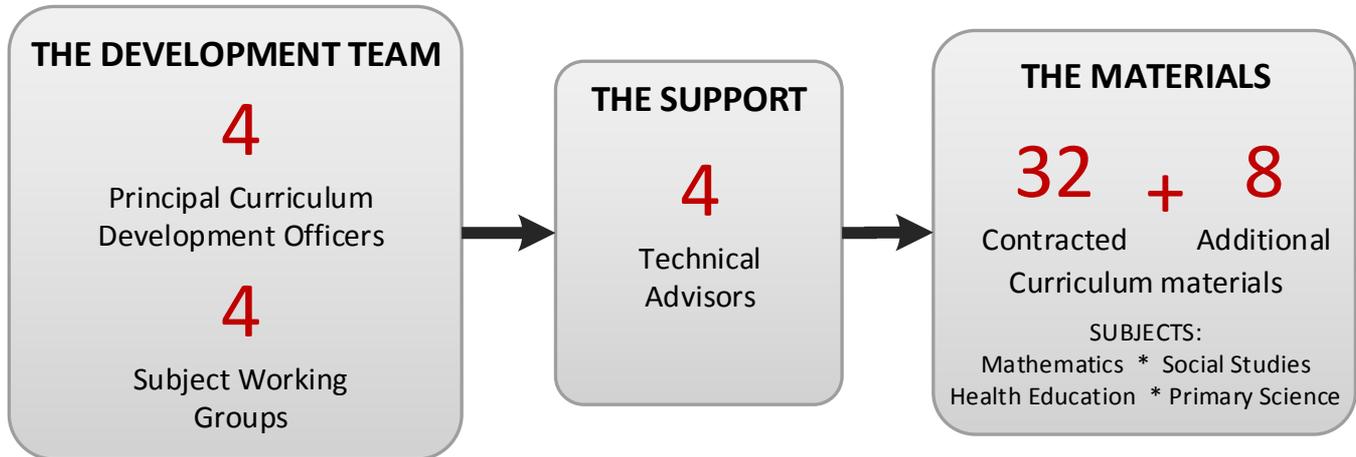


# The New Zealand Aid Programme support to the Curriculum Development Division

*Improving learning outcomes in the Solomon Islands*

## 2010 – 2014 Technical Advisor Support

From 2010 to 2014, the New Zealand Aid Programme provided support to the Curriculum Development Division (CDD) providing technical assistance to design and write new curricula and supplementary materials through UniQuest Pty Ltd. Lead consultants and Technical Advisers provided advice and support to assist the CDD to strengthen all aspects of the development, writing, and publication processes in each subject area.



## EVALUATION OF THE SUPPORT

*The purpose of this evaluation is to provide independent advice to inform Ministry of Foreign Affairs and Trade's future funding decision in support of CDD.*



## THE RESULTS

The Support achieved many of the intended outputs and outcomes. It provided relevant support in light of the Solomon Islands context, effectively provided assistance to the CDD in a cost-effective although not always an efficient way.

Further support for quality materials remains relevant to the New Zealand Aid Programme priorities and Solomon Island Government/MEHRD needs.

## THE RECOMMENDATIONS

The evaluation recommends that:

- MFAT modifies support provided to the CDD, and ensures funding arrangements encourage an efficient delivery, and effective and sustainable results as a condition of this funding.
- both MFAT and CDD identify the most appropriate support that will enable access to quality education.
- CDD develops processes and procedures to enable efficient and effective use of the support.

## KEY EVALUATION FINDINGS

The evaluation team collected and triangulated evidence, which focused on a range of indicators of “expected” and “effective” curriculum design practice.

86%

### THE SUPPORT WAS RELEVANT

86% of indicators suggested the support was “relevant”. Overall the evidence was consistent, with few exceptions, showing the support was directly relevant to both the New Zealand and Solomon Islands governments.

#### FINDINGS

Curriculum materials are appropriate to the National Curriculum Statement

Material content is relevant to Solomon Islands’ needs

The support is relevant to New Zealand and Solomon Islands’ Government needs

#### ISSUES

Materials did not connect learning progressions, as expected in the National Curriculum Statement

Teachers need further support to implement learner focused and outcomes-based education

71%

### THE SUPPORT WAS EFFECTIVE

71% of “effective practice” indicators were found. The collective evidence suggests that the support was effective overall, albeit with mixed results regarding the effectiveness of output delivery, capability development, and support for teachers and learners in the Solomon Islands.

#### FINDINGS

The support developed local capabilities, and the curriculum material development process further enabled local individuals

The support contributed to the development of a range of curriculum materials

The materials engage learners, and provide them with adequate support in their learning

The materials provide teachers with confidence and enable students to learn through activities

The materials provide some foundational knowledge for teachers, supporting teachers to understand aspects of effective teaching and learning

The materials' assessment activities and approach are aligned with good assessment practice

#### ISSUES

Learner progressions and planning process for these steps could be clearer

Materials do not build enough pedagogical or content knowledge

Materials are not always available to teachers

Materials are distributed at the start and end of classes, and they cannot be taken from the classroom, so students don't have access to the materials beyond classroom time

Classes are teacher-centred rather than student-centred, with some teachers not delivering critical elements of effective pedagogy, even while using the materials

Technical Advisors were not always used effectively

PCDOs did not always feel support was appropriate for the overall requirements

55%

### THE SUPPORT WAS NOT EFFICIENT

An inadequate proportion of indicators (55%) signalled that the support was “efficient”. Although the support was efficient insofar as it used short-term Technical Advisors to provide expertise across a range of subject areas, achieving some value for money, there were many delays and some instances of inefficient use of time

#### FINDINGS

The process was suitable to achieve quality materials, but experienced inefficiencies and delays

Short term Technical Advisors allow for expertise across a range of subjects

#### ISSUES

Tasks were not always coordinated well

Some minor overlap between separate contracted parties

Lack of engagement can be costly