------|---|---|---|--|------------------------------------|---|---|--------------------------------------|--|--------------------------------------|------|--|--|
| Indicator | Child-centred Lesson Planning | Relevant Inclusive Child-centred Curriculum | Teaching / Learning Resources | Child-centred teaching/ learning | Assessment of Student Performance | SMIS | Teacher Knowledge / Skills of Inclusive Teaching/ | Child-friendly classrooms | School Library | Teacher Professionalism | School Climate – positive, nurturing | | | |
| Support Needed # | Training | Incorporation CC in curriculum | Training teachers development local materials / textbooks | SICHE curriculum to include CCTL approach | Teacher ed programs – pre/in-service – revision SMIS | Evaluation of SMIS – SMIS training | Teacher resource books / guides | Repair classrooms – resource materials-training | Suitable books Room Library training | Training of teachers – | Monitoring, evaluation, reporting | | | |
| Existing Resources #/enabling conditions | SICHE. DFL start 2009 | Curriculum in place | Environment full of natural resources | Primary curriculum in place-need EDE curriculum | Assessment policy in place – SPBEA | SMIS resoures available | CDC & SICHE | Make use own resources | UNICEF resources for books PRIDE | Teaching Service Handbook Teacher training policies in place | CFS Coordinator | | | |

PILLAR 6 - MONITORING CHANGE, LEARNING, FEEDBACK, ACTION

| Code | 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | |
|--|--|--|--|--|----------------------------|-----------------------------|---|--|
| Indicator | Establishing Base-line | Setting Targets | CFS Monitoring Plan | Monitoring Inclusion & Outcomes for Children | Monitoring CFS Improvement | Monitoring Capacities Built | Monitoring Support Provided for CFS | |
| Support Needed # | Indicators & training on self-assessment | All stakeholders to be involved.. | Budget & plans of where to go | | | Budget, workplan | ECE & Primary to take CFS development as part of work program | |
| Existing Resources / Enabling Conditions | SIEMIS /SMIS community guideline | NAP / PAP existing policies in various stages completion | Isabel example & SMIS – Isabel personnel | Isabel model | | Guidelines CFS Manual | ECE / Primary already aware | |

Attachment 8

**UNICEF Support for Child Friendly Schools Solomon Is
Annual Workplan Targets 2009**

| CFS Dimensions | Level of Support | | | | |
|------------------------------------|---|---|---|--|---|
| | Capacity Building Resources & Processes | | National & Provincial Level | | School-Community Level |
| 1. Leadership, Policy, Planning | Develop CFS Standards | <ul style="list-style-type: none"> School based planning & monitoring tools (SSA, SDP) | Apply CFS Standards at national & provincial levels | <ul style="list-style-type: none"> SEMIS, PAF data collected, collated utilized and monitored at provincial level for Isabel, Western & Choiseul provinces provincial level administrators in utilization, interpretation and presentation of education data | <ul style="list-style-type: none"> SSA, SDP) introduced to 50% of primary schools in Western and Choiseul Provinces. SMIS training module introduced to at least 30% schools in Western and Choiseul Provinces Stocktake of student record keeping practices by teachers |
| 2. Community Partnerships | Develop CFS Standards | | Apply CFS Standards | | <ul style="list-style-type: none"> Support participation of School Committees/Boards in school planning and management processes in three Provinces |
| 3. Inclusive & Gender Responsive | Develop CFS Standards | | Apply CFS Standards | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Support post-Tsunami school rehabilitation Ch/W UNICEF Mapping of Children with Disabilities Barriers to Education Study School-Community Mapping – I/W/Ch |
| 4. Health, Safety, Protection | Develop CFS Standards | <ul style="list-style-type: none"> Life Skills benchmarks for basic education (yr4,6) | Apply CFS Standards | <ul style="list-style-type: none"> Design Water, Sanitation and Hygiene school facility | <ul style="list-style-type: none"> Support Water & Sanitation in 3 provinces Support hygiene and health education initiatives |
| 5. Teaching & Learning | Develop CFS Standards | <ul style="list-style-type: none"> Develop Awareness raising campaign on national literacy targets | Apply CFS Standards | <ul style="list-style-type: none"> Stocktake of assessment practices by teachers | <ul style="list-style-type: none"> Supply CFS school libraries x 3 provinces Awareness Raising campaign on national literacy & numeracy targets Training teachers on student assessment Teacher training on Multi-grade – Ch/W |
| 6. Participatory Monitoring Change | Develop CFS Standards | | Apply CFS Standards | <ul style="list-style-type: none"> Monitor CFS activities | <ul style="list-style-type: none"> |

UNICEF Annual workplan includes the following related activities that will contribute to creation of 'enabling environment' for CFS development:

- Study on Barriers to Education (*Inclusion*)
- Post Tsunami Emergency Education (*Inclusion*) (???)
- Reconstruction of Schools Post-Tsunami (*Choiseul and Western*) (*Inclusion*)
- Mapping of Children with Disabilities (*Inclusion*) (*link to Barrier study*)
- Review SMIS in Isabel - Introduce SMIS into Choiseul and Western (*Inclusion*)SPBEA
- Development of National Language Policy (*Teaching and Learning*)ongoing
- Establishing National Literacy, Numeracy Targets (*Teaching and Learning*)SPBEA
- ECE Teacher Training: Curriculum (*Teaching and Learning*)
- Stocktake Student Assessment and Record-Keeping Processes (*Teaching and Learning*)SPBEA
- Teacher-Training: Assessment – Isabel (*Teaching and Learning*)SPBEA
- Teacher Training: Multigrade – *Ch & West.*(*Teaching and Learning*) SICHE
- Strengthening of School Committees (*Community Partnership & School Management*)
- Support School Water and Sanitation (*Health, Safety, Protection*)
- Health and Hygiene Education (*Health, Safety, Protection*)
- Development of Life Skills Benchmarks – Grades 4 and 6 (*Health, Safety, Protection*)SPBEA
- School Self-Assessment and School Development Planning (*Planning*)
- CFS Standards (*Planning*)
- Collection of SIEMIS / PAF Data (*Planning*)
- CFS Manual Development (*Planning*)
- Capacity Building of Provincial Administrators in utilisation, interpretation, presentation of education data (*Provincial Planning*) SPBEA



Attachment 9

Presentation: **School of Education** SICHE

VISION: *To educate teachers to make a positive difference to Solomon Islands Schools*

GOALS

1. *To provide quality, evidenced-based teaching*
2. *To assist students to become independent , enquiring and creative lifelong learners & practitioners*
3. *To enhance staff capability as teachers, researchers and learners*
4. *To develop a research culture*
5. *To develop strong external professional partners*

STRATEGIES

- *Continuous review & evaluation incorporating student feedback, peer observation, external comment.*
- *Benchmarking*
- *Ensuring students know how to access and analyse information*
- *Ensuring students learn to become reflective teachers who marry theory and practice in the classroom*
- *Teaching students to respect others and value their pupils as individuals*
- *Provide conditions for personal and professional growth in a collegial atmosphere*
- *Supporting professional development*
- *Sharing, analysing and acting to address problems of practice*
- *Sharing and using research findings*
- *Encouraging staff study for higher qualifications*
- *Promoting joint/combined investigations into practice in the Solomon Islands*
- *Supporting publication of investigation*
- *Work with MEHRD and CDC over educational policy and its implementation*
- *Develop relations with principals of practicum schools*
- *Networking with subject specialists, principals' groups CDC*
- *Maintaining contact with alumni – graduates of the SOE*
- *Maintaining internet contacts*

NEW TEACHER EDUCATION QUALIFICATIONS

- *Four new diploma qualifications are being introduced.*
- *These qualifications have been developed over a period of two and a half years (2006-2009).*
- *Both the structure of the qualifications and the content of the courses have been radically changed, improved and updated.*
- *This means that the quality of teacher education at the School of Education, SICHE has been significantly raised and is now comparable with the best practice teacher education elsewhere in the world.*

COURSES

- *At either Level 100 or at Level 200.*
- *Some courses are taught across all the different programmes of study, for example, Human Development.*
- *Other courses are specific to a particular programme – eg. some of the early childhood courses.*
- *Usually, but not always, Level 100 courses will be taken in the first year of study and Level 200 courses in the second year of study.*
- *Level 200 courses require students to study at a higher level.*

DIPLOMA IN TEACHING ECE COURSE PROFILE

- **Semester A 2009**
- *LA140A: Preparation for Tertiary Learning*
- *ES100A: Professional Studies 1*
- *ES107A: Fundamentals of ECE*
- *ES109A: Historical, Local & International Perspectives of ECE*
- *LA144A: Language, Literacy & Comm.*
- *SS115A: Children's Wellbeing*
- **Semester B 2009**
- *TE101: Teaching Experience 1*
- *ES102B: Human Development*
- *LA132B: Expressive Arts*
- *SC232B: Making Sense of the World*
- *Total courses for Year: 10*
- *Total Credit Points: 120*
- **Semester A 2010**
- *ES200: Professional Studies 2*
- *ES203: Curriculum and Assessment*
- *SS215: Belonging and Contribution*
- **SEMESTER B, 2010**
- *TE201B: Teaching Experience 2*
- *ES204: Transition to School*
- *ES110: ECE/Primary Religious Education*
- *ES106: Educational Leadership, Mana & Ad*
- *ES104: Introduction to Special Education and inclusive Practices*
- *Option*
- **Total courses for Year: 9; Total Credit Points: 120; Total for DTchg ECE :240**

CURRICULUM AND PEDAGOGY

- *Te Whariki – Early childhood curriculum, New Zealand Bicultural Curriculum.*
- *Founded on the following aspirations for children:*
- *to grow as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. (Ministry of Education, Learning Media Wellington, 1996)*

With Principles of

Empowerment - **Whakamana**

- *The early childhood curriculum empowers the child to learn and grow.*

Holistic Development - **Kotahitanga**

- *The early childhood curriculum reflects the holistic way children learn and grow.*

Family and Community - **Whanau Tangata**

- *The wider world of family and community is an integral part of the early childhood curriculum*

Relationships - **Nga Hononga**

- *Children learn through responsive and reciprocal relationships with people, places, and things.*

And the five Strands of:

Well-being - **Mana Atua**

- *The health and well-being of the child are protected and nurtured*

Belonging - **Mana Whenua**

- *Children and their families feel a sense of belonging.*

Contribution - **Mana Tangata**

- *Opportunity for learning is equitable, and each child's contribution is valued*

Communication - **Mana Reo**

- *The language and symbols of their own and other cultures are promoted and protected.*

Exploration - **Mana Aoturoa**

- *The child learns through active exploration of the environment.*

3 Key Theorists

Piaget (1896-1970) A Swiss biologist

- *"Children actively construct their own learning through activities."*
- *Believes that the child explores, imitates and repeats things for a purpose.*
- *The mind of a child does not stand still. It is a bit like a seesaw. On one ends are the new things that the child absorbs. At the other end of the seesaw new information is moved around to see how it can be fitted into the knowledge the child already has.*

Lev Semionovich Vygotsky (1896-1934) A Russian anthropologist.

- *Importance on social interaction – the child being shaped, encouraged and even defined by those who cared for and played with the child.*
- *Learning needs support, guidance, and modelling to make it happen.*
- *'Scaffolding' a meaningful experience for a child, where experts (who are usually adults but can also be peers or older children) will encourage children to do as much for themselves as possible but will stay involved (may be just keeping a watchful eye, or may be having direct input) to ensure the success of the experience.*

Urie Bronfenbrenner (1917).

- *The child learns within a 'context' which he describes as the child's 'ecology'.*
- *Children, are shaped by their experiences within their family and their cultural and social networks which are, in turn, influenced by events and ideas at national and international level.*
- *Children develop by having warm close relationships especially with a person or persons who have an enduring, irrational involvement and commitment in care and joint activity with the child.*
- *Centred on the child is the **main initiator** of his/her learning with the guidance of a capable and caring individual*
- *Quality programmes /Management & Administration*
- *Quality environment for children (conducive, relevant classroom, resourceful,)*
- *Quality interaction and care*
- *Quality teacher (creativity in teaching and learning)*
- *Building relationship with parents/guardian*

What are the Gaps?

Possible links between SOE, Education Ministry, UNICEF

- *Educational awareness (Community involvement and participation)*
- *Funding (Resources)*
- *Communication links*

Attachment 10

Presentation: SI Curriculum Reform, Curriculum Development Centre

What is involved in the curriculum reform?

1. *Formulate aims that encompass current trends and expectations.*
2. *Review and redesign syllabuses.*
3. *Adopt an approach that supports the achievement of curriculum aims.*
4. *The development and production of interactive curriculum resources.*
5. *Develop and implement effective in-service & pre-service resources and training.*

What are the current trends and expectations?

They are stated as aims in the

- ❖ *National Education strategic Plans,*
- ❖ *National Education Action Plan*
- ❖ *Education Strategic Framework*
- ❖ *Basic Education Policy*

These documents express or state the same ideals.

Solomon Islands curriculum principals:

- *Cultural and social values, traditions and beliefs.*
- *Controversial issues*
- *Environmental and health education*
- *Practical skills*
- *Inclusive curriculum*
- *Safety*
- *Learning and teaching with a practical focus*
- *Literacy and numeracy*

Key Learning Areas

- *Culture promotion*
- *Lifelong learning*
- *Ethics and good citizenship*
- *Technology*
- *Entrepreneurship*
- *Personal, Social and Health development*
- *Controversial and sensitive issues*

Review and redesigning of syllabuses

Adopting the Outcomes Based Education (OBE) approach.

- *The emphasis in the OBE approach is that learners should acquire knowledge, understanding, skills, values and attitudes which will be useful to learners later in life as adults.*

The process of developing an OBE curriculum involves:

- *Deciding the outcomes we want learners to achieve while they are at school.*
- *Deciding the best methods by which outcomes can be achieved.*

How does the curriculum support and promote the Child Friendly School initiative?

- *By adopting a Learner-centre approach.*
- *Providing high quality, interactive curriculum materials.*
- *Increasing learners' accessibility to materials by providing enough textbooks.*
- *It is culturally and contextually relevant to learners.*
- *Gender balance oriented.*
- *Promotes personal identity.*
- *Addresses the diversity issue.*
- *Involves families and communities.*
- *Promotes awareness in learners about their rights as children and as human beings.*
- *Applies a holistic approach that develops all aspects of a child – mental, social, physical and spiritual.*

By adopting the OBE approach, our curriculum acknowledges:

- *A belief in the capacity of all children to learn.*
- *That learners have multi-intelligences and different potentials.*
- *A commitment to provide equal opportunities for all learners to have access to basic education.*
- *The importance of developing and implementing a learner-focused curriculum.*
- *The need for learners to acquire relevant knowledge and skills for real life after school.*

Thank you

Attachment 11

The Human Rights Based Approach to Development Cooperation -Towards a Common Understanding Among UN Agencies³

Introduction

The United Nations is founded on the principles of peace, justice, freedom and human rights. The Universal Declaration of Human Rights recognizes human rights as the foundation of freedom, justice and peace. The unanimously adopted Vienna Declaration and Programme of Action states that democracy, development, and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing.

In the UN Programme for Reform that was launched in 1997, the Secretary-General called on all entities of the UN system to mainstream human rights into their various activities and programmes within the framework of their respective mandates.

Since then a number of UN agencies have adopted a human rights-based approach to their development cooperation and have gained experiences in its operationalization. But each agency has tended to have its own interpretation of approach and how it should be operationalized. However, UN interagency collaboration at global and regional levels, and especially at the country level in relation to the CCA and UNDAF processes, requires a common understanding of this approach and its implications for development programming. What follows is an attempt to arrive at such an understanding on the basis of those aspects of the human rights-based approach that are common to the policy and practice of the UN bodies that participated in the Interagency Workshop on a Human Rights based Approach in the context of UN reform 3-5 May, 2003.

This Statement of Common Understanding specifically refers to a human rights based approach to the development cooperation and development programming by UN agencies.

Common Understanding

1. All programmes of development co-operation, policies and technical assistance should further the realisation of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.
2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.
3. Development cooperation contributes to the development of the capacities of 'duty-bearers' to meet their obligations and/or of 'rights-holders' to claim their rights.

1. All programmes of development co-operation, policies and technical assistance should further the realisation of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.

A set of programme activities that only incidentally contributes to the realization of human rights does not necessarily constitute a human rights-based approach to programming. In a human rights-based approach to programming and development cooperation, the aim of all activities is to contribute directly to the realization of one or several human rights.

³ *Developed at the Inter-Agency Workshop on a human rights-based approach in the context of UN reform, 3 to 5 May 2003.

2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.

Human Rights principles guide programming in all sectors, such as: health, **education**, governance, nutrition, water and sanitation, HIV/AIDS, employment and labour relations and social and economic security. This includes all development cooperation directed towards the achievement of the Millennium Development Goals and the Millennium Declaration. Consequently, human rights standards and principles guide both the Common Country Assessment and the UN Development Assistance Framework.

Human rights principles guide all programming in all phases of the programming process, including assessment and analysis, programme planning and design (including setting of goals, objectives and strategies); implementation, monitoring and evaluation.

Among these human rights principles are: universality and inalienability; indivisibility; interdependence and inter-relatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law. These principles are explained below.

- *Universality and inalienability:* Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The human person in whom they inhere cannot voluntarily give them up. Nor can others take them away from him or her. As stated in Article 1 of the UDHR, *"All human beings are born free and equal in dignity and rights"*.
- *Indivisibility:* Human rights are indivisible. Whether of a civil, cultural, economic, political or social nature, they are all inherent to the dignity of every human person. Consequently, they all have equal status as rights, and cannot be ranked, a priori, in a hierarchical order.
- *Inter-dependence and Inter-relatedness.* The realization of one right often depends, wholly or in part, upon the realization of others. For instance, realization of the right to health may depend, in certain circumstances, on realization of the right to education or of the right to information.
- *Equality and Non-discrimination:* All individuals are equal as human beings and by virtue of the inherent dignity of each human person. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies.
- *Participation and Inclusion:* Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized.
- *Accountability and Rule of Law:* **States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in human rights instruments.** Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law.

3. Programmes of development cooperation contribute to the development of the capacities of duty-bearers to meet their obligations and of 'rights-holders' to claim their rights.

In a HRBA human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-state actors with correlative obligations (duty-bearers). It identifies *rights-holders* (and their entitlements) and corresponding *duty-bearers* (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations.

Implications of A Human Rights Based Approach to Development Programming of UN Agencies

Experience has shown that the use of a human rights-based approach requires the use of good programming practices. However, the application of "good programming practices" does not by itself constitute a human rights-based approach, and requires additional elements.

The following elements are necessary, specific, and unique to a human rights-based approach:

- a) Assessment and analysis in order to identify the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers as well as the immediate, underlying, and structural causes of the non-realization of rights.
- b) Programmes assess the capacity of rights-holders to claim their rights, and of duty-bearers to fulfill their obligations. They then develop strategies to build these capacities.
- c) Programmes monitor and evaluate both outcomes and processes guided by human rights standards and principles.
- d) Programming is informed by the recommendations of international human rights bodies and mechanisms.

Other elements of good programming practices that are also essential under a HRBA, include:

1. *People are recognized as key actors in their own development, rather than passive recipients of commodities and services. (Local ownership)*
2. *Participation is both a means and a goal. (Participation)*
3. *Strategies are empowering, not disempowering. (Empowerment)*
4. *Both outcomes and processes are monitored and evaluated. (Process & outcome M&E)*
5. *Analysis includes all stakeholders. (Inclusive)*
6. *Programmes focus on marginalized, disadvantaged, and excluded groups. (Rights realization)*
7. *The development process is locally owned. (Local ownership)*
8. *Programmes aim to reduce disparity. (Disparity Reduction)*
9. *Both top-down and bottom-up approaches are used in synergy. (Interactive planning)*
10. *Situation analysis is used to identify immediate, underlying, and basic causes of development problems. (Responsive to context)*
11. *Measurable goals and targets are important in programming. (Realistic targets)*
12. *Strategic partnerships are developed and sustained. (Partnerships)*
13. *Programmes support accountability to all stakeholders. (Accountability)*

Attachment 12

QUALITY PRINCIPLES UNDERPINNING CFS DEVELOPMENT

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|--|
| <p>Overarching human-rights-based approach</p> <ul style="list-style-type: none"> • Identification of children whose rights to quality education are denied - Identification of contributing factors • Development of strategies to overcome constraints – • Assessment of the capacity of stakeholders and education system to support CFS development • Implementation of capacity building program including integration of CFS in education system • Monitor and evaluate both quality of processes & outcomes achieved guided by human rights standards and principles. |
| <p>Accountability</p> <ul style="list-style-type: none"> • Through demonstration of quality of processes implemented & results achieved |
| <p>Alignment with National Priorities</p> <ul style="list-style-type: none"> • Both ensuring NEAP Priorities are integrated in CFS model and identifying CFS-related gaps within NEAP |
| <p>Disparity Reduction</p> <ul style="list-style-type: none"> • Major focus on the most vulnerable, disadvantaged, excluded (children, schools, communities) & responding accordingly |
| <p>Local Relevance: Responsiveness to Context–</p> <ul style="list-style-type: none"> • CFS development based on analysis of local constraints to inclusive quality education (school/community mapping) • Supporting school/community CFS self-assessment, planning – tailoring support to locally-identified priorities |
| <p>Gender- Sensitivity</p> <ul style="list-style-type: none"> • Gender-responsiveness integrated in CFS conceptual framework - Ensuring gender disaggregation of all data with analysis of the same - Ensuring adequate representation of men and women in CFS development activities |
| <p>Local Ownership & Broad Participation</p> <ul style="list-style-type: none"> • Adopting strategies that explicitly seek to involve and empower school & community stakeholders to work in partnership to locally plan, implement and monitor school improvement - Facilitating a participatory process to develop CFS vision |
| <p>Fostering Partnerships: Coordination & Collaboration with multiple stakeholders</p> <ul style="list-style-type: none"> • Involving all relevant stakeholders in CFS development – building partnerships across ministries, between national, provincial & local levels, between government and non-government stakeholders, between school and communities |
| <p>Simplicity</p> <ul style="list-style-type: none"> • Working to ensure terminology/language and processes are as simple as possible • Training Resources to be appropriately designed for environments of limited reading & significant oral/aural traditions |
| <p>Interactive Planning</p> <ul style="list-style-type: none"> • Promoting a combination of top-down and bottom-up planning |
| <p>Integration & Institutionalisation</p> <ul style="list-style-type: none"> • Examination of the 'child-friendliness' of existing education systems policy, plans, processes – development & implementation of integration strategy. |
| <p>Results-based Approach</p> <ul style="list-style-type: none"> • Participatory development of a clearly defined realistic Results Framework –Aligning activities supported to results targeted • Being realistic about results targeted given available resources – phasing and prioritising • Progressive monitoring of the quality of and relationships between processes and results |
| <p>M&E, Continuous Improvement, Information Sharing</p> <ul style="list-style-type: none"> • Development of comprehensive M&E plan at the outset - Establishing baseline data • Promoting participatory approach - Including multiple methods & perspectives • Progressively document good practices at school/community level& disseminate widely |
| <p>Capacity Building and Empowerment</p> <ul style="list-style-type: none"> • Major emphasis on capacity building (individual and institutional), 'development of CFS Resource Package • Capacity building will be supported by participatory approach, training, teacher exchanges, amongst other |

