

Solomon Islands National Report on Adult Education and Lifelong Learning
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By

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EDUCATION/ FACILITATORS, STATUS AND TRAINING

The human resources available for the Adult Lifelong Learning in the Solomon Islands since 1997 are as follows:

- 1.1 The Ministry of Education and Human Resources Development, MEHRD, y employs two Adult Literacy officers to strengthen the division .The two officers are a Senior Education Officer who coordinates adult literacy programmes throughout the country and a Principal Curriculum Officer looks after the curriculum aspect of it .
- 1.2 There are no continuing in-service training measures in place to further enhance the better quality of service offered in the adult literacy division.
- 1.3 The adult educators / facilitators required a qualification/ training like Bachelor of education in curriculum, degree in adult literacy, certificate in phonics and management and public administration.
- 1.4 The University of the South Pacific Fiji campus is currently offering the Bachelor of Education and the management and the public administration.
- 1.5 The University of Waikato, New Zealand is offering the degree of adult literacy.
- 1.6 The Zion school of Excellence located in Honiara offers short courses on Phonics.
- 1.7 No data is available on the proportion of adult educators/facilitators in relation to the overall number of teaching personnel in Solomon Island.
- 1.8 The adult literacy providers organized adult literacy workshops for training of trainers and livelihood in identified locations throughout the country. For example World Vision Solomon Islands is concentrating in the Weather Coast (see Appendix).
- 1.9 After the training of trainers workshops trainers return and organize community awareness in their various communities. After the community have accept and agreed, the trainers then establish their classes with the minimal stationery given to them during the workshops. These trainers are volunteers and receive no payment from either the government or NGOs, and also receive little support from their communities. For this reason, most adult literacy schools fail to continue because of lack of pay, lack of supply of sufficient stationeries and sometimes less support from the communities offered to the teachers.

The adult literacy trainers render their service with good heart to the illiterate population in their communities. There is nothing like remuneration in the adult learning and Education in Solomon Islands.

2.0 ADULT LITERACY

In Solomon Islands, literacy is defined as an essential life skill that enables an adult or youth to face challenges in life and further participate effectively in the economic development of society and the country. These adults are expected to acquire basic education such as reading, writing and be able to calculate simple mathematics.

- 2.1 There are few changes since 1997 (CONFINTEA V). The following are few changes that I am aware of since taking up the office early this year 2008.
- 2008 Ministry of Education and Human Resources Development has created the adult literacy division within the TVET/NFE Division, which employs two officers in an Adult Literacy Officer and a Principal Curriculum Officer.
 - The MEHRD *currently has* in place the *Education for Living* TVET Policy, approved in 2005. The policy is a *comprehensive document*, with twenty two (22) policy areas all aimed at the integration of TVET or skill training into the nation's education system. The policy also represents the government's vision and direction for TVET, and it is also the basis from which the government, with assistance from its development partners, can deliver TVET in the country.
 - Within the frameworks of the Education Strategic Framework 2007-2015, and the National Education Action Plan 2007-2009 of the Ministry of Education and Human Resources Development, MEHRD, the Solomon Islands Government, has achieved gradual but significant milestones towards the development of its human resources. An Institutional and Organization Assessment (IOA) Framework resulted in a Human Resource Development Plan for the Ministry of Education, including for the TVET Division. A new policy for Teacher Training and Development has been developed. Furthermore a report has been published on National Skills Training based on a detailed study matching demand and supply for skilled manpower in public and private sectors. All these national policies, planning and study reports are necessary steps in education planning, human resource development and nation building. However, more needs to be done in order to establish a framework for the development of a national strategy for TVET in the country.
- 2.2 A new policy has yet to be adopted and the Adult Literacy unit is still implementing the Education Strategic Framework (2007-2015) which states that all children, regardless of gender, ethnicity, religion, location and disability should have received basic education by 2015.
- 2.3 The adult literacy division is formulating an adult literacy policy which will create the platform for the formulation of the adult literacy common curriculum. That policy is now at its initial stage.
- 2.4 Currently, most adult literacy programmes are implemented by the NGOs such as the Adventist Development and Relief Agency, ADRA, the World Vision, the Australian

People for Health, Education and Development Agency APHEDA, and other religious groups (See examples of some innovative literacy programmes in the appendix).

2.5 Policy 9 in the *Education for Living* TVET Policy states that girls make up only 43% of the secondary school population in 2002. and the proportion of girls steadily decreases from form 1 to form 6 and 7. In the Skills Training Centres only 30% of students were female and this include three all girls centres but in mixed gender centres the proportion of females is as low as 10%. Females generally have a lower status in society and their role is still seen very much as associated with looking after the home, gardening ,cooking and looking after children .

2.6 According to Education Strategic Framework 2007- 2015, clause 12.7 stated, improving literacy and numeracy for the formal education however, there is no policy and programmes aim at building literate environment at the moment.

3.0 Expectations of CONFINTEA VI and future perspectives for ALE:

3.1 We expect the following outcomes:

- Providing Professional Technical Advisers to assist in Adult literacy policy in it's under taking.
- Ensure to extend capacity training for adult literacy officers inorder to enhance its programme of activities.
- Providing appropriate assistance in terms of finance or material which we can build adult literacy classroom centres for each province throughout the nation..

3.2 These are the main issues which adult education must address:

- Create a strong network with adult literacy providers such as NGOs, Literacy Association of Solomon Island, religious adult literacy groups; Non formal education authority officers and Community based adult literacy coordinators.
- The adult literacy division is making wider consultation with literacy stakeholders in identifying resourceful officers to make up the adult literacy policy committee.
- After the completion of the adult literacy policy the division will embark with the formulation of the common curriculum for adult literacy.
- Monitoring Standard and Evaluation of adult literacy schools throughout the provinces.
- Provide possible assistance to adult literacy schools and support for literacy teachers. From experience many adult literacy schools are unsuccessful because the literacy teachers are not paid but did the task voluntarily.
- Facilitate the adult literacy training of trainers workshops (phase 1) throughout the provinces with the assistance of the Non Formal education officer.
- Facilitate the adult livelihood training workshop (phase 2) to the adult literacy classes throughout the provinces as well. After this workshop the division will continue with its monitoring visits.

“Literacy for Livelihood for CLAN Projects” for Adults(women) and children

1. Overall aim, Project Aim, Results
2. Target Groups
3. Partners
4. Cooperation and network with Literacy and Livelihood Organization Stake-holders in Solomon Islands and international organization.
5. Brief Description of the Project
6. Initial and In-service Training workshops for Literacy trainers and tutors
7. Professional exchange at national level, regional and international level
8. Development, adaptation, production, distribution and testing of teaching and learning materials
9. Research, evaluation and monitoring
10. Material Infrastructure

1. Overall aim:

Literacy for Livelihood or literacy and Livelihood contributes to reduce poverty and sustainable development in Solomon Islands

Project Aim:

Literacy and Livelihood education structures are enabled to develop, offer and deliver needs, measures and programmes appropriate to the target group

Result 1:

Initial and in-service training workshops increases the number and quality of trained literacy and livelihood trainers and tutors/instructors in the Community Learning Centers in Solomon Islands

Result 2:

Professional exchange at national and organizational/centre level and creation or strengthening of relevant networks leads to improved competence of APHEDA staff and other Literacy and Livelihood NGOs in order to achieve the project goals of major Literacy organization in Solomon Islands.

Result 3:

Context specific, practice-related teaching and learning materials improve the quality of initial and in-service training of literacy and livelihood educators in APHEDA Literacy for Livelihood Programmes under the Community Learning for Action Network (CLAN).

Result 4:

Analyze studies; research and evaluation lead to improvement in the quality of APHEDA stake holder's organizations and their programmes, thereby helping to make APHEDA literacy for livelihood program more effective.

Result 5:

The Physical infrastructure of Literacy for Livelihood is functional and enables smooth effective delivery of literacy and livelihood education and training.

2. Target Group

The target for the APHEDA literacy for Livelihood program is the illiterate adults in and around Community Learning Centers, Trainers, and instructor who will facilitate and teach in the literacy and livelihood trainings.

3. The Partners

The Partners of the PHEDA Literacy for Livelihood are Live and Learn, LASI, World Vision, Kastom Garden, ADRA, SIDT, Mothers' Union, Non Formal Education, and Community Learning Centers. The quality of partners should be seen as flexible, i.e. depending on quality and need.

4. Cooperation with national and international organizations

Where possible APHEDA shall coordinates its Literacy for Livelihood activities with partner organizations in the country and other organizations providing social structure support that operates in similar sectors. APHEDA is in close contact with its partner organization through group cross work in a participatory manner.

5. Brief description of the project and the relationship of the Annual plan for the 5 year plan.

2008 is the first year for piloting the Literacy for Livelihood project activities as specified on the above result. Literacy for Livelihood program is effectively implemented sustainably through joint gross work with partners. The program shall provide support and provide training for implementation of its activities and continuously adapt, review and testing of Livelihood and literacy materials for successful learning for all. A cross group work will be entertained through all activities on information sharing and participation in meetings and conferences. Learning and working together as partners become realized for future activity's implementation. A regular and continuous way for monitoring and evaluation on the programmed activities is in place for pilot site visit and through the CLAN network.

5.1 Initial and in-service training for Literacy and livelihood education

- a) 2 weeks initial basic training for Community Learning Centers and provincial coordinators for APHEDA plus Network member representatives. This training will focus on adult basic way of learning and about using Livelihood and literacy materials for the communities and centers to facilitate Literacy and Livelihood trainings for adults and youth who are eager to learn and improve their Livelihood.
- b) 2 weeks initial basic training for the Literacy facilitators on how to teach Literacy and use Livelihood materials in centers and communities develop materials sustainably.
- c) 2 of 1 week Writers workshop for Provincial and Community Learning center coordinators for two Pilot sites for Takwa and Are-are/Sa'a in the Malaita Province.
- d) A 1 week writer's workshop for the Network members and the provincial members in Honiara.
- e) Support for Joint Training for Provincial and CLC coordinators
 - e.i) Literacy Need assessment awareness
 - e.ii) Silkscreen Demonstrations
 - e.iii) Sustainable Material Development
 - Posters
 - Flip Charts
 - Readers
 - Making Betel Ink

5.2 Regular Professional Exchange at national level with Network organization in the country.

- a) Facilitation of 4 meetings with networking organization members and for Provincial and community learning center coordinators and participation in national public literacy and Livelihood education.
- b) Support for Joint Network Training initiative for Primer Development for SI Pijin Language and Local languages. This is basically on how to develop a Primer Book for adult Learning. All Network members will contribute to a portion for the training.
- c) Facilitation of the Literacy for Livelihood quarterly News letter for the Network and for the Community Learning Centers.
- d) Radio Program and Public Awareness for the air Training for all clients

5.3 Identification, adaptation, development, production, distribution and testing of Literacy and Livelihood teaching and learning materials.

- a) 5 livelihood advance level, practical guide trainers adapted for 1st year 2008 and trial at 2 places in Malaita; Takwa and Hatakau.
 - a.i) Cassava chips
 - a.ii) Breadfruit chips
 - a.iii) Taro chips
 - a.iv) Book Keeping
 - a.v) Sewing
- b) 5 intermediate level materials for learners for the 1st 5 books for literacy retention and fluency acquaintance.
 - b.i) Flip Chart

b.ii) Reader

b.iii) Poster

c) 5 basic Level materials for learners for the 1st 5 books for beginning Literacy classes based on the Livelihood materials and topics.

c.i) Posters

c.ii) Flip charts

c.iii) Primers

d) Trainers and facilitators Literacy and Livelihood Practical Guides

d.i) Beginners reading and writing activity guide book for literacy tutors

d.ii) Sustainable basic material development guide

d.iii) Running a workshop general guide

d.iv) Community awareness guide

f) Adaptation, Development and production

5.4 Research, evaluation and monitoring

a) Literacy for Livelihood Coordinator monitoring tour

b) Evaluation on pilot activities

c) Awareness trips to some CLC & communities of APHEDA

5.5 Material Infrastructure

a) digital camera

b) internet line

c) Portable Binding Machine

d) Silkscreen

e) Potable Type-writer

Appendix 3: THE MINISTRY OF EDUCATION'S CONTRIBUTION TO COMMUNITY BASED PROJECTS UNDER THE TVET/NFE DEPARTMENT

The followings are education sustainable projects that were approved and given out in 2007. It is arranged according to the number of projects approved and given out for each province.

In this arrangement Honiara city is treated separately. It is regarded as a province of its own.

Below is the given list by province but not alphabetically ordered as may be expected.

- | | | |
|-------------------|---|----|
| 1. Guadalcanal | - | 10 |
| 2. Malaita /Ulawa | - | 10 |

3. Makira	-	4
4. Western	-	6
5. Choisuel	-	1
6. Isabel	-	2
7. Central	-	4
8. Temotu	-	0
9. Honiara	-	6
10. Rennell /Bellona	-	0

Total		43

Two Provinces have not submitted in their projects applications and thus have not considered for projects.