



Ministry of Education and Human Resources Development

Solomon Islands National Disability

Inclusive Education Policy 2016 - 2020

Honiara,
Solomon Islands,
March 2016

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Foreword

The Solomon Islands Government has strongly endorsed rights approaches to disability inclusive development, significantly when it signed the Convention on the Rights of Persons with Disabilities (CRPD) in 2008, and its protocol in 2009. However, we must also admit that there is a tension between the Government's stated objective of equality for people with disabilities when it comes to practical everyday experiences. The causes of such tensions lie in the practicalities of everyday life and the socio-cultural and political structures in which these are located. Little is known about the education, living conditions, needs and aspirations of children, youth and adults living with a disability across the country. (Stubbs et al 2005).

The Solomon Islands Government endorsed the Biwako Millennium Framework (BMF) and various other international Conventions, under a single and coherent framework of the Solomon Islands National Disability Policy 2005-2010, which has now been reviewed. No Inclusive Education Policy has been developed as a form of domesticating the Conventions and therefore Children and Adults living with a disability have been left out from both school enrollments in the formal and non- formal education.

The Constitution of Solomon Islands provides for the recognition and respect of human rights and freedoms. At a minimum, this translates into the provision of opportunities for all citizens in the country to access employment, reasonable health care, education, housing and decent living conditions, and the freedom to express choice in socio-economic, political and cultural life.

All these cannot be achieved without a better education system that is inclusive of all citizens regardless of race, ability/disability, gender and religion with the principles of leaving no one behind. This policy therefore will seek to address the issue of "no failures" and "slow learners" in the Solomon Islands by providing them with the necessary resources such as assistive devices, learning materials, flexible learning by modification of our education curriculum and extra human resources through trained teacher aides.

The Solomon Islands National Inclusive Education Policy (SINDIEP) will bring about a change in social attitudes shaped by negative cultural beliefs to ensure that equality, choice and possibility are foundational to the realisation of aspirations to live a life as one wish and to participate in activities that they value in society. My Ministry of Education and Human Resources Development (MEHRD) is fully aware of the concerns for a better Solomon Islands society and will ensure that quality education is meaningful to the reach of everyone, more especially to children and young persons with disabilities with all School and Educational Institutions in the country, providing an enabling environment for learning and developing a pathway to supporting them find employment and higher education to the professions of their life in the future.

Hon. Moffat John Fugui M.P,
Honourable Minister,

Ministry of Education and Human Resources Development

Acknowledgement

The policy is a result of the work of a Government Task-force comprised of members from the Ministry of Education and Human Resources Development, Ministry of Health and Medical Services, People with Disabilities Solomon Islands and representatives from the Bethesda Disability Support Centre and San Isidore, Aruligo Disability Vocational School. The Ministry of Education and Human Resources Development is in debt of their many contributions, and appreciated the support of our development partners and other professionals from the education sector.

The Research Study and work of Dr. Umesh Sharma PhD, of Monash University, Australia, is very inspiring work indeed, resulting in Solomon Islands developing this Solomon Islands Inclusive Education Policy based on key recommendations of his report 2010, and the Pacific-INDIEs supported by DFAT.

We do grace the strengthening programs of the Queensland University of Technology (QUT), Australia, for the credible amount of work and support by Professor Suzanne Carrington, and Vincent Sacriz, who have un-tirelessly assisted the Task-force Committee, through benchmark studies of Schools and Tertiary Institutions in Fiji and Queensland, Australia. The follow-up in-country activities identifying further scrutiny of the need for an Inclusive Policy was much of a give and take mutually established within the partnership agreement between the QUT, MEHRD and PWDSI. The financial support of the Australian Government and people for the benchmark studies is hereby acknowledged with much gratitude. The Solomon Islands Government funding is also acknowledged, through which the Task-force Committee has been able to meeting its obligations on a timely note to carrying out its provincial and national consultations for the need to collating information and data for the purpose of this policy.

Additionally, it is worth mentioning the support of the head teachers and principals of the schools of states of Victoria and Queensland visited by the team from the MEHRD during the fellowship program in Australia. Their interactions and discussions done in these different schools assisted in the shaping of the framework for this policy. Equally important, the students of these schools are applauded for their friendship, kindness and welcoming gesture which reflected volumes of inclusiveness.

Much of this progress may not be achieved without the leadership and guidance of the Members of the Technical Working Committee, and the extensive consultations they have carried out with 5 Provincial and National Consultation Workshops with over two hundred participants representing all key stakeholders and all Provinces attending.

Lastly, but not the least the energy and wisdom of Casper Joseph Fa'asala, President, People with Disabilities Solomon Islands, is a credit to ensuring that the policy is aligned with the disability terms, language and understanding of disability in the context of Solomon Islands.

On a higher note the Task-force would like to appreciate the representatives and the contributions from the NGOs. CSOs, Police and Judiciary, SINU, Provinces, Education Authorities (EAs), Health and Medical Services (MHMS), Disability Service Providers (DSP) and the Clergy from the Church Faith Based Organizations (CFBO) whom have contributed a lot during the course of the provincial and national workshops that have made this policy a reality.

Dr. Franco Rodie,
Permanent Secretary,
Ministry of Education and Human Resources Development

The Ministry of Education and Human Resources Development is indeed indebted to the work of the Task-force whose members are acknowledged below.

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Abbreviations

BMF	Biwako Millennium Framework
CBR	Community Based Rehabilitation
CFBO	Church Faith Based Organization
CDD	Curriculum Development Division
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
CWD	Children with Disability
DSP	Disability Service Provider
EA	Education Authority
ECE	Early Childhood Education
ICP	Individual Curriculum Plan
ILP	Individual Learning Plan
NEAP	National Education Action Plan
MEHRD	Ministry of Education Human Resources and Development
NLSRC	National Learning Support Resource Centre
NGO	Non-Government Organization
PWDSI	People With Disabilities Solomon Islands
QUT	Queensland University of Technology
RCCCWD	Red Cross Centre for Children with Disabilities
SINDIEP	Solomon Islands National Disability Inclusive Education Policy
SINU	Solomon Islands National University
UNESCO	United Nation Education Scientific and Culture Organization

Glossary of terms and definitions

The focus is on content related terms and is presented in English in alphabetical order.

Accessible

Able to be reached, entered or understood.

Assessment

Assessment refers to the ways teachers or other professionals systematically collect and uses information about a pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour or social).

Assessment for Learning

This term is used in a general way to refer to assessment procedures that inform decision-making about teaching methods and next steps in a pupil's learning. Assessment for learning is a process usually carried out in classrooms by teachers/other professionals that involves finding and interpreting evidence and working with learners to establish where they are in their learning, the next steps to be taken and best ways of moving forward.

Barriers

Obstacles that prevent learners accessing a full range of learning opportunities and limit their participation in society. Disability is often considered to be due to 'disabling barriers' which can be addressed by designing enabling, accessible environments. Barriers can be due to attitudes, language and culture, organization of support services, power relations and structures within society.

Child friendly schools (CFS)

Such schools adopt a rights-based, multi-sectoral approach, concerned with the whole child. The UNICEF website states: 'Schools should operate in the best interests of the child. Educational environments must be safe, healthy and protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. Within them, children's rights must be protected and their voices must be heard.'

Criteria

Criteria comprises of principles or standards that examples can be judged by or considered against.

Curriculum

The curriculum can be broadly defined as a reflection of the kind of society to which we aspire (core objectives, concepts); the pedagogical and administrative action plans of an education system (frameworks, structures, supports); aligning it to our Solomon Islands Education System. (IBE-UNESCO, 2010).

Differentiation

Curriculum differentiation is a way of planning, assessing and teaching a heterogeneous group of students in one classroom where all students are learning at their optimal level. (UNESCO, 2004). Differentiation takes account of learner differences and matches curriculum content and teaching methods to learning styles and learner needs. It may focus on input, task, outcome, output, response, resources or support.

Disability

Disability is a result of an interaction between a person with impairment and attitudinal and environmental barriers, which is not only measured by a diagnosis of a person's health, learning, mental, neurological or emotional condition, but also taking considerations on environmental factors that may impact a person's ability on access and participation.

Discrimination

To act on the basis of a difference between people, make an unjust distinction on the basis of, for example, gender, disability, ethnic background etc. Legislation is needed in the case of Solomon Islands to ensure the right of individuals to be treated equally, for example in education and employment.

Disparity

Inequality or difference that may result from different outcomes or differential treatment of people with distinct characteristics.

Diversity

A multi-faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, class, gender, physical abilities, race, sexual orientation, religious status, educational background, geographical location, income, marital status, parental status and work experiences. OECD (2010) define diversity as: 'characteristics that can affect the specific ways in which developmental potential and learning are realized, including cultural, linguistic, ethnic, religious and socio-economic differences.'

Education for All (EFA)

An international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to 'every citizen in every society'. In order to realize this aim, a broad coalition of national governments, civil society groups and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
- Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.*
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*
- Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
- Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*
- Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

Equality

Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth.

Equal opportunities

The same chances to take part in activities, access services, etc. with no barriers to education and equal life prospects for individuals.

Equity

Equity in education has two dimensions that are inter-linked:

- *Fairness – making sure that personal and social circumstances, for example gender, socio-economic status or ethnic origin, do not present an obstacle to achieving educational potential. This aims to minimize divergence across social groups by bringing the achievements of the less advantaged to the same level as those of the more advantaged groups and ensure a basic common standard of education for all learners.*
- *Inclusion – meeting the needs of all individuals through differential treatment in order to take student diversity into account (Ainscow et al., 2006).*

Evaluation

A teacher or other professional reflecting upon all the factors involved in the whole teaching and learning process (which may include assessment of pupils' learning) in order to make decisions about next steps in their work.

Inclusive education

The term 'disability inclusive education' is used in this policy to distinguish the population sub group for whom this policy have been designed. It is a means by which the rights of children and youth with disabilities to education are upheld at all levels within the general education system, on an equal basis with others in the communities in which they live. (Pacific Indicators for Disability-Inclusive Education Guidelines 2016).

Inclusion

Inclusion can be seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2009).

Indicator

An indicator is defined as a parameter, or a value derived from a parameter, which aims to provide information about the state of a phenomenon. Indicators can provide a systemic approach to evaluation, useful for complex areas, such as education when longer term outcomes are important and the work does not correspond to a straightforward input-output or linear model. Indicators provide important information which can be used to improve decision making and program planning and implementation.

Inclusive curriculum

A curriculum that accommodates the needs of all learners and, aims to successfully educate all learners while celebrating the resulting diversity (Operti, R. et al., 2010).

Integration

This is generally linked to preparing pupils for placement in ordinary schools. It carries with it an idea that learners need to be educationally and/or socially 'ready' for transfer from special to ordinary school. The expectation is that learners will adapt to the school rather than the school changing to accommodate the learner and meet a wider range of diverse needs.

Learners

Learners in this policy are refer to children with a disbaility enrolled in any formal mainstream primary school in Solomon Islands.

Marginalization

Barely provided for or able to access services or participate in society. Generally understood as a social process by which vulnerable groups are moved out of the mainstream to a powerless position in society.

Monitoring

To be aware of the state of a system, and to observe a situation for any changes that may occur over time, using a monitoring or measuring device.

Participation

Taking part in, or sharing decisions about one's own life and community – a fundamental right of citizenship. Hart (1992) outlined 8 degrees of participation for children and young people and this work has been very influential in increasing attention to the voice of the child. Hart says that participation is the means by which a democracy is built and it is a standard against which democracies should be measured.

Personalized learning

This involves an expectation that everyone will participate and achieve fulfillment and success. Individual targets are set following appropriate assessment and support is provided to ensure targets are met. Personalized learning, therefore, has a focus on learning to learn strategies, assessment for learning, curriculum choice, student voice and mentoring/support.

Qualitative

Qualitative research attempts to explore issues of 'why' and 'how' through the analysis of a range of information usually in the form of words (e.g. notes from observations/interviews) pictures, videos or objects rather than statistical analysis. This type of research is more subjective as interpretation of events is important. Data is less readily generalized.

Quality assurance

A programme for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met.

Quality education

Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world. (UNESCO, 2005) Quality education is an effective means to fight poverty, build democracies and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization and broadens perspectives to open minds to a pluralist world.

Quantitative

Quantitative is Measured by or concerned with quantity. As opposed to qualitative research, quantitative research is concerned with analysis of numerical data.

Reliability

In research, reliability refers to the consistency of a measure – a test may be said to be reliable if the same result is obtained repeatedly.

Social cohesion

The promotion of social cohesion is intended to build more inclusive societies by giving everyone the chance to have access to fundamental rights and employment, to enjoy the benefits of economic growth with equity and social justice and thereby play a full role in society.

Social inclusion

Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live.

Students

Students in this policy are referred to children enrolled in any formal mainstream secondary schools, vocational centres or tertiary institutions in Solomon Islands.

Sustainability

The ability to keep a project or programme going because they have clear goals, shared with all participants; sound financial arrangements; effective marketing strategies; plans for changes in personnel and planned links with existing work.

Millennium Development Goals (MDGs)

The MDGs are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000. These MDGs are now been replaced by a UNGA Resolution to the now Sustainable Development Goals with an agenda towards 2030.

United Nations Convention on the Rights of People with Disabilities (CRPD) 2006

The Convention and its Optional Protocol was adopted on 13 December 2006 and entered into force on 3 May 2008. The Convention marks a 'paradigm shift' in attitudes and approaches to persons with disabilities, viewing people with disabilities as 'subjects' with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. Solomon Islands as a State did signed the CRPD in 2008 and its protocol in 2009.

Validity

The quality of being defensible, well-grounded or sound test to measure what it claims to be best outcomes.

Whole school approach

A whole school approach is one that involves all members of a school community (i.e. students, staff, parents and careers, community members) and seeks to include all areas of school life. It recognizes that real learning occurs both through the 'formal' curriculum and through the 'hidden' curriculum and learners' experience of life in school and community.

1.0 INTRODUCTION

Although there is no legal framework provided under the Solomon Islands Education Act 1978, that may guide the formulation of this policy, the National Education Action Plan (NEAP 2013 – 2015), does provides for a strategic response to fulfill the policy output stated in the (NEAP 2013—2015). At the same time for future development in Inclusive Education, the policy will provide the direction to inform the implementation of activities that are believed to contribute to achieving outcomes related to learning of students, especially students with diverse needs.

This policy builds from the visions and goals of the Ministry of Education and Human Resources and Development which are providing improved access, quality and proper management of resources. As such it should assist stakeholders in establishing implementation plans that are related to the said visions. The stakeholders in this policy include, MEHRD, Education Authorities, National Inclusive Education Taskforce, schools and students. Hence, the policy is ensuring that the different stakeholders have roles and responsibilities to perform. It is envisaged that the roles and responsibilities are related to the improvement of the learning outcomes of students with special learning needs across the Solomon Islands.

An important stakeholder for the implementation of this policy is the schools especially schools that enroll students with diverse needs. The policy therefore is to assist schools create enabling environment for positive interaction and learning. More importantly, the policy is to enable and allow students with special abilities to be enrolled and be able to complete the basic education which spans from year 1 to year 9 in the Solomon Islands. Not only that, another intention of this policy is to provide support to stakeholders in developing implementation plans that are linked to the objectives and outcomes of the policy.

The Solomon Islands National Disability Inclusive Education Policy (SINDIEP) is therefore a useful tool that sets new horizons and goals that will increase enrollment of more children who have been denied of their rights to education to attending schools and educational institutions at all levels. The policy is a useful mandate in measuring the delivery of education and services by the government and Education Authorities, Institutions and professionals through whom quality education can be realized whereby contribute to progress the country forward in the areas of social and economic development at all levels.

The policy will also be used as benchmark to measure the minimum expectation for the review and development of other educational sector policies, regulations and legislation as and when required. By this, other education policies could be reviewed for alignment.

We have a scattered geography of approximately 1,000 islands with a land area of 27,556 square kilometers over a mass Blue Ocean of over 1.5 million square kilometers of ocean (Unicef 2011). Solomon Islands population With a total population of 515,870 as per the 2009 census, just 8,573 Solomon Islanders reported a disability, or 1.66% of the total population (Solomon Islands Government 2009). In children and adolescents aged 5 to 19 years, rates of disability ranged from 1.21% for visual problems, 1.4% for walking difficulties, 1.9% for hearing impairments, and 2.4% for memory problems (Solomon Islands Government 2009). While these disability categories and their accuracy may be limited, these figures suggest a large proportion of children with disabilities may be out of school when compared to a disability rate of 1.3% for students enrolled in schools across the nation.

The Government of Solomon Islands has signed several regional and international treaties regarding the rights of children with disabilities such as the Convention on the Rights of Persons with Disabilities, which was signed in 2009. The National Disability Policy (2005-2010) (Ministry of Health and Medical Services 2004), Education Strategic Framework (2007-2015) (Ministry of Education and Human Resources Development (MEHRD) 2007) and National Education Action Plan (2013-2015) (MEHRD 2013) all recognise the rights of Solomon Islanders with disabilities to access a quality education. The Ministry of Education and Human Resource Development (MEHRD) received significant support over the last five years from Australian Aid to support the development of an education system that includes education for children who have a disability.

The *National Disability Inclusive Development Policy 2016 – 2020*, and *Education Strategic Framework* elaborate that government can provide support and empower communities to support people with disabilities, and provide appropriate resources to schools to enable children with disabilities to access a quality education. The subsequent *National Education Action Plan (2013-2015)* reiterates the need for infrastructure and resources, including teacher training, to enable children with disabilities to attend regular schools (MEHRD 2013); however, progress has been slow. Although the Solomon Islands Government (SIG) endorsed the *Biwako Millennium Framework (BMF)* and various other international conventions under a single and coherent framework of the Solomon Islands' *National Disability Policy (2005-2010)*, there was no inclusive education policy until recently, resulting in both children and adults with a disability being left out of formal and non-formal school enrolments.

1.1 Background on Solomon Islands disability

1.1.1 Solomon Islands have had a national disability policy since 2005, which was reviewed in 2013, to be called “The Solomon Islands National Disability Inclusive Development Policy 2016 – 2020. The 2005-2010 policy however, has not been widely implemented as the Coordinating Committee responsible for the implementation of the Committee has never been appointed for which function they are responsible for in the implementation of the policy. A draft legislation on disability Protection and Discrimination has been in place but with no clear direction and instructions to finalize the draft towards the process of government approval in Parliament.

1.1.2 A 2004/2005 national disability survey in Solomon Islands is the only survey publicly carried out in the country which at that time found that out of a total of 11,107 persons with disabilities, 1,796 or 25.6% was under the age of 20. The main disabilities in this age group were deafness and hearing impairments; physical disabilities including cerebral palsy; blindness and visual impairments; and general intellectual disabilities. Cerebral malaria and meningitis are common illnesses that can result in cerebral palsy with life-long disability. It is thought that nutritional deficiencies and sexually transmitted diseases may also be contributing to increasing numbers of CWD.

The same survey observed that:

- People with Disabilities are a much marginalized group in the country. Their human rights are constantly being abused by discrimination in all forms including not being respected, often being denied a decent home, denied their right to food, clean water and clothing, their rights to education, employment, health and life as well as their right to take part in community activities. This often results in economic poverty and poverty of opportunity for PWDs.

- The cultural attitude to children with disabilities in Solomon Islands depends on various factors such as the part of the country, the type of disability and the levels of awareness of disability issues. While some parents actively seek help for their CWD, others hide them as there is still a feeling of shame and embarrassment. The perception that having a CWD is a punishment or curse is still strong. There is some fear of PWD, especially those with epilepsy. Many believe that CWD are incapable and do not encourage them to seek education or to learn to live an independent life. Parents with CWD are often very protective and do not want their children to attend school for fear of ridicule or teasing.

1.1.3 Despite many challenges, the situation pertaining to policy development and programmes for people with disabilities has improved. It is generally acknowledged that there is now greater awareness and acceptance of disability and more opportunities for PWD, due largely to the advocacy of the NGO People with Disabilities Solomon Islands (PWDSI) as well as the Red Cross Centre for Children with Disabilities and some individual champions and advocates.

1.1.4 Solomon Islands has a well-established system of Community Based Rehabilitation (CBR) under the Rehabilitation Section of the Ministry of Health that started in 1984. There are CBR workers in seven of the nine provinces of Solomon Islands providing continuity of home – based therapy and raising awareness on disability issues. Prior to the ethnic tensions that lasted from the late 1990s to 2003, there were 32 CBR workers but there are now 18. The CBR Coordinator noted that although there are fewer CBR workers now, their skills have improved. CBR has had budget cuts for the past two years due to the global economic crisis and there has been a recruitment freeze since 2008. These factors have resulted in a reduction of activities. Despite challenges, the CBR model is appropriate for the country and is an example of good practice for the region.

1.1.5 Currently CBR workers have fairly basic training and lack a broad range of skills and knowledge on disability. However a two-year diploma course in CBR has been developed and is implemented by the Solomon Islands National University (SINU), from 2011. This course has provided a more comprehensive training and includes training on disability rights as well as medical training.

1.1.6 Education for CWD in Solomon Islands is very limited and that a very small proportion of children with disabilities are attending school. Official statistics record that:

- 2% of CWD attend primary school;
- 1% junior secondary school; and,
- less than 1% at senior secondary school.

Those CWD who do attend school tend only to stay for a few years. It is apparent that most CWD in rural areas– the major part of the country – do not attend school. This is often due to the distances that children have to walk to school and also due to attitudes of teachers who lack the confidence to teach children perceived to have different abilities.

- 1.1.7 In Honiara, the Red Cross Special Development Centre for Children with Disabilities provides basic care, education and training to some 155 CWD between the ages of six months and 20 years. The Centre has children with all disabilities and includes an early intervention unit as well as physiotherapy. The Centre tries to integrate some children back into the mainstream school system where possible and has had some successes in this area. Some deaf children progress to the San Isidro Care Centre, a rural training centre for deaf youth, where they learn agriculture, home economics and life – skills.
- 1.1.8 The Ministry of Education and Human Resource Development (MEHRD) has the development of this Inclusive Education policy since its commitment through the then (NEAP II 2010 – 2012) strategy plan, and is committed to continue to do so even under the current NEAP (2016 – 2020). This policy will be a milestone in the educational system of Solomon Islands and the Ministry is looking forward to the policy’s implementation, collaborating with both other Government and Private Education Authorities, School Boards, Parent and Students Councils and Associations and Tertiary Education Institutions. **(Unicef Report on Children with Disabilities in the Pacific (2010), by Dr. Hellen Tavola)**

2.0 SINDIE POLICY FRAMEWORK

The Solomon Islands National Disability Inclusive Education Policy 2016 – 2020 is guided by a national framework for implementation, based on 3 *Guiding Principles of Access, Quality and Effective Management of Education*.



3.0 RATIONALE

There are several key rationales which initiated the formulation of the Disability Inclusive Education Policy and could be categorised into the following;

3.1 Educational Justification for the Inclusive Education Policy

- 3.1.1 There is an educational justification that requires inclusive schools to educate children together, and thereby help the school to develop ways of teaching that respond to individual differences to advance learning benefits for the child;
- 3.1.2 There is very little understanding in the area of Disability Inclusive Education in the Solomon Islands and so many children with disability seem to be deprived of their rights to education;
- 3.1.3 Very little percentage of all children with disabilities in the Solomon Islands has access to any form of education in the country;
- 3.1.4 Solomon Islands had been a party to many International Conventions, including the Convention on the Rights of the Child (CRC) concerning the existence and rights of children and youths with disability but do not have a policy that could promote the best practices for inclusive education;
- 3.1.5 By educating children together will lessen the need to building separate complex systems of different types of schools specializing in different groups for children with different types of disabilities;
- 3.1.6 There is little promotion as to the best practices to enhance the learning of students with disabilities and children with special needs education in the country;
- 3.1.7 There is inadequacy of teaching and learning materials as well as teaching strategies to enhance effective learning of the children with disabilities and special needs education;
- 3.1.8 Almost all the policies formulated and approved by the Ministry of Education and Human Resources Development do not include practices for children with disabilities and special needs education;
- 3.1.9 The challenges of equity will be addressed in the implementation of the Disability Inclusive Education Policy; and,
- 3.1.10 Children with disabilities will also have the potential to excel when provided with opportunities in education.

3.2 Social Justifications for the Inclusive Education Policy

- 3.2.1** There is a social justification to the benefit of the schools as it provides changes in attitudes towards diversity by educating all children again with a new hope for a just and non-discriminatory society;
- 3.2.2** There is an economic justification, because special schools are less costly to establish and be maintained;
- 3.2.3** Persons with disabilities including children, youth and adults on the ground are severely affected by inadequate financial support, health, education and employment services;
- 3.2.4** Disability continues to be culturally related with notions of fear and guilt thus a hindrance for children who can still have the ability to learn and be educated; and,
- 3.2.5** Children with disabilities are always ignored and segregated from the more abled citizens in the country and their voices have never been heard in the area of education.

3.3 Interpretation of disability Inclusive Education in the context of Solomon Islands

This Disability Inclusive Education Policy in the context of Solomon Islands can be interpreted as follows:

- 3.3.1** Must be interpreted to mean “leaving no child to be a failure in education” which will show case the true implementation of the policy based on the principle of “Education for All”.
- 3.3.2** It must be read and implemented alongside with any other current and future education merging policies pertaining to inclusion of children, youth and adults with a disability, with the view of strengthening best practices at all school levels, to allow students with special needs education to excel.
- 3.3.3** It must response to accommodating the needs of children with disabilities and others that have diverse needs through the education system. This is not limited to the use of any current curriculum but modified to allow for flexible learning, providing of resources for teachers and students and adopting teaching strategies that will enhance more learning for students with disabilities, special needs and other abilities;
- 3.3.4** Improving access to better and modern learning facilities, quality of teaching, learning and management of both human and teaching resources. As such in this policy, the provision for a uniform curriculum, healthy and safe environment and quality teaching for all children in particular students with diverse needs and abilities.
- 3.3.5** That the quality is linked to the result of teaching in relation to the positive learning of students.
- 3.3.6** That the Policy for Disability Inclusive Education in the Solomon Islands, the outcomes are highly regarded as the essential component valuing its aim, objectives, professional standards, roles and responsibilities as means of providing support to achieving the policy outcomes.

4.0 AIM

The aim of the Solomon Islands National Disability Inclusive Education Policy is to promote, expand and complement realization of education delivery services to all children, youths and adults with disabilities as outlined in the Education Strategy Frameworks and National Education Action Plan of the (MEHRD) in Solomon Islands.

5.0 AUTHORITY

- 5.1.1** The State through an Act of Parliament mandates the Ministry of Education and Human Resources Development with the mandate to execute, guide and effectively manage the delivery of Education in the country. The Act also empowers the Minister of Education on behalf of the Government, authorized the Minister to extend the powers of delivery of Education and Education Training and Services to other Private Education Authorities who has the capacity to administer and manage Schools, School Boards and Students for the benefit of educating Solomon Islands Children in the country.
- 5.1.2** The Ministry of Education and Human Resources Development therefore ensures legislations, regulations and relevant policies are developed and reviewed through the National Education Board for implementation one of which is this Solomon Islands National Disability Inclusive Education Policy 2016 – 2020.

6.0 VISION

That all Solomon Islanders will develop their abilities as individuals to acquire and possess knowledge, skills and attitudes needed to earn a living for their well-being and, to live in peace and harmony with other citizens and their environment.

7.0 MISSION

To ensuring an education system that values the learning for children, youth and adults with disabilities responsive to their learning needs and aspirations based on long-life learning delivered effectively with efficiency throughout Solomon Islands.

8.0 PURPOSE

Following are the specific purposes of this policy;

- 8.1.1** Inform all the stakeholders in the education system and members of the public about the importance of Disability Inclusive Education and its relationship to the development of all citizens of Solomon Islands;
- 8.1.2** To promote the Disability Inclusive Education policy to all stakeholders so that people with disabilities are respected and provide equal opportunities in education;
- 8.1.3** To provide the direction for the development of the Disability Inclusive Education system in the Solomon Islands;
- 8.1.4** To eradicate and prevent any exclusion from, or limitations of educational opportunities on the basis of socially ascribed or perceived differences, based on physical, intellectual, moral, social, religious, linguistic or other conditions;
- 8.1.5** To develop and provide an education system that is efficiently and effectively managed by the different stakeholders including the Solomon Islands Government, responsive to the needs of all Solomon Islanders;
- 8.1.6** To promote a united and progressive Solomon Islands that embraces fairness and equitable opportunities for all citizens based on respect and valuing of meaningful long-life learning for all children, youth and adults to achieve better life;
- 8.1.7** To impart and equip all citizens especially children with diverse needs the knowledge and skills to be responsive to proactively participate in nation building to better match the demand of employers;
- 8.1.8** To inform the teachers and teacher aides on the best teaching practices that will promote quality teaching and learning of children with disabilities;
- 8.1.9** To provide guidance to head teachers and principals on the relevant leadership styles that promote positive student learning in schools;
- 8.1.10** To support through training of teachers and school leaders in demonstrating the standards to achieve better learning outcomes of students with diverse learning needs;
- 8.1.11** The policy will provide a mechanism for collaboration with the stakeholders of the policy for cooperation and information sharing for smooth implementation;
- 8.1.12** Provides guidance for the implementation of the existing curriculum policy that is centered and promotes Flexibility and Adaptability which is learner centred, life purpose driven, special learning needs focusing and disability friendly;
- 8.1.13** Guide the way that school leaders lead and support their staff to, provide reasonable adjustments that best suit individual learning needs, abilities, and capabilities including the development of Individual Learning Plans (ILPs) or Individual Curriculum Plans (ICPs); and,
- 8.1.14** Promote the inclusion of children with special needs education of all school age to be full-active members of our society.

9.0 DEFINITION OF DISABILITY IN THE CONTEXT OF SOLOMON ISLANDS

Disability is a result of an interaction between a person with impairment and attitudinal and environmental barriers, which is not only measured by a diagnosis of a person's health, learning, mental, neurological or emotional condition, but also taking considerations on environmental factors that may impact a person's ability on access and participation.

Some of these environmental factors and difficulties that children, youths and adults with disabilities may encounter are in the following three areas of human functioning:

- (i) **Impairments** which are problems in body functioning or alterations in the body structures such as paralysis or blindness;*
- (ii) **Activity limitations** are sometimes difficulties that may be invisible of the body causing difficulties for a person in walking or eating; and*
- (iii) **Participation restrictions** may encounter a person with his/her involvement in any area of life such as facing discrimination in employment or transportation. **(Pacific Indie 2016)***

9.1 The scope of application of the Disability Inclusive Education Policy

9.1.1 The policy encourages the provision of appropriate educational opportunity that promotes the achievement of the vision of education for all Solomon Islanders regardless of ethnicity, gender, religion or vernacular. Therefore the scope of the application of the Solomon Islands Disability Inclusive Education Policy will be upon:

- (i) All registered Education Authorities;
- (ii) All registered Early Childhood Centers;
- (iii) Primary and Secondary Schools;
- (iv) Junior and Senior Community High Schools;
- (v) Special Education Schools and Vocational Centers within the Solomon Islands; and
- (vi) All ECE Supervisors, Principals, Teachers and Instructors who are either under the establishment of the Ministry of Education and Human Resources and Private Education Authorities.

10.0 KEY OBJECTIVES OF THE POLICY

The key objectives of the policy are developed based on the guiding principles of access, quality and effective management of education which sets the basis of a framework for implementation. The policy is aimed at strengthening these principles with a commitment to achieving and improving the current status of education for children, youths and adults with disabilities.

10.1 Improvement of Access of Education

- 10.1.1 All children in the Solomon Islands are provided with equal opportunity to education regardless of any form of disability and ability;
- 10.1.2 All schools provide students with the relevant and appropriate curriculum that addresses the range of disabilities and abilities and special needs learners;
- 10.1.3 All Schools to provide adequate, safe, conducive learning environment and reason able accommodation for students with diverse and special needs so that these types of students attend and complete their schooling and training;
- 10.1.4 All learners are provided equal access to essential health services through the school whilst enrolled at the school;
- 10.1.5 All learners are subjected to privacy when provided access to health services in respect to human dignity and right;
- 10.1.6 MEHRD and all Education Authorities to support all schools in the initial designing, planning and construction of new classrooms appropriate to accommodate for inclusiveness;
- 10.1.7 Education Authorities support schools improve existing classrooms and other facilities for better access to children with special needs who will require additional assistance;
- 10.1.8 All Education Authorities to support all schools and centers to provide learning environment that will be more conducive and enabling for teachers and teacher aides with children of low learning to improve;
- 10.1.9 All Education Authorities and schools and centers support children who may require use of other assistive devices for improvement of learning such as braille, hearing devices and or interpreters;
- 10.1.10 All schools and centers to provide equal opportunity for participation in all learning areas; and,
- 10.1.11 All schools to respect the choice and interests of students with diverse needs on the subject areas to be learned.

10.2 Improvement to Quality Education

- 10.2.1** The needs of all learners are catered for through the provision of adequate resources, tools and equipment;
- 10.2.2** The needs of all learners are catered for through the development of a flexible and relevant Curriculum;
- 10.2.3** Provision for quality, relevant and appropriate assessment, monitoring and evaluation processes and procedures;
- 10.2.4** Provision of ongoing professional development programs based on the learning need of students with disability;
- 10.2.5** All teachers and teacher aides to improve the teaching styles according to the different levels of needs of the students in the classroom;
- 10.2.6** All teachers and teachers trained signed language, use of braille and other assistive devices to properly support students according to their respective needs;
- 10.2.7** All teachers provided with training on mentoring and coaching to be able to perform best practices that are flexible and easily adaptable in the context of the Solomon Islands;
- 10.2.8** All school leaders, teachers and teacher aides to improve interpersonal skills in regards to relationship with students with diverse needs in learning; and,
- 10.2.9** All school leaders focus on improving the learning students and providing extra support to learners with special needs.

10.3 Improvement on Effective Management of Education

- 10.3.1** All schools to have certified and experienced teacher leaders and principals that have graduated to the minimum level of teaching qualification such as a diploma from a training provider recognized by the Ministry of Education and Human Resources Development;
- 10.3.2** School assets and resources are properly, effectively and efficiently managed and controlled according to the specific policies guiding the use of a particular resource;
- 10.3.3** Ensure to uphold cultural sensitivity, flexibility and reasonable accommodation to cater for the needs of all learners;
- 10.3.4** Schools finances properly spent and accounted for in a transparent manner as according to the eligibilities and reporting requirements of the updated Statement and Guidelines of Grants to schools in the Solomon Islands, 2012;
- 10.3.5** Provision for safety and health referrals and procedures are developed for all learners especially for learners with special needs education;

- 10.3.6** Proper coordination and control of posting of teachers to all schools so that there are sufficient certified and experienced teachers supplied to schools especially schools that enroll students with special needs;
- 10.3.7** Proper sharing of resources based on data of enrolment for which students with special needs should be deprived of resources suitable for their learning;
- 10.3.8** Proper planning and coordination of professional development initiatives with special focus on teachers teaching children with special needs in areas to support students with special learning needs; and,
- 10.3.9** Quality data on schools and students especially with special needs are to be collected, collated and analysed for informed decision making.

11.0 POLICY OUTCOMES

It is envisaged that the following outcomes will be realized as and when the policy is implemented by the different stakeholders responsible for the implementation of the policy. These outcomes are aligned accordingly to the objectives of this policy.

11.1 Outcomes to Access of Education

- 11.1.1** There is going to be an increased enrolment in all schools especially with students who have been deprived of access to education due to disability and will complete the cycle of basic education;
- 11.1.2** There is equal opportunity for all students to all registered schools in the Solomon Islands;
- 11.1.3** Schools have established enabling environment for the learning and other development of students, with different needs of learners addressed;
- 11.1.4** Teachers capacity is increased in the areas identified as needed for professional development such as mentoring and coaching; and
- 11.1.5** The needs of the different students especially those with impairment will be addressed with reasonable adjustment which caters for progressive learning.

11.2 Outcomes on Quality Education

- 11.2.1** There is sufficient supply of certified teachers graduating from recognized teacher training providers;
- 11.2.2** Regular professional development and upskilling of teachers will see teachers performing effectively in teaching of learning areas related to the needs of students with special abilities and according to the professional standards of teachers;
- 11.2.3** Students learning will continue to be improving in areas of basic literacy and numeracy and other areas that match the level of needs of special learner's needs;
- 11.2.4** The outcomes based curriculum being introduced recently in the Solomon Islands as per the Statement of the National Curriculum can be individualized to match the different learning abilities of all students;

11.3 Outcomes on Effective Management

- 11.3.1** Data in the Education Authorities and schools in regards to students with special needs will be accurate and allocation of resources will be accurate;
- 11.3.2** Resources will be used for the right purposes and more accountability will be realized across the schools and Education Authorities;
- 11.3.3** Decisions made will be based on accurate information and evidence of best practice;

- 11.3.4** Future schools will be planned and constructed in accordance to the modern building requirements of the Ministry of Infrastructure Development of the Solomon Islands and school establishment policy;
- 11.3.5** The leadership demonstrated by the school leaders will provide means to support and empower teachers in contributing to the effective learning and interaction will all students;
- 11.3.6** There is going to be regular support by the school committees and parents towards schools and students and special support rendered to diverse learners; and
- 11.3.7** There will strong relationship between schools and other special schools and communities and business organisations for employability of students, especially students with special abilities.

12.0 ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS

The Policy is primarily to respond to the current and future developmental needs of students with special needs and abilities in education in the Solomon Islands. In the context of the Solomon Islands, the roles and responsibilities are vested on stakeholders as those prescribed under this policy for implementation, such as the Ministry of Education and Human Resources Development, Education Authorities, National Learning Support Resource Centre, National Inclusive Education Committee, School Boards, Principals, Teachers and Parents including Schools Students.

Following are the Roles and Responsibilities of the Implementing Key Stakeholders.

12.1 Roles and Responsibilities of the Ministry of Education and Human Resources Development (MEHRD)

- 12.1.1 To provide a structure that will provide governance to enhance strong working relationship with Education Authorities, School Boards, Committees and Schools for the promotion of Disability Inclusive Education in the Solomon Islands through the Teaching and Learning Department;
- 12.1.2 To build within the administrative structure of MEHRD the National Learning Support Resource Centre as an important component to further support in providing resources and capacity to schools that enroll students with special needs in education,
- 12.1.3 To ensure an adequate budget is prepared that is sufficient for the implementation of the annual work program relation to this policy. The implementation covers areas in professional development, basic administration, trainings of staff and other activities that will be designed in relation to the agreed annual work program;
- 12.1.4 To facilitate through the Solomon Islands National University the training of teachers and instructors for quality learning of the students;
- 12.1.5 To provide additional funding support for the implementation of identified best practices in Inclusive Education, but not limited to the following such as skills training for students with learning needs in catering, sewing, agriculture, tourism, carpentry and woodwork, in schools and Vocational Centre's identified as having the capacity to implement the identified best practices;
- 12.1.6 To liaise with Education Authorities to effectively manage the establishment of teachers in relation to a staffing formula relevant for recruitment and posting of teachers and teacher aides to all schools that will result in an even distribution based on enrolment with consideration of the enrolment of students with special needs in education;
- 12.1.7 To meet the payment of the salaries of the teachers on behalf the employing Education Authorities and with special consideration on the teachers and school leaders teaching and managing students' with special needs;
- 12.1.8 To make decision on the registration of new special schools for students with special needs based on criteria that will be established in the policy for school establishment;
- 12.1.9 To collaborate other stakeholders such as Institutions, government Ministries and other organizations advocating for special needs children for the purpose of sharing information for the improvement of the implementation of the Inclusive Education Policy;

- 12.1.10** To identify and provide funding for relevant professional training of teachers in leadership, teacher leadership, curriculum differentiation and school leadership and management of to better support the implementation of the policy in different levels;
- 12.1.11** To maintain appropriate data via SIEMIS to monitor progress in Inclusive Education, by using appropriate assessment tools such as the Pacific-INDIE;
- 12.1.12** Allocate sufficient funds to support the functions of the National Learning and Support Resources Centre to increase its operations in leading the work of Inclusive Education; and
- 12.1.13** Proper process for designing, planning and construction of new classrooms be established in compliance with the universal access rules and Solomon Islands' Building Code to cater for all students with disabilities to suit their disability requirements as provided under this Inclusive Education Policy.

12.2 Roles and Responsibilities of the Education Authorities

According to the current Solomon Islands Education Act (1978) and the anticipated new Education Act, Education Authorities are important organizations to oversee the administration and the implementation of the education system of Solomon Islands. Likewise Education Authorities do perform vital roles in the implementation of all education policies and their roles and responsibilities in implementing this Disability Inclusive Education Policy are not limited to the following:

- 12.2.1** Overall management and administration of the implementation of the Disability Inclusive Education policy in all schools within the jurisdictions of their Education Authorities;
- 12.2.2** Coordinate with the Solomon Islands National University (SINU) in organizing and promoting professional development training for teachers and school leaders on best practices in Inclusive Education, such as mentoring and coaching, ethical leadership and other trainings relevant to sustain the implementation of Inclusive Education in the country;
- 12.2.3** Coordinate with all Education Authorities to evenly distribute teaching and learning resources to schools for the learning of diverse learners;
- 12.2.4** Promotion of the best practices with regards to the behavior and attitudes towards the learning of the students with special needs education;
- 12.2.5** Support school boards and parents to advocate for the rights of children through PTA meetings and education awareness workshops to increase enrollment of children to attend schools at the right schooling age regardless of having any conditions stated in the definition of disability;
- 12.2.6** Support the schools and communities to develop suitable facilities and mechanisms to meet the needs of students with special abilities;
- 12.2.7** Identify teachers who are trained or needs training experience working with special learning students, to the existence of students with diverse needs in particular schools and other teachers to participate in capacity building and other professional development programs targeted towards improving the quality of Inclusive Education;

- 12.2.8** Recruit teachers from recognized training providers in Inclusive Education for schools with special needs as according to the establishment of each Education Authorities;
- 12.2.9** Liaising with the Asset Management Department of MEHRD on the minimum standards for construction and maintenance of inclusive classrooms;
- 12.2.10** Monitor and report on the use of school grants for development of projects related to learning of the students with special needs in education;
- 12.2.11** To consult with MEHRD and National Inclusive Committee and develop a long term strategy for the improvement of inclusive education in the province based on evidence which will be part of the Provincial Education Plan for 2016-2020;
- 12.2.12** Distribute resources in alignment to targeted areas of need in schools in an inclusive manner that will lead to improve the performance of students;
- 12.2.13** Ensure all funds allocated for support for inclusive education is properly retired to avoid unnecessary delay on school grants payment as according to the updated Statement on Policy of Grants to Schools (2012);
- 12.2.14** All Education Authorities to identify an Education officer who is the focal point for activities regarding Inclusive Education; and,
- 12.2.15** All Education Authorities to appoint a teacher in every school under its auspices to be the teacher leader in Inclusive Education.

12.3 Roles and Responsibilities of the National Inclusive Education Coordinating Committee

A committee will be established by MEHRD whose role is to be responsible for the overall coordination and implementation of the Disability Inclusive Education Policy under a clear Term of Reference and as recommended in Phase I, of the Pacific Inclusive Education Guidelines but are also not limited to the following:

- 12.3.1** In consultation with the MEHRD responsible for designing of an annual implementation plan and budget to support the implementation of the Disability Inclusive Education Policy in the Solomon Islands in collaboration with all Provincial Education and Private Education Authorities in the country;
- 12.3.2** Liaise with the NLSRC for the identification of training needs for professional development initiatives and also to source support of expertise to provide training;
- 12.3.3** To provide advice to the Education Authorities and schools through Education Authority Technical Working Group and School Boards on issues relating to Inclusive Education in the Solomon Islands;
- 12.3.4** To provide quarterly reports to the Senior Management of MEHRD and other member organizations on the progress of work in Inclusive Education according to the implementation plan;
- 12.3.5** To conduct risk assessments on Inclusive Education projects or activities that is implemented by schools and Education Authorities and provides risk management strategies for mitigation and improvement; and
- 12.3.6** To liaise with Education Authorities and schools identified to establish special projects on best practices in promoting skills Inclusive Education.

12.4 Roles and Responsibilities of the School Boards and Committees

- 12.4.1** Support parents to promote through awareness and during annual general meetings the rights of children to education and especially those with special needs to attend the nearest school;
- 12.4.2** To support of the Education Authorities to develop support mechanisms to provide responses to issues relating to education of children with special needs;
- 12.4.3** To support children with special abilities to have access to opportunities for future career pathway in further training and employment;
- 12.4.4** To provide leadership and empowerment to parents that have children with special needs to realize the special abilities that these children have for success in the communities that they will be members;
- 12.4.5** To provide additional support teachers in providing resources for teaching of students with special needs through contributions and donations;
- 12.4.6** To support schools raise funds to address the needs of students with greater focus on students with special needs;
- 12.4.7** To support a leadership model by creating an environment that enables the school leaders to lead and influence effective learning of all students based on respect for the rights of each other; and,
- 12.4.8** To monitor progress through a clearly developed assessment schedule linked to SIEMIS data.

12.5 Roles and Responsibilities of the National Learning Support Resource Centre (NLSRC)

- 12.5.1** To support schools by providing the required resources needed by schools and teachers, teacher aides and students with special needs for the improvement of teaching and learning;
- 12.5.2** To liaise with the MEHRD and other Disability Persons Organizations (DPOs) such as the Solomon Islands Deaf Association and the People with Disability Solomon Islands for the purpose of planning, coordination, organizing and the facilitation of professional development initiatives for Inclusive Education;
- 12.5.3** To inform the National Inclusive Education Coordinating Committee on progressive programmes and activities of the (NLSRC);
- 12.5.4** To liaise with the National Library of the MEHRD so that learning materials for Inclusive Education are properly catalogued, kept and distributed to schools under a delivery service scheme;

12.6 Roles and Responsibilities of the School's Management Committees, Students and Parents

- 12.6.1** Schools through staff management committees have the obligation to manage and use the resources, and to see to their safekeeping, storage, and management within the school so that students have equal access to these resources with special consideration to students' with special needs in education;
- 12.6.2** All students are to respect each other regardless of disability and ability by classmates, peers, teachers and other adults;
- 12.6.3** All students are to support each other especially students with special needs by caring and giving extra assistance, such as carrying heavy items and moving them around in the schools and in the subjects learned in the schools;
- 12.6.4** All students are to encourage each other to learn together and build the trust and confidence in learning;
- 12.6.5** All students to promote the rights of those that are enrolled in their schools with disability and special needs;
- 12.6.6** All parents to support the school and their students at all times as and when called for where special needs education is provided for their children; and,
- 12.6.7** Schools' Management staff committees to ensure developing and implementing an open enrolment policy and to actively seek out the enrolment of students with disabilities.

13.0 PROFESSIONAL STANDARDS FOR TEACHERS

The Policy for Inclusive Education recognizes the Solomon Islands National Professional Standards for Teachers as stipulated in the Solomon Islands Teaching Services Handbook (2012). In the context of the Policy for Inclusive Education, these standards are established to be a source of authority that will set an achievement level for teachers in their work with students to foster positive learning, especially with diverse needs learners. Hence, it is a way of creating uniformity in the approach to teaching. As such the professional standards for teachers are categorized as the following;

13.1 Values and attitudes for School Teachers

- 13.1.1** Establishes, demonstrates and maintains good relationships and special care for students with special needs;
- 13.1.2** Work with students with special needs and school management;
- 13.1.3** Communicate with parents and guardians about the progress of students, especially students with different learning needs; and,
- 13.1.4** Demonstrate models of good behavior and good team player through collaborative and participatory working style.

13.2 Knowledge about Teaching and Learning

To achieve the standards in knowledge about teaching and learning, all teachers are to:

- 13.2.1** Demonstrate the knowledge and understanding of the needs of the students with diverse needs and abilities;
- 13.2.2** Demonstrate an understanding of how students with special needs learn and develop;
- 13.2.3** Demonstrate a wide range of teaching strategies that are specific to the needs of the students with disability; and
- 13.2.4** Establishment of a conducive learning environment to teaching and learning for students with disability.

13.3 Knowledge about Assessment and Monitoring

To achieve the standard relating to knowledge on assessment and monitoring especially for students with different levels of needs, all teachers are obliged to:

- 13.3.1** Establish and demonstrate an understanding of the different forms of assessment for children with special needs;
- 13.3.2** Demonstrate an understanding of the local and national statistical information to evaluate the effectiveness of teaching,

13.4 Knowledge about Subjects and Curriculum

The standard for knowledge about subjects and curriculum, the following practices are required of teachers and teacher aides.

- 13.4.1** Demonstrate the understanding of the subject(s) he/she is teaching and related pedagogy;
- 13.4.2** Demonstrates and differentiates the curriculum for which he/she has been trained and to the different levels of the learning needs of the students with disability;
- 13.4.3** Demonstrate the curriculum linkages between theory and practical applications in the different learning areas; and Guidelines; and,
- 13.4.4** Demonstrates the understanding of the curriculum and translating in into Individual plan for students with disability.

13.5 Knowledge about Literacy and Numeracy

To achieve the standards for Literacy and Numeracy, the following shall be the practices.

- 13.5.1** Demonstrates basic understanding and teaching of basic literacy, numeracy; and,
- 13.5.2** Demonstrate the teaching strategies incorporating literacy and numeracy in the different learning areas.

13.6 Knowledge of Achievement for All

The following are the practices related to the achievement for all;

- 13.6.1** Demonstrate the understanding of how the students develop, learn and progress and the factors that contribute to their developments; and,
- 13.6.2** Demonstrates an understanding of inclusive education and strategies in order to bring about equity in learning opportunities.

13.7 Knowledge of Health and Well-being

The following are the practices related to the knowledge of health and well-being.

- 13.7.1** Demonstrates care for students in the school and for school property, including legal requirements and national policies;
- 13.7.2** Demonstrates management skills to manage students with special needs in education; and,
- 13.7.3** Demonstrate the understanding of development and holistic well-being of students with disability.

14.0 PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

In the context of the Disability Inclusive Education Policy, School Leaders include ECCE Supervisors and Principals. The elements of this standards are centered on leading and teaching and to achieve the standards, School Principals and School Leaders need to perform the following practices;

- 14.1.1 School Leaders demonstrate, visionary leadership guided by the vision and goals of Education Strategic Frameworks and National Education Action Plans;
- 14.1.2 School Leaders demonstrate professional practices for teachers, learners and the wider community;
- 14.1.3 School Leaders behave with integrity and promote inclusion in the school and communities;
- 14.1.4 School Leaders demonstrate accountability and responsibilities for the resources used;
- 14.1.5 School Leaders demonstrate and maintain the cordial relationship amongst the surrounding communities;
- 14.1.6 School Leaders demonstrate flexibility, adaptability and absorbing in leadership; and,
- 14.1.7 School Leaders demonstrate a strong leadership in knowledge of the national curriculum.

15.0 MONITORING AND EVALUATION

- 15.1.1 The Policy in Inclusive Education is a document that will guide the approach for responding, to ensuring equitable educational opportunities for all students including those with disabilities in the schools and institutions of the Solomon Islands. Hence, it is the responsibility of the MEHRD to perform monitoring and evaluation of the implementation plans and strategy actions to this Policy; and,
- 15.1.2 It is also the responsibility of the MEHRD through its relevant departments and the NLSRC to design a framework for the monitoring of the Solomon Islands National Disability Inclusive Education Policy.

Appendix 1

FRAMEWORK FOR THE IMPLEMENTATION OF THE DISABILITY INCLUSIVE EDUCATION POLICY STRATEGIC ACTION PLAN 2016 - 2020

For easy reference, the following Strategies and Action Plan on Inclusive Education are listed in accordance with the major 3 key guiding principles of the policy.

GOAL 1					
IMPROVEMENT OF ACCESS TO EDUCATION					
<i>To contribute to the achievement of the universal access to quality and basic education for all children, youths and adults with special needs education in Solomon Islands with the provisions for inclusion leaving 'no failures' and 'low learners' behind.</i>					
Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.1.1 All children in the Solomon Islands are provided with equal opportunity to education regardless of any form of disability and ability	11.1.1 Increased enrolment in all schools especially with students who have been denied access to education due to disability and will complete the cycle of basic education	Survey on types of disabilities Inspectorate division data: monitoring data Feedback forums	Avail required funds for infrastructure System for reporting is set up	MEHRD and stakeholders are supportive	Funds Trained teachers Additional learning material/resource
10.1.2 All schools provide students with the relevant and appropriate curriculum that addresses the range of disabilities and abilities and special needs learners	11.1.2 There is equal opportunity for all students to all registered schools in Solomon Islands	Monitoring data: school and health	Setting up a system of reporting: engaging responsible school leader and health staff	Partnership with Health service staff (CBR)	Poor management Not prioritised
10.1.3 All schools to provide adequate, safe, conducive learning environment and reasonable accommodation for students with diverse and special needs so that these types of students attend and complete their schooling and training	11.1.3 Schools have established enabling environment for the learning and other development of students, with different needs of learners addressed	Inspectorate Division: monitoring data Feedback forums Survey on types of disabilities	Avail funds for required infrastructure System for reporting is set up	MEHRD and stakeholders are supportive Required funds are readily available	No support Disbursement of funds not timely

GOAL 1
IMPROVEMENT OF ACCESS TO EDUCATION

To contribute to the achievement of the universal access to quality and basic education for all children, youths and adults with special needs education in Solomon Islands with the provisions for inclusion leaving 'no failures' and 'low learners' behind.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.1.4 All learners are provided equal access to essential health services through regular school visits and contacts whilst enrolled at the school	11.1.4 Teachers capacity is increased in the areas identified as needed for professional development such as mentoring and coaching	Data on access from Health and school management	Reporting system is set up	Reporting system is effective	Needed health services, equipment and training are not in place
10.1.5 All learners are subjected to privacy when provided access to health services in respect to human dignity and right	11.1.5 The needs of the different students especially those with impairment will be addressed with reasonable adjustment which caters for progressive learning	Monitoring data	Monitoring template and programme is set up	Health and school management as clear on their roles	Privacy procedures are not inducted, therefore not adhered to
10.1.6 MEHRD and all Education Authorities to support all schools in the initial designing, planning and construction of new classrooms appropriate to accommodate inclusiveness	11.1.6 Increased number of schools with classrooms designed with inclusive features 11.1.7 Awareness to all EAs and schools on School infrastructure minimum standards and approved inclusive and safe designs 11.1.8 Approved and costed standard classroom designs	SIEMIS Whole School Inspection Database AMDs infrastructure policy Provincial EAs WSI database AMD database	MEHRD and EA to approve new classroom projects in schools Awareness on School infrastructure minimum building standards for EAs & schools AMD to have standard inclusive and safe building designs Liaise with MID for approval of inclusive infrastructure designs	All new classrooms and school buildings designed must feature approved school designs Close collaboration with MID for approval of designs	Approved designs may not be accessed at EA level

GOAL 1
IMPROVEMENT OF ACCESS TO EDUCATION

To contribute to the achievement of the universal access to quality and basic education for all children, youths and adults with special needs education in Solomon Islands with the provisions for inclusion leaving 'no failures' and 'low learners' behind.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.1.7 Education Authorities support schools improve existing classrooms and other facilities for better access to children with special needs who will require additional assistance	<p>11.1.19 All EAs have a costed infrastructure improvement plan</p> <p>11.1.20 Increased number of schools with water and sanitation facilities that meet the minimum standards for people with special needs</p> <p>11.1.21 Increased number of schools with school maintenance and improvement plans</p>	<p>EAs priority lists for school improvement</p> <p>EAs improvement and development plan Whole school development plans</p> <p>Whole school inspection report/ data</p>	Refer to AMD Data base	<p>EAs plans must include infrastructure improvement & development plans</p> <p>Schools have maintenance and improvement plans featuring relevant changes</p>	<p>EAs and schools lack capacity</p> <p>Funding may not be sufficient</p>
10.1.8 All Education Authorities to support all schools and centers to provide learning environment that will be more conducive and enabling for teachers and teacher aides with children of low learning to improve	<p>11.1.22 Increased number of students with special needs completing primary school, junior secondary and senior secondary education</p> <p>11.1.23 Number of schools supported to provide conducive learning environment</p>	<p>SIEMIS Whole School Inspection</p> <p>Database</p> <p>EA reports</p>	EAs to PLAN refresher courses in consultation with TTD for teachers professional development	<p>EAs also include in their staff development plans support for schools and centres in providing or facilitating refreshers courses for teachers and teacher aides</p> <p>Schools and centres have well organised site plans for future developments included in their whole schools development plans</p>	<p>Not sufficient fund available</p> <p>EAs might not have plans on staff development</p>
10.1.9 All education authorities, schools and centres support children who may require used of other assistive devices for improvement of learning such as braille, hearing devices and or interpreters	11.1.27 Increased opportunities for all boys and girls, in registered schools	<p>SIEMIS</p> <p>Whole School Inspection Database</p> <p>EA reports</p>	<p>Survey carried out</p> <p>Procurement plan of devices in place Training of teachers and teacher aides</p> <p>Trial and monitor schools using assistive devices</p>	Schools and Centres have varieties of assistive devices as learning aids to improve learning	No proper storage available

GOAL 1
IMPROVEMENT OF ACCESS TO EDUCATION

To contribute to the achievement of the universal access to quality and basic education for all children, youths and adults with special needs education in Solomon Islands with the provisions for inclusion leaving 'no failures' and 'low learners' behind.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.1.10 All schools and centres to provide equal opportunity for participation in all learning areas	11.1.28 Increased number of Teachers trained to provide mentoring for students with special needs	SIEMIS Whole School Inspection data-base EA reports	Liaise with AMD on plans to increase boarding facilities for both boys and girls as well as classrooms and furniture	All schools are prepared with necessary facilities to meet the different learning needs of the students (boys and girls) with disabilities/ impairments/ or are gifted	Too expensive to meet all the school facilities to the desired standard
10.1.11 All schools to respect the choice and interests of students with diverse needs on the subject areas to be learnt	11.1.29 Increased number of schools providing individualized education programmes for students with special needs	SIEMIS Whole School Inspection data-base EA reports	Awareness on inclusive education to schools/ communities Training for teachers and teacher aides	EAs and Schools recognise and support teachers in implementing and managing individualised education plans for students	EAs and schools may not have the experienced in managing individual plan for the students

GOAL 2
IMPROVEMENT TO QUALITY EDUCATION

Build the capacity of all stakeholders at all levels, both within and outside the education sector, through data collection and analysis to better understand factors inhibiting access to education by children, youth and adults with disabilities needing special needs education through the systematic implementation of these key strategies that will improve the quality of education needed for learning of all concerned.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.2.1 The needs of learners are catered for through the provision of adequate resources, tools and equipment	11.2.1 There is adequate supply of resources and appropriate equipment provided to all learners of all registered schools for the provision of providing quality education	Financial resources and professional training provided by MEHRD	Baseline survey of academic achievements	Sufficient time available for in-service training Adequate funding	Limited understanding on the concept on Inclusive Education
10.2.2 The needs of all learners are catered for through the development of a flexible and relevant curriculum	11.2.2 Regular professional development and upskilling of teachers will see teachers performing effectively in teaching of learning areas relating to the needs of students with disabilities pertaining to their special abilities and according to the special professional standards of teachers	Inclusion across all school levels. Recognised and approved adjusted curriculum to be used. Curriculum content and materials formally approved by CDD	Advocacy/awareness Intensive trainings Workshop on resources for special need students	Include in MEHRD NEAP 2016 – 2020	Availability of appropriate facilitators
10.2.3 Provision for quality, relevant and appropriate assessment, monitoring and evaluation processes and procedures	11.2.3 Student learning will continue to be improving in areas of basic literacy and numeracy and other areas that match the level of needs of special learners needs	Progress report on student learning to appropriate authorities and MEHRD Understanding & supporting literacy competence	Training of teachers to develop criteria for classroom assessment of students with special needs. Teacher's parents and community consult about the types of disabilities	Improved students' performance in inclusive education literacy	Availability of financial resources
10.2.4 Provision of ongoing professional development programs based on the learning need of students with disability	11.2.4 The outcome based curriculum being introduced recently in the Solomon Islands as per the statement of the national curriculum can be individualized to match the different learning abilities of all students	Developing specific daily program and planning	Develop inclusive education curriculum that is flexible and adjustable	Resources are readily available	Slow pace of specific curriculum development for people with Special needs

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IMPROVEMENT TO QUALITY EDUCATION

Build the capacity of all stakeholders at all levels, both within and outside the education sector, through data collection and analysis to better understand factors inhibiting access to education by children, youth and adults with disabilities needing special needs education through the systematic implementation of these key strategies that will improve the quality of education needed for learning of all concerned.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.2.5 All teachers and teacher aides to improve the teaching styles according to the different levels of needs of the students in the classroom	11.2.5 Sufficient supply of certified teachers graduating from recognized teacher training providers	Understanding and keeping records of students with special needs	Specific training skills identified for teacher training	Teachers improve teaching styles	Funding resources not available
10.2.6 All teachers and teachers trained signed language, use of braille and other assistive devices to properly support students according to their respective needs	11.2.6 Sufficient supply of certified teachers and teacher aides graduating from recognized teacher training providers	Qualified teachers on signed language Use of appropriate resources and materials	Sign language training and use of appropriate technology training for all teachers	Teachers are better equipped to deliver knowledge learning	Remote schools and teachers unable to access to appropriate technology devices
10.2.7 All teachers are provided with training on mentoring and coaching to be able to perform best practices that are flexible and easily adaptable in the context of the Solomon Islands	11.2.7 Students learning will continue to be improving in areas of basic literacy and numeracy and other areas that match the level of needs of special learner's needs	Affirmation of student's achievements Acknowledging the ability of individual students	Organise and conduct mentoring and coaching short courses for teachers	Teachers perform duties effectively with efficiency	Resources not available
10.2.8 All School leaders, teachers and teacher aides to improve interpersonal skills with regards to relationship with students with diverse needs in learning	11.2.8 Outcome-based curriculum being introduced recently in the Solomon Islands as per the Statement of the National Curriculum can be individualized to match the different learning abilities of all students	Improved support for inclusive teaching and learning practices Continuing support from parents and community	Teacher parents and community have sufficient data and information to make well inform choices on the importance of inclusive education TTDD assist in specific teacher training Expertise available for specific inclusion curriculum development	School Authorities and their management create space for better understanding of teacher - students relationship	School Authority and management do not understand their roles and responsibilities

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IMPROVEMENT TO QUALITY EDUCATION

Build the capacity of all stakeholders at all levels, both within and outside the education sector, through data collection and analysis to better understand factors inhibiting access to education by children, youth and adults with disabilities needing special needs education through the systematic implementation of these key strategies that will improve the quality of education needed for learning of all concerned.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.2.9 All school leaders focus on improving the learning students and providing extra support to learners with special needs	11.2.9 Teacher-Students relationship is improved and understanding of different learning needs	Capacity building for both teachers and students to enhance inclusiveness	Create teacher - student learning environment both in and out of classroom	Understanding better the learning needs of students with special needs	Teachers not well versed with teaching approaches for students with special needs

GOAL 3

IMPROVEMENT TO EFFECTIVE MANAGEMENT OF EDUCATION

Promote the recruitment and deployment of teachers in ways supportive of inclusive education by ensuring that more women, members of ethnic groups, and people with disabilities are recruited as civil servants and teachers. Train, upgrade and provide necessary technical assistance to teacher educators, education administrators, pedagogical advisors, teachers and staff at all levels in implementing inclusive education. Strengthen data collection and analysis mechanisms to better understand factors inhibiting inclusion and use the data to improve planning, monitoring and evaluation of inclusive education.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.3.1 All schools to have certified and experienced school leaders that have graduated to the minimum level of teaching qualification such as a diploma from a training provider recognized by the Ministry of Education and Human Resources Development	11.3.1 Data in the Education Authorities and schools in regards to students with special needs will be accurate and allocation of resources will be accurate	School Board Members and Teachers are trained And are been pro-active	Enrolled more Solomon Islands School Graduates in Special Needs Education EAs appoint Professional Teachers responsible for coordination and administration of Inclusive Education Programs and activities	EAs are prepared to support and endorsed more Teacher Training	Limited funding with limited number of teachers wanting to enrolled for training
10.3.2 School assets and resources are properly, effectively and efficiently managed and controlled according to the specific policies guiding the use of a particular resource	11.3.2 Resources used for the right purposes and more accountability be realized across the schools and Education Authorities in the country	Proper Ledger Sheets and Records Books are prepared for recording of resources borrowed by Schools	The National Learning and Resource Support Centre agrees on standard policies for the administration of the Centre	A Centre be established and be manned by additional staff	Land may not be available. Inadequate funding
10.3.3 Ensure to uphold cultural sensitivity, flexibility and reasonable accommodation to cater for the needs of all learners	11.3.3 Decisions made will be based on accurate information and evidence of best practice	Forums and Meetings organized Activities planned to meet the needs and aspirations of students with special needs	Charter be developed covering events for celebration such as sports, rallies and educational campaigns.	Annual events organized both for school students, youth and adults that embraces unity and inclusion. Raise the ethical standards of teachers and use all kinds of education to eradicate negative attitudes and Stereotypes in regards to young girls and other students with special needs	Teachers not able to diagnose students in order to identify kinds of programs

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Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.3.4 School finances, properly spent and accounted for in a transparent manner as according to the eligibilities and reporting requirements of the updated Statement and Guidelines of Grants to schools in the Solomon Islands, 2012	11.3.4 All schools are planned and constructed in accordance with the Universal Access Framework and the National Building Code and International Health Frameworks are available for compliances	Grants Guidelines reviewed to provide incentives for schools with enrollments of children with special needs education	EAs monitor their schools and to have quarterly visits to check account books	Implement the guidelines for the proper administration of block grants to define Expenditure categories and ensure transparency in the use of funds	Weak mechanisms for data collection and analysis on the educational status of disadvantaged children, especially the lack of disaggregated data by gender, ethnicity, disabilities, wealth quintiles, etc., which are needed for effective planning, monitoring and evaluation
10.3.5 Provision for safety and health referrals and procedures developed for all learners especially for learners with special needs	11.3.5 Leadership demonstrated by School leaders provides means of support and empowering of teachers for effective learning and interaction with all students	Trust and Confidence is built amongst learners, Teacher Aides and all students	Develop Safety and Health referral and procedures with relevant key stakeholders	More parents understand the rules for safety and referrals. CBR more proactive in the diagnoses of different disabilities affecting children's abilities for learning	Weak mechanisms for data collection and analysis. Lacks educational status of disadvantaged groups, especially the disaggregated data by gender, ethnicity, disabilities, wealth quintiles, which are needed for effective planning, monitoring and evaluation
10.3.6 Proper coordination and control of posting of teachers to all schools so that there are sufficient certified and experienced teachers supplied to schools especially schools that enroll students with special needs	11.3.6 There is Regular support by the school committees and parents towards schools are rendered to diverse learners	Professional Standards for Teachers are continuously improved and sustained	EAs are informed on Teacher requirements	More and more teacher-aides with sign language are trained and teaching	Teachers do not want transfers because of better results

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IMPROVEMENT TO EFFECTIVE MANAGEMENT OF EDUCATION

Promote the recruitment and deployment of teachers in ways supportive of inclusive education by ensuring that more women, members of ethnic groups, and people with disabilities are recruited as civil servants and teachers. Train, upgrade and provide necessary technical assistance to teacher educators, education administrators, pedagogical advisors, teachers and staff at all levels in implementing inclusive education. Strengthen data collection and analysis mechanisms to better understand factors inhibiting inclusion and use the data to improve planning, monitoring and evaluation of inclusive education.

Objective	Indicators of achievements	Sources of verification	Strategies	Assumptions	Constraints and barriers
10.3.7 Proper sharing of resources based on data of enrolment for which students with special needs should be deprived of resources suitable for their learning	11.3.7 Better collaboration of schools, communities, village education development committees and local administration authorities are strengthened	Number of students enrolled for schooling will go high Budgets are used to the best interest of children	Develop guidelines for fair and equitable distribution of resources	Effective Advocacy for parents to send their children to school Parents Proactively identify and enroll their children out of school, help them learn and complete basic education, and continue to vocational and higher levels of education	Increase demand for new schools with special needs
10.3.8 Proper planning and coordination of professional development initiatives with special focus on teachers teaching children with special needs in areas to support students with special learning needs	11.3.8 Children's personality are developed with a character of sense of self-confidence, courage, quick-thinking, language competence, coexistence, respect for diversity, self-organized and critical thinking	Annual Work Plans are developed and implemented by EAs	Improve inclusive education networks both within and outside the education sector, from central to provincial levels, to coordinate the implementation, monitoring and evaluation of the National Policy, Strategy and Plan of Action on Inclusive Education	EAs will improve their services of delivery Policies drawn and implemented	Administrators are not knowledgeable about the strategy framework Lack alignment of priorities of the Inclusive Policy to EA work plans
10.3.9 Quality data on schools and students especially with special needs are to be collected, collated and analyzed for informed decision making	11.3.9 Data in the Education Authorities and schools in regards to students with special needs are accurate and allocation of resources will be accurate	Proper and systematic records are established with all EAs	Promote greater involvement of community leaders and parents in supporting the school and its teachers and in designing and implementing local Curriculum content that is responsive to the need of learners and the community	Strong relationship between schools and other special schools, communities and business organizations employable for students, especially those with special abilities	Most EAs lack the ITC systems Poor records collected and difficulties in analyzing information and data

Appendix 2

INDICATORS FOR INCLUSIVE EDUCATION

Table 1

Pacific Indicators for Measuring Disability-Inclusive Education (Pacific-INDIE) in the Pacific Island Countries.

No	Indicator	PEDF Strategic Objectives
1. POLICY & LEGISLATION		
Outcome: Children's right to disability-inclusive education is supported by legislation and/or policy		
1.1	<i>Existence of legislation and/or policy that clearly articulates right to appropriate education for all children with disabilities.</i>	E
1.2	<i>Percentage of education budget spent on implementation of disability-inclusive education plan at the local level.</i>	E
1.3	A national disability-inclusive education implementation plan is developed and aligned with relevant legislation and/or policy.	E
1.4	A national disability-inclusive education implementation plan is approved by the relevant Ministry.	E
1.5	Percentage of schools that have implemented a national / provincial disability-inclusive education plan.	E
2. AWARENESS OF THE RIGHTS OF CHILDREN WITH DISABILITIES		
Outcome: Communities are responsive to the rights of children with disabilities and their families, and the benefits of disability-inclusive education to the society		
2.1	<i>Number of community awareness programs focused on out of school children with disabilities.</i>	E
2.2	Number of disability awareness programs designed and implemented in partnership with DPOs.	E
2.3	Number of parent education programs for supporting their children with disabilities.	A
3. EDUCATION, TRAINING & PROFESSIONAL DEVELOPMENT		
Outcome: The workforce is competent and committed to implement disability-inclusive education		
3.1	<i>Teacher training curriculum includes a mandatory course on disability-inclusive education.</i>	Q
3.2	Teacher education programs include disability-inclusive education practicum experiences.	Q
3.3	Number of teachers who have received continuing professional development programs on disability-inclusive education.	Q
3.4	Number of teacher assistants who have completed accredited programs in disability-inclusive education.	E
4. PRESENCE AND ACHIEVEMENT		
Outcome: Increased enrolment and attendance of children with disabilities in education facilities		
4.1	<i>Number of regular schools enrolling children with disabilities.</i>	A
4.2	<i>Number of children with disabilities completing primary school.</i>	A
4.3	Number of children with disabilities completing secondary school.	A
4.4	Number of children with disabilities enrolled in regular primary and secondary schools.	A
4.5	Percentage of new enrolments of children with disabilities as a proportion of new entrants in regular schools.	A

No	Indicator	PEDF Strategic Objectives
4. PRESENCE AND ACHIEVEMENT		
Outcome: Increased enrolment and attendance of children with disabilities in education facilities		
4.6	Percentage of children with disability attending school regularly.	A
4.7	Number of students with disability meeting grade appropriate literacy standards in national/school-based/district wide tests.	Q
4.8	Number of students with disability meeting grade appropriate numeracy standards in national/school-based tests.	Q
4.9	Number of children with disabilities dropping out of school.	A
4.10	Number of dropped out children with disabilities who have re-enrolled.	A
4.11	Number of children with disabilities enrolled in Non-Formal Education (NFE) programs.	A
4.12	Number of children with disabilities accessing incentive programs for education.	Q
5. PHYSICAL ENVIRONMENT AND TRANSPORT		
Outcome: Communities are responsive to the rights of children with disabilities and their families, and the benefits of disability-inclusive education to the society		
5.1	<i>Percentage of schools that meet universal design requirements of the national Building Code.</i>	Q
5.2	Number of school transport vehicles that are accessible for children with disabilities.	A
6. IDENTIFICATION		
Outcome: children with disabilities are identified through referral or screening processes		
6.1	<i>Education Management Information System (EMIS) records data on children with disabilities.</i>	E
6.2	Number of schools reporting on the number of children with disabilities to the Ministry.	E
6.3	Number of parent information sessions on referral processes.	E
6.4	Number of schools conducting a disability screening program.	Q
7. EARLY INTERVENTION & SERVICES		
Outcome: Children with disabilities receive timely access to appropriate disability services including early intervention		
7.1	<i>Number of children with disabilities who are provided with relevant assistive devices and technologies.</i>	Q
7.2	Number of schools that have used a referral system to access early intervention services.	A
7.3	Number of schools that have made referrals to health and rehabilitation services.	E
7.4	Number of schools with access to specialists to support inclusion of children with disabilities.	Q
7.5	Number of specialist staff available to support disability-inclusive education.	E

No	Indicator	PEDF Strategic Objectives
8. COLLABORATION, SHARED RESPONSIBILITY AND SELF - ADVOCACY		
Outcome: Collaborative efforts are made between Ministry, schools, special schools, service providers, DPOs, community organisations and families to enhance disability-inclusive education for children with disabilities		
8.1	<i>Formal processes are established to systematically involve parents of children with disabilities in educational programs.</i>	E
8.2	Number of meetings involving parents of children with disabilities.	Q
8.3	Number of schools with a collaborative inclusive education committee/team.	E
8.4	Number of regular schools collaborating with stakeholders to facilitate disability-inclusive education.	E
8.5	Number of children with disabilities and families who have received self-advocacy training.	E
8.6	Advocacy mechanisms are in place to support children with severe intellectual disability or psychological disorders which prevent self-advocacy.	Q
8.7	Number of children with disabilities accessing training specific to their needs.	A
9. CURRICULUM AND ASSESSMENT PRACTICES		
Outcome: School curriculum and assessment processes are inclusive and acknowledge the diverse learning needs of children with disabilities		
9.1	<i>Number of children with disabilities who sit exams with reasonable accommodations</i>	Q
9.2	Number of children with disabilities being assessed against the national curriculum.	Q
10. TRANSITION PATHWAYS		
Outcome: children with disabilities are identified through referral or screening processes		
10.1	<i>Number of children with disabilities graduating at an age-appropriate level and transitioning from primary to secondary school.</i>	A
10.2	Number of children with disabilities transitioning from special schools to regular schools.	A
10.3	Number of children with disabilities graduating at an age-appropriate level and transitioning from secondary to higher education and/or employment.	A
10.4	Number of students with disabilities accessing post-school options.	A

Note: Pacific Education Development Framework (PEDF) Strategic Objectives: A = Access; Q = Quality; E = Effectiveness and Efficiency; Children with disabilities = Children and Youth with Disabilities;

The indicators highlighted in green are highly recommended for obtaining an overview of disability-inclusive education within each of the five Pacific countries undertaking the Inclusive Education Indicators Study including Solomon Islands.

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