



Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

National progress report submitted by the Government of Solomon Islands

This report is submitted on behalf of the Government of Solomon Islands in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Technical Vocational Education and Training
Submission date	3 March 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confintea/VI/>

² Available in nine languages at <http://www.unesco.org/en/confintea/VI/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Morther's Union of Aglican Church of Melanesia	
Coaliton for Education Solomon Islands	
World Vision Solomon Islands.	
ADRA Solomon Islands.	
Literacy Association of Solomon Islands	
Solomon Islands Translation Advisory Group	
Australian People for Health Education and Development Abroad (APHEDA)	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

We obtain literacy datas during our Literacy network meetings. We have a literacy network which called, Literacy Network Solomon Islands. The NLSI meets monthly to obtain what each Litercy implementor had done for the month. During this times we can share challenges and how we can assist each other to enhance their implementation.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i> Adult education is not clearly defined as it falls broadly under the Technical Vocational Education Learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Adult Education is lifelong learning that empowers individuals for their survival in terms of peace, social and economic development that results in sustainable livelihoods that will enable people to live in harmony with their environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> The Solomon Islands Ministry of Education is drafting its National Literacy Policy which will officially define the official meaning of literacy. However Literacy is commonly understood in the National Education Action Plan as the ability to have skills in reading, writing and numeracy and the ability to apply these literacy skills in everyday life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Literacy is possessing reading, writing and numeracy skills and the ability to use these skills in every contexts in life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below:</i>) Solomon Islands Standardised Test of Assessment for Year 4 and Year 6 nation wide Literacy and Education Assessment Tests by the Coalition for Education Solomon Islands and the Asia South Pacific Association for Basic and Adult Education World Vision International Solomon Islands	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p>New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p>New assessment of youth and/or adults' literacy skills <input type="checkbox"/></p> <p>Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p>Other changes (<i>please provide details below</i>): The Ministry of Education has taken the initiative to formulate the National Literacy policy this year 2012. When this policy is completed then some of the above changes may come to effect.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>1. Too expensive to go to the province because of the scatteredness and remoteness of the Islands. 2. Sometimes information given is not genuine because no simple test is given to have a feed back. Literacy data collection outside the formal schooling system is collected by non government organisations such as ASPBAE and COESI.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>The progress of adult education and literacy in Solomon Islands has been difficult because the government does not have a national literacy policy to govern the delivery of adult education and literacy. Thus, the government has established a technical working group which is working on a draft literacy policy in consultation with non government organisations, education service providers and other stakeholders. There are also a limited number of vocational education schools to meet the demand for adult education. On the other hand, the government is working in consultation with the labour sector to develop an adult education unified curriculum that will meet the needs of the labourmarket.</p>	

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education for Living, Aproved policy on Technical, Vocational Education and Training. Education forLiving,Approved Policy on Technical Vocational Education and Training	2005
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		2005

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	15 and above	
Adult literacy	15yrs - 35 and above	76.6% of POP.

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The pop. of Solomon Islands are 100% literate by.....	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2010 - 2020

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

I am now putting everything together for our first National Literacy policy workshop. It will begin on the 5th March till 9th .After the workshop we will have first draf of the policy.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education		
<input type="checkbox"/> <input checked="" type="checkbox"/>		
<i>If Yes, please provide a brief explanation and references:</i>		
Adult literacy		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please provide a brief explanation and references:</i>		
Adult Literacy strategic Framework 2010 -2013		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2013-2015	National Education Action Plan
Poverty Reduction Strategy Paper	<input type="checkbox"/>		National Education Action Plan
Education strategy	<input checked="" type="checkbox"/>	2009 -2012	National Education Action Plan
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2009 - 2012	National Education Action Plan
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2009 -2012	National Education Action Plan
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>	2009 - 2012	National Education Action Plan
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2009 - 2012	National Education Action Plan

Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>	
Sustainable development strategy	<input type="checkbox"/>	
Other (specify in the space below)	<input type="checkbox"/>	

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They will be consulted during Literacy Network Meetings	Monthly

If Yes, please elaborate how they have been involved.

They will involve during the National Literacy policy workshop and also during the network meetings

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

It is difficult to report against adult education and adult literacy because both of these are generally under the Technical Vocation Education Unit within the Solomon Islands Ministry of Education. Steps are now being taken to separate adult literacy from TVET with a draft literacy policy being developed.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
1. Technical Vocational Education and training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Secondary Division in the Ministry of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Primary Division in the Ministry of Education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Inspectorate Division in the Ministry of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. National Examination Division in the Ministry of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Curriculum Development Centre in the Ministry of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Solomon Islands College of Higher Education, School of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
1. Literacy Association of Solomon Islands	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Adventist Development and	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

relief Agency.				
3.Australian people for Health Education and Development Abroad.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.Solomon Islands Advisory Group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. World Vision Solomon Islands	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Mother's Union of Anglican Church Of Melanesia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coalition for Education Solomon Islands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please provide name and contact details:</i> Technical Vocational Education and Training Department		
Adult literacy		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please provide name and contact details:</i> Technical Vocational Education and Training Department		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		
Integration of TVET into the Formal and non formal Education system of Solomon Islands		
...adult literacy?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		
National Literacy Policy Consultation Workshop with NGOs,Civil Society Organisations, Education Service Providers.		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
TVET Workshops for Rural Training Centres and Vocational Training Centres and Teachers College.		
...adult literacy?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
<i>If Yes, please indicate what activities are undertaken and provide references:</i>		
National Literacy Policy Workshop for all stakeholders in adult literacy and formal education.		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		
...adult literacy?		
<input checked="" type="checkbox"/> <input type="checkbox"/>		

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Before any literacy classes in the community established, there must be community awareness and also school committee must form to assist the management of the school. The TVET Department within the ministry of Education provide grants for school operational costs and school materials. However, the scatteredness of the islands is a constrain in terms of transportation and infrastructure problems. There is also a need to clearly define adult education and adult literacy in the national education action plans.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i>	<i>Budget allocation</i>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Please indicate the name of the currency used for reporting:

Solomon Islands Dollar (SBD)

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i>	<i>Thousands</i>	<i>Millions</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>		55,000,000	SIG revenue,Aidonors
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	70,000	100,000	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>		1,275,808	<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Learners/households</i>			<input type="checkbox"/>
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4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If Yes, please provide a brief description:

The World Bank has provided fund for literacy research for two provinces last year 2010 to the Coalition for Education Solomon Islands. The Government has also increased support towards the TVET budget. Under the TVET budget SBD30,000 is given annually to the Literacy Association of Solomon Islands. A National Literacy Project Proposal has been approved by the Ministry of Education to eradicate illiteracy from the Solomon Islands by 2020. The National Literacy proposal has been submitted to the Ministry of Finance for funding but unfortunately the bid does not approved during the Finance Budget Committee. The ministry of Education continues to seek funding for implementation of the national literacy project which is a new mechanism established for the first time by the ministry towards eradication of illiteracy.

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
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The 2009 Ministry budget is not in the e-copy therefore i could not include it in this report. Some of the key literacy providers do not provide the data they get from donors or companies.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	disabilities, women, youths	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women , youths	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	women,minority Ligustics,youths, ethnic groups	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	women, youths,rural residents	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	women, youth	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Adult Learners and out of school children and youths	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Adult learners	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youths	<input type="checkbox"/>

<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Adult Learners	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Women/men/youths	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below: Parts of the report not filled imply not applicable to our country Solomon Islands</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?

On adult education On adult literacy	Provision	Demand
	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).

ASPBAE Education Experience and Literacy Assessment Report 2011: Isabel and Renbel Provinces.

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

(add as many lines as needed)	Mark if language of learning materials
Solomon Islands Pijin	<input checked="" type="checkbox"/>
Solomon Islands Local Vernaculars	<input checked="" type="checkbox"/>
Simple English	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

Solomon Islands has 57 viable languages and 12 non viable languages which is a challenge in terms of curriculum development. In terms of implementation, challenges with resourcing such as teaching trainers in the new curriculum on vernacular language is a challenge in itself. This includes printing materials in the different languages and cultural constraints as people are not used to printed materials they are more comfortable with the verbal language. Difficulty of finding committed people to work as literacy teachers.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If Yes, please provide a brief description and references:

The non government organisations involved in literacy programs such as Literacy Agency of Solomon Islands, ADRA, Solomon Islands Translation Advisory Group and World Vision are working with both English, Pijin and local vernacular literacy materials. Initially the focus was on English and Pijin. The Ministry of Education is also promoting its national vernacular policy that aims to provide teaching and learning in local vernaculars during early learning. Thus, ngos are aligning their literacy materials with the national vernacular policy.

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	Mark all that apply	Are local communities involved?	
		Yes	No
National level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sub-national level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

The Literacy Association of Solomon Islands(LASI) and the Solomon Islands Translation Advisory Group (SITAG) facilitates writers workshops in communities whereby communities write stories including editing the materials themselves. LASI and SITAG bring the materials for production and printing and return to communities with the materials for pre testing.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Financial Constraints is a key challenge in involving youths and adults in adult education and literacy. The Solomon Islands is a scattered island nation so expanding adult education and literacy to remote islands is very challenging in terms of innovative practices.

5.8 Does the government collect information on the following items...?		<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes) Attendance in adult education programmes (other than literacy programmes) Completion of adult education programmes (other than literacy programmes) Enrolment in literacy programmes Attendance in literacy programmes Completion of literacy programmes		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>		

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy) Adult literacy programmes	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?		<i>Mark all that apply</i>	
		Yes	No
Adult education Adult literacy		<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men		Adult education	Adult literacy
		<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i> Adult education Adult literacy		Yes	No
		<input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>

If measures have been undertaken please provide a brief description and references:

Work undertaken to build more dormitories for women in rural training centres. National Literacy Policy is being developed to facilitate literacy for all genders.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Due to cultural barriers adult males are shy to attend community based literacy programs because most are facilitated by women groups and women trainers. There are infrastructure problems in terms of dormitories for girls in rural training centres thus less number of girls enroll in training centres. This affects the intake for girls. Government funding including donor funding is highly needed to strengthen these areas.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input type="checkbox"/>	2008/9	
Learning materials	<input type="checkbox"/>	2008	set of steps has to follow to produce a book. Use a form to monitor the programme(monitoring form) need to improve
Facilitators' training	<input type="checkbox"/>	2008	Monitoring form .eg are confident to facilitate a training yourself
Teaching/ learning methods	<input type="checkbox"/>	2009	student centred method mostly but it depend on the facilitator's preparation for the training.
Assessment of learning outcomes	<input type="checkbox"/>	2010	Test is given to the students

Adult literacy

Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input checked="" type="checkbox"/>	2009	assement to test the students, sufficient teaching materials for teachers and students.
Learning materials	<input checked="" type="checkbox"/>	2009	Sufficient teaching material provided to Literacy classes
Facilitators' training	<input checked="" type="checkbox"/>	2009	More Training of trainers has been delivered in the urban and rural areas.
Teaching/ learning methods	<input checked="" type="checkbox"/>	2009	refresher course has been provided for the literacy teachers.
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2009	Assessment is in place

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	1 x week	<input checked="" type="checkbox"/>	1 x week

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (academic year ending in 2010)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	No renumaration for instructors in the Rural Training Centres. You only get higher pay when you are promoted to higher level/position.	
Adult literacy	\$200 per day when training is on and \$130 for food and accomodation	The facilitator are part time workers. When they facilitate programme they get paid.The NGOs have full time officers for Literacy and they get full time salary. In the Ministry of Education we have only one officer who coordinates literacy in the country.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

Adult education Adult literacy	Mark all that apply	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)

Adult education Adult literacy	Monitoring	Evaluation
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide a brief description and references:

The key providers of literacy in the country are Literacy Association of Solomon Islands, Adventist Development and Relief Agency, World Vision Solomon Islands all have done monitoring and evaluations for their literacy classes in the communities

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

If one or more of the boxes is marked, please provide a brief description and references:

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

Activity	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>
The Belem Framework has been implemented partly in the many efforts through the Literacy Network Solomon Islands and also the Literacy Technical Working Group, NGOs and the government have been undertaking since the Belem Framework signed in 2009.	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Working in partnership with the non government sector through the Literacy Network of Solomon Islands. Through this relationship, a national literacy project has been established and approved and the ministry is working closely with the network to develop the national literacy policy.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The National Literacy project is highly likely inserted into the National Education Action Plans 2013 - 2015. From here we might get sufficient funding for literacy implementation.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide a brief description and references:

Literacy Programs for women and girls in marginalised areas. TVET funds LASI with SBD30,000 annually for its literacy programs. ADRA, WORLD VISION and LASI with other literacy providers target marginalised communities with their literacy programs.

... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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If yes, please provide a brief description and reference:

Literacy Programs for women and girls in marginalised areas. TVET funds LASI with SBD30,000 annually for its literacy programs. ADRA, WORLD VISION and LASI with other literacy providers target marginalised communities with their literacy programs.

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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If yes, please specify how they have changed below and provide evidence.

8.5 Have your literacy targets changed over the last five years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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If yes, please provide below a brief explanation:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>Need to draft and complete the national literacy policy Need to have a standard curriculum for literacy Need to have an agreed language of instruction for literacy Challenges in meeting these is to secure government and donor funding for adult literacy programs. The need for adult literacy teachers to be paid by the government Advocacy for communities to support their women and men to attend literacy classes</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

The major challenges are low funding for literacy programs because the government support for adult education is directed towards technical vocational education hence literacy programs are sidelined. Much of the literacy programs are conducted by non government organisations and faith based organisations. However, the government since 2011 has recognised the importance of literacy programs and has developed and approved a national literacy project in partnership with the literacy network of Solomon Islands. The Lack of a national literacy policy to guide literacy programs, planning and implementation has been a key challenge. Thus, it is a big progress that the government has now established a technical working group to work on a national literacy policy. The first workshop will be held from the 5th of March to 9th March to have a consultation writing workshop with all literacy providers and education providers to develop a draft literacy policy. This policy will pave the way for literacy programs in the country in line with the national literacy project. Given that literacy has been implemented mainly by non government organisations it has been difficult to monitor literacy programs because each organisation do their own monitoring and evaluation. With the national literacy policy set in place soon it will make it easier to implement and administer literacy programs. A key challenge with literacy program implementation is the difficulty with maintaining literacy teachers because they normally leave literacy teaching for better paid teaching positions as literacy teachers work as volunteers. They become discouraged and leave for better positions or for a paying job.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Infrastructure problems such as having classrooms for literacy classes is also a key challenge. Peoples perception about literacy is also a challenge because people don't understand much about literacy. Thus advocacy has to be strengthened to increase peoples understanding about literacy. The Private Sector, donor sector and the public sector all need to have an understanding of literacy so resources can be mobilised to fund literacy programs. There are also cultural barriers such as women and girls have to do household work for survival so it is difficult for women to complete literacy classes. Efforts have been done to ensure literacy classes are offered in appropriate times but it is still a challenge. Literacy also needs to be offered with livelihood skills because it is more relevant for adults to learn to read but also to acquire other livelihood or economical skills that will benefit them.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Some prospects for sustaining literacy beyond 2013 is to work in partnership with the private sector and the public sector to ensure they contribute funds to literacy programs. It is also important to ensure the labour sector are on board because after people are literate they need to know where they will go from there. Our government has taken the step of developing a national literacy policy to ensure literacy has its own stand alone policy. In addition, the government has already developed a national literacy project which it is seeking funding for implementation. The government through its collaboration with the Literacy Network of Solomon Islands is working to strengthen advocacy efforts on literacy to ensure that everyone prioritises literacy in their programs.