INTRODUCTION

Samoa consists of 4 main inhabited islands, Upolo, Savaii, Manono and Apolima and several uninhabited islands. It is located in the South Pacific about half-way between Hawaii and New Zealand. The population is approximately 180,000 with nearly 1/3 of the population under the age of 15 years. Samoa gained independence from New Zealand in 1962.¹

Gathering information for this survey in Samoa took place between 28 February and 11 March 2005. A programme of meetings, interviews and site visits was organised by the Ministry of Education, Sport and Culture (MESC). The consultant doing this survey also used her networks (as agreed by both UNESCO and MESC) to supplement the programme in order to gather as much accurate information as possible within the given timeframe. The site visits, interviews and meetings were conducted only in Upolo. However, some interviewees were from Savaii and information was able to be obtained about that island as well. A wide range of sources was consulted to obtain information. This included:

- A wide range of people from MESC (division heads, CEO, teachers, principals, School Review Officers, Special Needs Coordinator)
- Head of Statistics, Ministry of Finance
- Advisory and advocacy groups (Nuanua o le Alofa—DPO, Disability Action Task Force, Special Needs Education Advisory Group, etc)
- Students, both disabled and non-disabled
- Schools (government, private and NGO)
- Special Schools (NGOs)
- Parents
- Community members
- EFA Coordinator
- UNESCO – Samoa staff
- National University of Samoa – Faculty of Education staff
- And others interested and/or involved in promoting the rights of education for all

¹ CIA· World Factbook (www.cia.gov)
The care of children with disabilities in Samoa was and still is primarily the responsibility of parents and family members. Education in Samoa for children with disability (often referred to in Samoa as children with Special Needs) had, since the late 1970s, been primarily the domain of 2 Non-government organizations (NGOs). Although the government of Samoa passed the Compulsory Education Act in 1992, the NGOs were seen as the most appropriate way of providing support to children with disability (CWD). From 1993-1994, the government of Samoa reviewed all aspects of education in Samoa and this resulted in the Western Samoa Education Policies and Education Strategies 1995-2005. This document is very important in the evolution of services to CWD as it contains the first plan to begin to provide educational services to CWD.

As a result, there have been many positive developments for CWD in Samoa since 1995. This has included a survey conducted in 2000 to identify all children with special needs, the inclusion of a Special Needs Education (SNE) curriculum at National University of Samoa (NUS), teachers graduating as primary school teachers with SNE specialty and the establishment of 6 SNE units in regular primary schools. As well, a teacher’s manual was developed in 2002 on including children with disability into village schools. A position called, Special Needs Coordinator was also established within the MESC to provide support, monitoring and further development of this area of education. This position is currently part of the Curriculum, Materials and Assessment Unit (CMAD). The EFA plan, which acknowledged support from UNESCO Office for Asia Pacific, is another aspect of development in which disability advocates continue to monitor to ensure that children with disability and others at risk are truly included in this plan.

However, while there have been significant advances, there have also been major challenges which have either delayed or changed the original impetus. This includes changes in personnel, lack of continuity through use of volunteers (VSA & Peace Corps), and a chronic teacher shortage. There appears to be a lack of clarity regarding the roles & responsibilities of the SNE Coordinator, SNE teachers and Units. This is compounded by a lack of vigilance in advocating and promoting the rights of CWD. At present, the SNE units are currently non-functional, and there are many concerns in the Samoan community about the lack of support for CWD and other children who may be at risk.

Fortunately, there is a genuine goodwill amongst most involved to review the current situation in order to determine methods to improve and sustain education for all.

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2 Western Samoa Compulsory Education Act 1992
5 National University of Samoa, Calendar 2000
6 Including Children with Special Learning Needs in All Schools Teachers’ Manual 2002
SECTION 1. FOCAL POINT FOR THE EDUCATION OF CHILDREN WITH DISABILITIES WITHIN THE MINISTRY OR DIRECTORATE OF EDUCATION

1. Identify the catalyst or determining factors which led to the decision to include CWD in the national education system
   a) What was the reason for including CWD in the school system?
   b) Who made the decision?
   c) When was the decision made?

   Note: Elicit answers by means of open-ended questions first. Use examples if reasons are not forthcoming.

   Possible examples of reasons could be:
   • All children, including CWD have a right to education
   • Convention on the Rights of the Child
   • UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities
   • Response to Salamanca Statement and Framework for Action
   • Signatory to the Asian and Pacific Decade of Disabled Persons and the Agenda for Action (1993-2002), with its targets on education
   • Response to the Dakar Framework for Action on Education for All.
   • Initiatives by international NGOs eg SCUK in Laos
   • Local NGO advocacy and programmes
   • Advocacy by parents of CWD
   • Advocacy by organizations of persons with disabilities (DPOs).

In Samoa, the care of children and adults with disability has been primarily the responsibility of the families. Over 25 years ago, 2 Non-government organizations, established centres for children with disability. In 1992, compulsory education was made mandatory for all children aged 5-14 years. As the NGOs continued to develop, awareness and advocacy about the right to education for children with disabilities continued to grow. Awareness campaigns were sporadically held as were teacher training workshops by overseas donors or volunteers. These events and participation in forums such as the Salamanca Statement & Framework, brought new ideas about integration, mainstreaming and inclusion.

The Government, in the 1995-2005 Policy & Strategy document recognized and acknowledged that these NGOs and a few others were providing services that did not currently exist within the present education system. This document also put forward a strategy for the government to take full responsibility, over time, for the education of children with disabilities.7

Anecdotal information gathered for this survey, credits the growing awareness of parents and staff at the NGO schools as one of the key catalysts for inclusion of CWD into the policy and strategy documents. The Special Education NGO schools and Nuanua o le Alofa (NOLA), an organization of PWD, continue to advocate and are

7 Western Samoa Education Policies & Education Strategies 1995-2005
consulted in regards to continuing to provide education for all. They have representation at the Special Needs Advisory Committee (SNEAC) as do the Parent Support Groups which were established in 2003.\(^8\)

There has also been strong support from within the Ministry of Education, Sport and Culture and within the teacher training community. The Minister and CEO continue to promote and endorse the right to education for all at public forums, through grants to assist with funding of NGOs and through their own personal attendance at many of the events organised by parents, NGOs or others. The Faculty of Education has developed 5 training modules for primary school teachers who wish to become Special Needs Education Teachers. This year, a new module, called Inclusive Education, was introduced into the teacher training curriculum and it is compulsory for ALL students.

Samoa is also a signatory to or has responded to:
- The Asian & Pacific Decade of Disabled Persons with Disabilities
- The Salamanca Statement and Framework for Action
- The Biwako Millennium Framework
- The Basic Education Action Plan (Suva 2002)
- Education For All

The Samoan culture has always highly valued education. The combination of influences from the local family and community and the global community continue to develop a stronger and more inclusive understanding of the right to education for ALL children.

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\(^8\) Empowerment of Rural People with Disabilities Report - UN Volunteers Programme
2. **Policy on education and children with disabilities**
   
a) What are the key features of national policy on education?
   
b) Is there a national EFA policy?
   
c) Does the Government have a policy of compulsory education for all children?
   
d) Does the policy make specific reference to the inclusion of children with disabilities?
   
e) Is there any other specific policy on the education of children with disabilities?
   
f) Does the Government consult organizations of persons with disabilities in formulating policy to include children and youth with disabilities in the education system?
   
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Education for all children ages 5-14 was made compulsory by the Education Amendment Act 1991-1992. The current policy document, which has been in place for the timeframe of 1995-2005, is now under review and revision. Decisions regarding policy changes and approaches are expected to emerge over the coming months in order to have the next policy in place by the end of 2005.

The current policy\(^9\) has 4 “key concepts” which are:

- **Equity** – the system will treat all individuals fairly and justly in provision of education opportunity
- **Quality** – exemplified by high standards of academic achievement, cultural understanding and social behaviour
- **Relevancy** – a system that is meaningful, recognized, applicable and useful to one’s life.
- **Efficiency** – demonstrated by management practices that optimally utilize all resources (human, financial and material)

All of these concepts implicitly support the inclusion of all children in the Samoan education system.

The Samoan system provides education in the following areas:

- Early Childhood Education
- Primary Education
- Secondary Education
- Special Education
- Teacher Education & Training
- Post-secondary Education & Training

Samoa participated in the 1990 EFA Jomtien Conference in Thailand and completed the EFA Assessment 2000. Samoa has responded to the Dakar World Declaration Forum by developing an EFA National Plan of Action to achieve EFA goals by 2015.

Key themes of Samoa’s EFA National Plan of Action\(^10\) are:

- Review and amend existing Education Acts and policies to reflect inclusion of ECE and SNE and with emphasis on free education
- Inclusion of adult education programmes and continuing education

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\(^9\) Western Samoa Education Policies & Education Strategies 1995-2005

\(^10\) Education for All Samoa National Plan
• Data collection and research for all goals with an emphasis on curriculum review and teacher training
• Setting of educational standards for access, quality and management.

The development of the EFA National Plan of Action was a consultative process and is based on information and data from the Education Policies and Strategies 1995-2005, the Corporate Plan (July 2003-June 2006), the Strategy for Development of Samoa (DSDS 2002-2004), the Statistical Digest 2002 and a number of projects run by the MESC. 11

In regard to the Special Education component of the current Education policy, strategies were developed to ensure that a database was established to identify all children with special needs, to provide training and support of SNE teachers, to develop SNE Units and provide grants to SNE NGOs until the role was totally within the Samoa Education system. Most of these activities have been achieved although not currently sustained. The options available for students with disability include:
• 6 Special Needs Units within government primary schools (4 in Upolo and 2 in Savaii)
• 6 NGO Special Schools (4 in Apia with the Early Intervention unit working on a Community based model and 2 in Savaii)
• a small number of private or church schools

The Special Needs Education Advisory Committee (SNEAC) was established in 1999 as per the strategic plan and has representation from Education, Health, SNE NGOs, parents, DPO, and other relevant ministries and individuals and groups. This committee meets on a regular basis and is consulted on policies and practices that affect the current SNE activities.

Nuanua o le Alofa (NOLA) is the NGO for people with disability. They are represented at SNEAC and at the Disability Action Task Force (DATF) and are now being consulted on a more regular basis for issues to do with disability including education.

3. Legislation
   a) Has legislation been passed mandating compulsory education for all children?
   b) Does this legislation explicitly include children with disabilities?
   c) Has any specific legislation been passed mandating education for children with disabilities?
   d) When was the legislation passed?
   e) Is the legislation actively enforced?

The Samoan Constitution declares Samoa to be a free and sovereign independent state and guarantees equality of all before the law. Section 15 provides: “(1) All persons are equal before the law and entitled to equal protection under the law."

There can be no laws to subject disability or restriction on anyone, but a disability as such is not a ground of discrimination. (S 15(2)).

“(3) Nothing shall: -
(b) prevent the making of any provision for the protection or advancement of women or children or of any socially or educationally retarded class of persons.”

There is still evidence of inappropriate terms and definition of people disability and in particular the confusion between intellectual disability and mental illness. This is particularly so in the case of offenses against “women with disabilities “and defenses on the grounds of “insanity”. There is an offence to have sexual intercourse with a woman or a girl who is an “idiot or an imbecile if it is known or there is good reason to believe that the victim is an idiot or imbecile”.

The first education legislation was the Education Ordinance 1959. The Village Authority was required to ensure that children are enrolled unless exempted on grounds that the child is "unable to attend school regularly or is unable to be educated by reason of physical or mental handicap.”

The Education Amendment Act 1991-1992 is the legislation that mandated compulsory education for all children between 5-14 years of age.

The Attorney General’s office is currently reviewing the Education Ordinance to include Early Childhood (including Early Intervention) and Second Chance Learning into the National EFA plan and reviewing Compulsory Building Codes. At present, there is no monitoring of this except in the building of new schools. However, the building of an accessible toilet and ramps has been implemented in those schools built with funding by ADB. Many of the village schools, which have to raise their own funds, do not include accessibility in their plans as it is usually seen as an added expense to benefit only a few.

The most recent development is the agreement of the Prime Minister to consider the incorporation of a “Disability Action Task Force under the auspice of the Prime Minister’s Department.

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12 Constitution of Western Samoa
13 Ibid
14 Western Samoa Education Ordinance 1959
15 Education Amendment Act 1991-1992
It is widely acknowledged that there is very little enforcement of compulsory education in particular. This can be evidenced by the numbers of children with disability that were identified on the 2000 survey\textsuperscript{16} and are not in any educational setting as well as those children “working” in Apia or caregiving in the family home.

4. Providers of education to children and youth with disabilities

a) Who are the main providers of education to children with disabilities and youth with disabilities? Ministry of Education, other government ministries, international agencies, NGOs?

b) List each main provider and briefly describe its role and the extent of provision, with particular reference to rural areas.

c) Are the programmes of the various providers coordinated in some way e.g. under a common policy framework? In a common national data base?

d) Is there a formal and a non-formal system of education for persons with disabilities?

e) Are children and youth with disabilities included in both systems, or only in the non-formal system?

f) Does the non-formal system provide basic education to primary school age children?

g) Is the Government responsible for the non-formal system or is it run mainly by NGOs?

h) Does the Government provide resources to the non-formal system?

i) What form of support is provided?

The main providers of education to CWD are still primarily within the NGO sector. The MESC has begun over the past 5 years to provide grants to the NGOs, and begin the development and establishment of Special Needs Units within the primary sector. Private schools and mission schools are also providers of education to some CWD. There has been sporadic cooperation and coordination between the various schools over the years. The Special Needs Education Advisory Committee is currently the forum where most of the following are represented. It is understood that information about the participation of CWD in non-formal education is not known.

The main NGO providers in Samoa are:

- **Loto Taumafai Education Centre for the Disabled & Loto Taumafai Early Intervention Programme – established in 1981**

The Education Centre part of this NGO was established 1981 and caters primarily to students who are deaf or hearing impaired and students who are physically disabled. It has operated primarily as a “special school” conducting education programmes, life skills programmes and vocational programmes. Over the years, it has undergone many changes which include the use of Individual Education Plans, utilizing the media for advocacy issues and promoting and supporting its students to participate in the community. Loto Taumafai has a school bus which assists with transportation for most students. Loto Taumafai receives a grant from the government (as per current policy) and from NZAID. There are school fees of $50.00 per term and this covers transportation and a meal which is provided for all students each day. There are 5 teachers and currently 90+ students which indicates an increase in roll. With the establishment of the SNE Units in government schools, Loto Taumafai had anticipated a drop in enrollment. However, due to the present lack of functioning of these SNE Units, the roll is increasing at this NGO.
Loto Taumafai sees its long-term goals as including the closure of the school as students are mainstreamed appropriately into government schools and the development of a specialist resource and support service that can be utilized throughout the country.

The Early Intervention Programme was established in 2004 with a 5-year funding grant from CBM. A significant part of the first year was spent on training and development of the field workers. Mulifanua and Apia were selected as the 2 focus areas in which to work. This was based both on the 2000 Survey and on staffing resources. Staffing consists of 1 Coordinator (who is a nurse and physiotherapist), 2 Fieldworker Coordinators, 7 Fieldworkers and 2 deaf Fieldworkers. (The deaf Fieldworkers are funded by International Deaf Children Association). In the first year of operation they have seen 64 children between the ages of 0-7 years. Besides providing a community based programme (the Fieldworkers go to where the families are living), they also provide public awareness and training to community health nurses and some schools. They run courses for parents and support the local parents groups as possible. They have recently employed 2 Fieldworkers who will be based in Savaii, thus providing initial coverage on the other island. Their long-term goal is for MESC & MOH to accept and fund this as a government supported programme.

- **Aoga Fiamalamalama – established in 1978**

  This school has been in existence for over 20 years and was originally started and funded by the IHC (Society for the Intellectually Disabled) in New Zealand. This school caters primarily for those students with an intellectual disability. At present, there is an Acting School Principal, a Peace Corps Volunteer Teacher Trainer, 5 teachers and 27 students. There is a bus for transportation and the programme is based on basic academics, living skills and vocational skills. There is an emphasis on professional development with the teachers, most of who have not had formal training. The Acting Principal is very keen to join with a “normal” school to promote inclusion and mainstreaming for their students. She has begun doing this through sports and social activities. Many of the students had been in regular school but were not supported and were teased and bullied. The parents of these students regard the school as a place of safety and learning.

- **Senese Junior Preparatory School – established 1992**

  This NGO was established in 1992 by a group of parents whose children had special education needs. It aims to assist children with specific learning disabilities so that they can be mainstreamed into the regular school. This NGO is considered a “private” school and as such has high school fees that enable it to have a trained teacher, teacher aides and excellent resources. There are 7 children attending at present. This NGO is in the process of negotiating a merge with another private school, Robert Louis Stevenson School, in order to ensure a natural transition for students into the mainstream and to share their resources and skills.
• **Samoa Society for the Blind – Prevention, Rehabilitation & Education for the Blind (PREB)–established 1991**

PREB was established in 1991 and combines advocacy with some service provision for children and adults who are visually impaired or blind. It has run workshops and supports some students who are visually impaired or blind by translating materials into Braille. PREB has supported some 275+ people over the years.

• **Special Education Unit for Savaii (SEUS) – established 2001**

SEUS was the first NGO centre for CWD established in Savaii. It was supported and funded by the other disability NGOs as well as a small grant from the MESD. The unit has had a troubled time getting established and clarifying its roles and functions. In 2004, a newly elected committee, consisting of many parents, retook control of SEUS. This new committee has worked hard to clarify the purpose and function of SEUS and to work cooperatively with other NGOs and government groups. There is 1 full-time teacher, volunteers and approximately 15 pre-school CWD and 15 school age CWD. Initially, many of the children were very young so it operated more as a day-care. It is now developing more educational programmes for those who attend.

• **Ulimaso Marist Centre for Special Learning (UMCSL) – established 2003**

UMCSL is also based in Savaii and is supported by the Marist Brothers and receives a grant from MESC as well as other donors. It provides a “second chance learning” opportunity for those who have failed in the regular education system or those who have never attended. In 2004, there were 109 full time and 30 part time students of whom many were students with disabilities. UMCSL runs a number of programmes in Life Skills, Basic Literacy & Numeracy and Vocational Skills.

**Government Schools**

According to the School Census 2004, there are 206 primary & secondary government schools in Samoa. In 2001, the first Primary School teachers with Special Needs Education specialty graduated from the National University of Samoa. Along with this was the establishment of 6 Special Needs Units – 4 in Upolo (Magaigi Primary School, Falefitu Primary School, Saliemoa Primary School and Lalomanu Primary School) and 2 in Savaii (Tutaga Primary School & Sataua Primary School). There is no specific provision or preference to rural areas although the establishment of 2 SNE in Savaii does address this to a degree. These 6 SNE Units represents the less than 3% of schools that have a designated programme for SNE meaning that approximately 97% of the schools have no provision for any type of SNE support.

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17 MESC Education Statistical Digest 2004
The aim of the units was to provide a ‘resource room’ approach where specialized teaching and curriculum adaptation could be provided to CWD and where their learning needs might be met in small groups or on a one-to-one basis. As well, the SNE teacher was to assist and support classroom teachers to ensure that the students with special needs could participate as much as possible and ultimately totally, in the regular classroom.

A Special Needs Adviser position was also established to provide support monitoring and development for all concerned with the SNE Units (eg students, SNE teacher, regular class teacher, principals, parents and community).

Unfortunately, due to a teacher shortage problem, supervision and monitoring difficulties, only one of these units is operational although effectiveness is of concern. The SNE Coordinator has only visited one of these units since the beginning of this school year and that was in conjunction with this UNESCO mission. The SNE Units and the specialized trained teachers are not being utilized and as a result it is reported that the children with special needs are not coming back to school. Many have gone back to the SNE NGOs which are reporting an increase in enrollments. More information regarding these schools is provided in Section 8.

**Private Schools**

- **Robert Louis Stevenson School (RLS)**

  This is a private school which has both primary and secondary schools. The school fees are high, enabling the school to have a good teacher to student ratio and many resources. It has had a “Learning Support Centre” within the school that acts a resource room for those children requiring specialized support. This year, RLS accepted a high school student with cerebral palsy as an integrated student. This student is the first to be integrated into the mainstream. He has a full-time teacher aide paid for by his family. The school put in a ramp and made some adaptations to assist this student. He has been the focus of newspaper and TV news items which have promoted his right to inclusion.

  This school is currently negotiating a merge with Senese. This would mean that the 7 CWD who are currently enrolled at Senese would become students of RLS. The Senese teacher would become a staff member of RLS but would retain her function as SNE teacher.

**Other Schools**

There are a number of private and/or church schools which have also included students with a disability from time to time. However, none of these have been as a matter of policy but more related to the type of disability and payment of fees and parental payment of any extra resources such as teacher aides, etc.
Special Needs Education Database

In 2000, UNDP and the Samoan Ministry of Education jointly funded the Special Needs Education Survey Project. The aim of this project was to identify all children between ages of 0-14 with special needs. Individual interviews were done over a 6 month period by a team trained and coordinated by the Project Coordinator. Identification of these children included age, gender, location, type & severity of disability and education and support needs. All information was entered into a database to be shared and utilized by all concerned. A total of 1188 CWD was identified in this survey. This survey was partially up-dated last year by the Peace Corps volunteers. The current SNE Coordinator does not know how to use the database although the maintenance, updating and usage are one of the functions of this position.
5. **Budgetary policy and measures**
   
   a) Is there a defined budget allocation for the education of children with disabilities?
   
   b) Is the money allocated as part of the regular budget?
   
   c) Is there a separate allocation specific to the education of children with disabilities?
   
   d) Is there a specific allocation to make schools physically accessible to children with disabilities?
   
   e) What other forms of specific support to children with disabilities are covered by the budget?

   **Examples:**
   
   - Support teachers
   - Special teaching devices, materials etc

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The education budget incorporates the 6 SNE teachers and SNE Coordinator within the standard personnel allocations.

There is a separate Special Education budget for materials and expenses of $25,000 (tala) per annum. This is to cover any additional costs that may be incurred by the SNE Coordinator for materials, visits to schools, etc.

According to the Assistant CEO, CMAD, the Ministry has decided not to establish any more SNE Units until the current Units are operating to expectations. Once this has happened the budget for the establishment of more Units will be included in the Corporate Services Division budget.

An annual grant is made to each of the SNE NGOs on the basis of numbers of students enrolled.

It is understood that an allocation of budget to make schools accessible will be in the next 10 year plan. At present, only those new schools built with ADB funding were able to be directed to include accessible toilets and ramps. However, the school fees that are received by the school committees can be used for maintaining school buildings including the building of ramps, etc. The MESC provides all schools with free stationery and pays all teachers salaries.

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18 MESC Budget Summary by Output March 2005
6. **Administrative and implementation steps**

a) What is the process by which policy and legislation on inclusive education is implemented at the school level?

b) Is there a focal point within the Ministry that is responsible for the education of children with disabilities, in special education and/or regular schools?

c) Does the focal point have a separate budget?

d) Is there a policy or are there guidelines which determine which children with disabilities will be accepted into regular schools or are all CWD accepted?

e) What are the guidelines? At what level is the decision made – departmental or school level?

f) Who is responsible for finding out-of-school children with disabilities? What specific steps are taken to achieve their enrolment?

g) What specific policy directives are given to school management to implement inclusive education?

h) How are these directives implemented?

i) Is there a directive to take action at community level to find children with disabilities who are not enrolled in school?

j) Is awareness training of educational administrators conducted on the issue of including children with disabilities in the school system?

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The process for implementation of SNE policy and legislation is implemented in several ways.

Firstly, there is a School Census undertaken each year that assists in determining the numbers of children attending school. Unfortunately, this census does not include the identification of those CWD who should be at school or any other non-attending children. The School Review Officer (SRO) is responsible for the collation of this information and the enforcement of policies.

The focal point within the MESC is the Special Needs Coordinator. This person has access to the 2000 Survey which was updated in 2004 by Peace Corps volunteers working within this ministry. However, the present SNE Coordinator does not use this database. In theory, this database should provide relevant information about those CWD who should be attending school. It is understood that this information has been shared with some SROs and school principals on a very ad hoc basis. It is the responsibility of the SNE Coordinator, in conjunction with SROs and principals to identify those CWD not attending and put together a plan for them to do so. Often reasons cited for non-attendance by CWD is lack of transport, lack of trained teachers and lack of knowledge that this is their right to participate in school.

There has been some in-service training in conjunction with the disability surveys for school principals and SROs. In-service training on disability awareness is also part of the SNE Coordinator’s responsibility and he states that he has provided some training. There were no specifics to verify this. The manual developed for all teachers outlines the responsibilities for all involved. 19 It seems that this has not been widely distributed and therefore this information will not be available to many principals and teachers.

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At present, most of the CWD who are attending are labeled as “slow learners.” The 2000 Survey identified that 37% of the CWD were identified as slow learners. Some of the issues raised from this included a lack of range of type of disabled students currently at school, concern regarding teacher ability &/or skill to identify and assess students, and the concern regarding limited teaching methodologies that may affect a students learning.

The current policy defines SNE students as “students who for a variety of reasons are not developing to their full potential or are at risk of not achieving the major achievement objectives of the Samoan curriculum.” A draft SNE policy has been developed and is in the process of consultation and discussion. It promotes an ‘eligibility criteria’ and uses a medical model to introduce a ‘disability & impairment’ programme. This is currently being critiqued by SNEAC and there is much concern about this draft policy.

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21 Western Samoa Education Policies & Strategies 1995-2005
7. Special schools
   a) Do you have a system of special schools for CWD? Please describe your system.
   b) Are these run by GO or NGO or both?
   c) What percentage of CWD attend special schools?
   d) Do you have special schools in rural areas?

Currently there are 4 main NGO education centres for children with disability that operate as “special schools” in that they are segregated in both setting and most programmes. 3 of these are located in urban Apia and the other 2 on the same site in Savaii. These NGOS, Loto Taumafai, Fiamalamalama, Senese, SEUS, UMCSL were detailed in Section 1.4 (Providers of education to CWD). These NGOS are given an annual grant by the government but for the most part are donor supported. None of these have education/school status. According to the latest figures there are 54,939 students enrolled in all government schools in Samoa.23 The 2000 Survey identified 1188 CWD and number of students attending the NGOs is approximately 200 representing that 16% of the identified CWD attend the Special Schools.

23 MESC Education Statistical Digest 2004
8. Regular inclusive schools – Primary level
   
e) Do you have a system of regular inclusive schools which enroll CWD?
f) When did you start having inclusive regular schools?
g) How many, or what percentage of your regular schools are inclusive?
h) What percentage of CWD attend regular inclusive schools?
i) What is the educational situation for CWD in rural areas?

The current system within the primary level is called Special Needs Education (SNE). This system has developed as a result of the 1995-2005 policy & strategies and is currently under review.

This system has been developed concurrently with training teachers in the area of SNE at the National University of Samoa.

There are no actual regular inclusive schools. The 6 Special Needs Units were established in 2001 based on identified need from the Survey. At present, only the SNE Unit at Lalomanu School is functioning as such. At that school, the SRO, school committee and principal have made a determined effort to include CWD. They have hired a truck and have been transporting CWD to the SNE Unit. On the day, we visited, there were 17 children, 3 who were profoundly deaf and one with severe Cerebral Palsy, and the rest a mixture of “slow learners.” However, the SNE teacher is requesting considerable support to cope with this large number and diverse needs of children. One of the other issues is that it seems the children must remain in the SNE unit all day. When it was suggested that some of the children might join the others for sport or music so that the SNE teacher could give more individualized time to some of the other students, we were told that was “not allowed.” Clearly, there is a lot of work to do to ensure that this SNE Unit functions appropriately. The other SNE teachers have been moved into regular classrooms due to the teacher shortage. The 3 other SNE teachers in Upolo are teaching regular classes and have up to 10 SNE students included in their classes. This indicates another area of confusion about the role and function of the SNE teachers and their units.

Some of the Parents Support groups along with some people from SNEAC continue to advocate for appropriate utilization of the SNE teachers and Units.

Data for the numbers of SNE students within these designated primary schools was unable to be attained but it is estimated that an average of 10 students is attending at least 5 of the schools. This makes an approximate number of 50 SNE students attending primary school which is approximately .09%.
9. Pre-school
   a) Is there a system of pre-school education?
   b) What percentage of children attend pre-school?
   c) Is it GO or NGO run?
   d) Do CWD attend regular pre-schools?
   e) What training is given to pre-school teachers?
   f) Do any pre-school teachers have any special training to enable them to teach CWD?

The Early Childhood Education (ECE) Curriculum Office is situated within the MESC. However, all preschools and early childhood centres are registered with the National ECE Council. Through the Council, these centres put forward requests for funding and grants to the MESC.

There is a short training course for ECE teachers run by the Council. The training does not include any training in regards to supporting CWD although they do have guest speakers on this issue from time to time. Data was unavailable on how many CWD attend ECE centres. The new Early Interventions service from Loto Taumafai is currently working to identify these children.
10. Early detection and early intervention for infants and young children with disabilities

a) Is an early detection and early intervention service provided to families of infants and young children with disabilities? Who are the service providers? Examples: Ministry of Health, Ministry of Education, NGO sector or any combination of these?
b) Does this service reach all families with children with disabilities?
c) What plans do you have to extend early intervention services?

The only Early Intervention Service that operates is based out of the NGO Loto Taumafai as outlined in Section 1.4. There is a hospital birth registration process but it does not identify babies who are born with a disability or who may be considered ‘at risk.’

The Early Intervention Programme was established in 2004 with a 5-year funding grant from CBM. A significant part of the first year was spent on training and development of the field workers. Staffing consists of 1 Coordinator (who is a nurse and physiotherapist), 2 Fieldworker Coordinators, 7 Fieldworkers and 2 deaf Fieldworkers. (The deaf Fieldworkers are funded by International Deaf Children Association). 2 of the newly appointed Fieldworkers are based in Savaii extending their service to that island in the next few months.

Mulifanua and Apia were originally selected as the 2 focus areas in which to work. This was based both on the 2000 Survey and on staffing resources. In the first year of operation they have seen 64 children between the ages of 0-7 years. Besides providing a community based programme (the Fieldworkers go to where the families are living), they also provide public awareness and training to community health nurses and some schools. They run courses for parents and support the local parents groups as possible.

Their Coordinator is a member of SNEAC and is working to develop links with the Community Nurses, the birth registration process and MESC.

Their long-term goal is for MESC & MOH to accept and fund this as a government supported programme.
11. Access to secondary school for children and youth with disabilities
   a) Do students with disabilities have access to secondary level education opportunities?
   b) Is any assistance or special accommodation provided to these students in secondary schools?

There have been a small number of anecdotal reports about secondary students with disabilities who have been included into secondary school. This includes a small number of students who were visually impaired or blind. Current data and information was not accessible.

There is one student with cerebral palsy who uses a wheelchair and just this year been accepted to one of the private schools.

The Adult Survey identified that 15.7% of those identified in this survey attended secondary school.\textsuperscript{24}

There is no reference to secondary students with disability in the Curriculum Overview Document\textsuperscript{25} dated 1998. This may be changed due to the current review of all policies.

\textsuperscript{24} Samoa Adult 15+ Disability Identification Report & Key Recommendations p12
\textsuperscript{25} Samoa Secondary School Curriculum Overview Document 1998
12. **Access to tertiary education opportunities for persons with disabilities**

a) Do students with disabilities have access to tertiary level education opportunities?

b) Is any assistance or special accommodation provided to these students in tertiary level educational institutions?

The two tertiary institutions (not including theological seminaries) are the National University of Samoa and the Samoa Polytechnic. These two institutions are in the process of merging.

Most PWD who wish to do tertiary level studies have gone overseas to do so. There are 3 young women with disability who completed university degrees and have returned to Samoa to work. The first two are wheelchair users and one works for one of the airlines and the other is the principal at one of the SNE NGOs. The third is a blind woman who is a journalist. They are held up as exemplary role models. An analysis of the Adult survey done in 2002 showed that only 12 women and 25 men had completed Polytechnic or University.26

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26 D. Lene, *The Status of Women (15years+) with DisAbilities in Samoa*
13. Definition

   a) What is the definition of the term “disability” in your country?
   b) Is there an “official” definition, or is the term used to mean different things to different groups e.g. do parents, children, teachers, Ministry of Education, Bureau of Statistics define disability differently? Please specify the documents which contain these definitions?
   c) Is the new (2001) WHO International Classification of Functioning, Disability and Health (ICF) used in your country for census, household survey or other data collection activities?
   d) Are you aware of the WHO ICF definition?
   e) What categories of disability do you include in your definitions of disability and in your schools?

The Samoan Population and Census 2001 was the first census taken in 10 years. This census will now take place every 5 years with the next one being planned for 2006. The census is conducted from the Department of Statistics within the Ministry of Finance. The population interview schedule has only one disability related question which is “Please indicate whether this person is disabled or not.” The only responses allowed are “disabled” or “not disabled.”

The Adult Survey report used the following definition: “Generally, disability refers to any physical or mental condition that limits a person’s movements, senses or activities in one’s daily life.” The report then identified 12 specific types of disabilities that would be investigated. They were: autistic, behavioural/emotional problems, blind, deaf, epileptic, hearing impaired, intellectual impaired, mental illness, physical disability, speech/language impaired, specific learning disability and visually impaired.

The Children’s survey defined 8 categories of impairment that were further defined within the survey interview form. These were: learning impairment, physical impairment, intellectual impairment, hearing impairment, epileptic, visual impairment, multi-impairment and other.

The WHO ICF does not appear to be used.

27 Department of Statistics Population Interview Schedule
28 Samoa Adult 15+ Disability Identification Report & Key Recommendations p4
29 R. McCullough. SNE Survey Project Report & Recommendations p.17
14. **Disability statistics - general**

   a) Does your country collect statistics on persons with disabilities of all ages?
   b) Is data disaggregated by disability category, age, gender, urban/rural?
      Please provide figures according to any disaggregation which is available.
   c) Do you have data on children with disabilities from birth?
   d) Do you have a disability birth registration process in hospitals under the Ministry of Health?
   e) Please provide samples of any available data collection instruments.
   f) Please identify institutions (GO or NGO) which may be undertaking, or have the capacity to undertake data collection on children with disabilities in the community and schools.
   f) Please identify (and provide) all publications with any data on quantitative aspects of disabilities.

As stated earlier, the Samoan Population and Census 2001 was the first census taken in 10 years. This census will now take place every 5 years with the next one being planned for 2006. The census is conducted by the Department of Statistics within the Ministry of Finance.

In 1999, Dr. Frank Smith conducted a disability survey commissioned by UNESCO. He identified 578 CWD under 12 years old. In 1995, Ms. Naoko Kuba, JOVC volunteer conducted a survey where she identified 302 CWD less than 14 years of age.30

The next disability survey was conducted in 2000 to identify all children with disability from 0-14 years by age, gender, location, type and severity of disability, and unmet needs.31 This survey was commissioned by the Ministry of Education and UNDP. It was upgraded in 2004 but is not able to be used by the SNE Coordinator.

The Adult Disability survey was conducted in 2002. This survey was initiated by Inclusion International with funding support from NZAID. The Department of Statistics provided all data entry of the Adult Survey. The Chief Statistician, in conjunction with the Inclusion International in-country representative provided analysis and co-wrote the statistical part of the report. The support from this department was very much appreciated by those involved with the Adult Survey and was a very positive and strong message of the worth of this survey as the directive for the Department of Statistics to be involved was issued by the Prime Minister. As a result, the Chief Statistician informed us that the Adult Disability Census would be updated every 5 years in the year following the national population survey. The next Adult Disability Census will be conducted in 2007.

The Loto Taumafai Early Intervention Programme is collecting data and looking to link with the Ministry of Health, MESC and other relevant organizations and government departments. The birth registration process does not identify any children born with a disability or ‘at risk.’

A further analysis of the adult survey has resulted in a report on Women with Disability.32 All three disability reports are attached.

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30 SNE Survey Project Report and Recommendations p. 10
31 Ibid p. 17
32 D. Lene. The Status of Women (15years+) with DisAbilities in Samoa.
15. Disability statistics and data-base – Ministry of Education

a) Does the Ministry of Education collect separate statistics on children with disabilities?

b) If yes, what categories of disability are used for data collection of children with disabilities in schools?

c) Do you have data on the total number of children with disabilities of school age?
   This refers to all disabled children – those in school and those not in schools.

d) If yes, what percentage of children with disabilities attends school?

e) What percentage of children with disabilities does not attend school?

f) What percentage of children with disabilities attends:
   i) special schools   ii) regular school iii) non-formal education

g) Do you have school registration forms? Do they identify children with disabilities?
   Please provide examples of any forms used for registration.

h) What categories are used on this form?

i) Is any other data collected for statistical purposes concerning children with disabilities?

j) Are there any plans to improve data collection?

The only statistics collected on children with disabilities was the survey conducted in 2000. The full report is has been attached to this survey. The survey was updated in 2004. The SNE Coordinator has reported he does not know how to use the database and more current information was unable to be accessed.

Table 3: National Summary of Types of Disabilities by Age

<table>
<thead>
<tr>
<th>Category</th>
<th>Disabilities included</th>
<th>0-4</th>
<th>5-10</th>
<th>11-14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Impairment</td>
<td>Slow learners, Learning disabled, Behaviour problems</td>
<td>10</td>
<td>308</td>
<td>145</td>
<td>463</td>
</tr>
<tr>
<td>Physical Impairment</td>
<td>Cerebral Palsy, Physical disabilities, cleft palate, club foot, speech defects</td>
<td>29</td>
<td>120</td>
<td>58</td>
<td>207</td>
</tr>
<tr>
<td>Intellectual Impairment</td>
<td>Autism, Down Syndrome, Intellectual Disability, Hydrocephalus</td>
<td>24</td>
<td>77</td>
<td>43</td>
<td>144</td>
</tr>
<tr>
<td>Hearing Impairment.</td>
<td>Deaf, hard of hearing</td>
<td>11</td>
<td>77</td>
<td>29</td>
<td>117</td>
</tr>
<tr>
<td>Epileptic</td>
<td>Seizures (both controlled &amp; not)</td>
<td>8</td>
<td>76</td>
<td>29</td>
<td>113</td>
</tr>
<tr>
<td>Visual Impairment.</td>
<td>Blind, visually impaired</td>
<td>12</td>
<td>46</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>Multi-Impaired</td>
<td>Both intellectual &amp; physically disabled</td>
<td>7</td>
<td>35</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Other</td>
<td>Disabling illnesses/sickness</td>
<td>2</td>
<td>22</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>(number of disabilities per age group)</td>
<td>103</td>
<td>761</td>
<td>355</td>
<td>1219</td>
</tr>
</tbody>
</table>

SNE Survey Project, July 2000

SNE Survey Project: Report and Recommendations 2000
16. Monitoring procedures – national monitoring and monitoring for the EFA process

a) Are children with disabilities identified as a separate category in national and EFA monitoring?

b) If children with disabilities are not identified as a separate category how do you measure any increase or decrease in enrolments?

c) On what basis do you formulate policies to improve access and performance of children and youth with disabilities in the education system?

CWD are mentioned specifically in the Samoa EFA Action Plan. Specifically it identifies and/or recommends the following:

- Need for standardized curriculum for SNE teachers

- the lack of awareness and the importance of Early Intervention services for CWD. It recommends that the SNE Coordinator help set up Parent to Parent Support groups for children with disabilities. This has been started via the UNV project, Supporting PWD in Rural Samoa and is currently being monitored and supported by the Loto Taumafai Early Intervention Service.

- Teacher training in specific disability areas

- The right of children, including those with disabilities, to have access to affordable educational programmes and activities

The Samoa National Action Plan is currently being reviewed in terms of progress of the action plans. The reviewer, contracted by UNESCO, has reported that there is a lot of administrative information but very little action to date.

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34 EFA Samoa National Report p. 18
35 Empowering Rural People with Disabilities. UNV Project
36 EFA Samoa National Report p. 20
37 Ibid p 21
38 Ibid p. 23
17. Multi-sectoral collaboration
   a) Does your country have a national coordination mechanism or national coordination council on disability? (NCCD)
   b) Does the national council have inter-sectoral representation – please specify
   c) Does representation include organizations of persons with disabilities?
   d) Is there any multi-sectoral collaboration in the provision of education to children with disabilities?
   e) If so, please describe the ministries involved and the nature of the collaboration?

There are two key groups that have a coordination role in the area of disability.

The first is the Special Needs Advisory Committee (SNEAC) which was established in 1999 as per the Samoa National Education Policies & Strategy documents. This committee is chaired by the SNE Coordinator and has representation from MESC, all of the SNE NGOs, parents, PWD DPO, NUS and can co-opt members as appropriate. Its primary function is to provide an opportunity for discussion, debate and advice from all of the key stakeholders on all aspects of Special Needs Education. It is understood that meetings have not been well attended and on a sporadic basis. However, the recent meeting held on 11/3/05 was very well attended. Key issues discussed were:
   - The draft SNE policy
   - The proposed Pilot Project utilizing the UNESCO “Toolbox”
   - The role of SNE Units

The second is the Disability Action Task Force (DATF) which had previously been the Adult Disability Survey Advisory group. Once the survey was completed it was agreed that this advisory group should re-establish as DATF in order to ensure that a multi-sectoral collaboration was maintained and strengthened and to assist with the monitoring and implementation of the recommendations from the survey report. This group is chaired by the President of NOLA, who is also an Inclusion International in-country representative. Representation on this committee is somewhat broader than SNEAC and includes people from MESC, Ministry of Health, Department of Statistics, NUS and Samoa Polytechnic, SNE NGOs, UNDP and/or UN Volunteers, Accident Compensation Association and others with an interest or responsibility in disability issues. Current issues for discussion for this group include:
   - Continued lobbying for the Disability Action Task Force to become part of the Prime Minister’s Office
   - Employment schemes and advocacy for PWD
   - Wheelchair Repair Programme
   - CEDAW Supplementary report
SECTION 3. IMPLICATIONS AT LEVELS OF PRIMARY SCHOOL, TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

These questions should be addressed at school level at an inclusive regular Primary School

18. Interview a head teacher or principal of an inclusive regular school
   a) What steps are taken to prepare Head Teachers or Principles for the inclusion of CWD in regular schools?
   b) What specific actions are taken at school management level to implement directives from Educational administration? What directives are given to Head Teachers and then what action do they take?
   c) What steps are taken to prepare teachers to cater for students with a diverse range of abilities and disabilities?
   d) What steps are taken to prepare students for the inclusion of CWD in the regular school and classes?

Two primary schools, located in Apia, were organised for the consultant to visit. Both schools, Magiagi Primary School and Falefitu Primary School, have SNE Units and teachers. The consultant then arranged an additional 2 visits to the remaining SNE units in Upolo, Saliemoa Primary School and Lalomanu Primary School. The units in Savaii (the other island) the other island was not able to be visited.

Brief description of the 4 Primary Schools visited for this survey:

- **Magiagi Primary School (Apia)**
  This school has a role of 437 students between the ages of 5 and 14 years. The morning of this interview, 10 new entrants were enrolled. Last year there was a Special Needs class with approximately 10 students and one SNE teacher. The Principal had asked the Special Needs Coordinator to release the SNE teacher into a regular class as there is a shortage of teachers. This year the SNE teacher has 9 students identified as “Special Needs” who have been added to the 34 Year 6 students that she teaches.

- **Falefitu Primary School (Apia)**
  This school has a role of over 250 students between the ages of 5 & 14 years. This school had 2 SNE Units and 2 SNE teachers from 2001-2002. In 2002 one of the SNE Units was moved to Saliemoa School. At present, there is one SNE teacher who has been placed back into the regular classroom. She teaches 28 Year 5 students and also has the SNE students added to this class. There are 9 boys and 1 girl labeled as “slow learners” and there is one blind student.

- **Saliemoa Primary School (Sagaga District)**
  There are 278 students who attend this school. There is a staff of 6 which includes the Principal, SNE teacher and 4 primary teachers. The SNE Unit that was established in 2002 is not currently functioning. The SNE teacher has 70 Year 3 & 4 students for whom she is responsible.
Lalomanu Primary School (Aliepata District)

This is a new school that was built with ADB funding and has ramps and a Special Needs toilet. Due to the teacher shortage, only half of the classrooms are being used. There are 5 teachers, the Principal and 1 SNE teacher. The Matai (chief) is on the school committee and in conjunction with the SRO and Principal decided to hire a truck and collect the SNE children from the district and bring them to this school. On the day we visited, there were 17 children in the SNE Unit. 3 of these students were profoundly deaf, 1 student had cerebral palsy and was in a wheelchair, and the rest were called slow learners.

Interview with School Principals

3 of the 4 Principals of the Schools visited were interviewed for this survey; the Acting Principal of Magiagi Primary School and the Principals of Lalomanu and Saliemoa schools. A meeting had been arranged for the Principal of Falefitu School but she was not at the school on that day. An informal meeting was held with the former principal of Sataua Primary School in Savaii.

Two of the principals had been involved in establishing the SNE Unit at their schools. One had felt that the SNE Coordinator at that time was very helpful and supported the teacher well. The Principals reported that it was the SNE Coordinator’s responsibility to support the teachers and assist with the students. However, the current SNE Coordinator had not been to visit any of the schools since the year began and the support given was reported as minimal. The principals could not identify any specific training or preparation for them to support or administer the SNE Units. Teachers were trained at NUS and were seen to be “specialists”. The principals were aware of the Policy and understood it to say that schools “must accept” children with disability but they had no other information about implementation, practices or directives.

One of the principals felt that children with physical disabilities were okay to include but felt those with intellectual disabilities were too difficult to include in normal schools. She had recently asked a parent to take their child with an intellectual disability out of this school and back to the Special School (Fiamalamalama) where he had been last year. She was worried about this decision but did not think she had any options. She was not clear who she could ask for assistance with this type of problem but felt she could possibly go to the School Review Officer. She reported that all children must do 5 subjects and be able to learn in English. She felt this would be too difficult for most CWD. She felt they could be included in sport, singing, and dancing.

In general, the Principals felt that the other children related well to the CWD and that often they had siblings or extended family attending the same school.

None of these principals had any information about inclusion practices or curriculum differentiation and were not clear about the term “Inclusive Education.”
The former principal of Sataua School had retired last year and was now working with the Early Intervention team. She was very positive about the SNE Unit and teacher at her school and valued the support given by the previous SNE Coordinator. Due to the teacher shortage and lack of SNE support, the Unit at this school had closed. She reported that the SNE teacher had been put into a regular class and the parents of the SNE students had stopped sending them to school as the teacher was now unable to work with their children. This issue was brought up and discussed at the Workshop but there no conclusion other than to voice concern.

In summary, a formalized system of introducing principals to the issues of including and supporting CWD, their teachers and parents is not yet established in Samoa. This indicates that inclusion of CWD and support of teachers is very much dependent upon the beliefs and values of individual principals and school communities.
19. Interview a classroom teacher in a class with CWD in an inclusive regular school.

a) What preparation have you had for including CWD in your classes?
b) Have you had any special training?
c) What teacher training have you had? Please describe your teacher training programme?
d) What qualifications did you have to become a teacher? How many years at school?
e) What is your opinion of including CWD in regular classes?
f) What are the advantages of including CWD in regular classes?
g) What problems or challenges do you experience?
h) Are there more boys than girls with disabilities in your classes?

All 4 SNE teachers were interviewed. Three of them are now working as ‘regular’ class teachers with the SNE children either added to their classes (in 2 schools) or the SNE students no longer attending (1 school). The 4th teacher had a class with only children with disability in attendance.

3 of the teachers had completed their qualifications from NUS and 1 was still unqualified. One teacher was in her first year and the others had been teaching for 3-4 years. All of them had attended NUS and had done their Primary teaching certificate plus the 6 papers to give them SNE specialty. This is a 3 year course. All reported that the training and learning from NUS was excellent and they felt well supported by their tutors at NUS. They had all done practical placements at the SNE NGOs as part of their training and had felt this was very important.

Once placed in the schools, the first group of teachers felt that they had received very good support from the first SNE Coordinator. She visited on a regular basis and assisted them with their assessments, planning and working with the principals and other teachers. The newest SNE teacher was unaware that there was a SNE Coordinator and felt that she would go to her NUS tutor when she needed assistance. Last year, 2 Peace Corps volunteers were assigned to the SNE Units. The teachers reported that they were very helpful with ideas and programmes for the SNE students and spent a lot of time in the classrooms. They also tried to update the database and share that information.

All of the teachers said that they were trying to figure out ways to help their SNE students do the ‘same’ work as the other students in their classes. They all reported that they were doing their best to observe and assess but were not confident about this. Two of the teachers asked the consultant to give advice and it was clear that they were in need of more support. One of the teachers reported that she hoped some of the children would leave her class someday and go to other classes but she had to make sure the other teachers did not get ‘mad’ at her.

The teachers reported that is good to have all of the SNE children with the ‘normal’ children as it is good for the normal children to learn about difference and the slow learners can learn from the normal children. It was typical for the “normal” children to help the slow learners. One teacher divided her class into two levels (normal & slow learners) and teaches them in groups. At present, all students are doing the same
programme. The blind student gets his work transcribed into Braille by a person from the Blind Society (PREB).

The teachers reported that most of the SNE students were those labeled as “slow learners. They all felt that the schools should have more CWD including those with physical disability and other disabilities.

One teacher reported working with parents was important and she did try to talk with them informally when they came to drop off or collect their children from school. She hopes to hold a special meeting for them later in the term.

The teachers were unclear about the concept of “Inclusive Education” but used terms like integration and mainstreaming comfortably. The function and purpose of the SNE classes was discussed. 2 of the teachers understood that the SNE Units were to be ‘resource rooms’ where children with special learning needs could receive individualized teaching support with the aim being to participate in the mainstream as much as possible. The other 2 thought that the CWD were supposed to stay in the SNE Unit full time.

All of the teachers stated that more resources (e.g. appropriate reading materials, toys, manipulative games, etc.) would be useful.
20. **Interview a CWD in a class in an inclusive regular school**
   a) Did you want to go to the regular school?
   b) What is it like for you attending the regular school?
   c) What do you like best about attending the regular school?
   d) What problems or difficulties do you have attending the regular school?
   e) Did you go to school before you went to the regular school?
   f) What age did you start school and what school did you attend?
   g) Who made the decision for you to go to school?
   h) Did your parents want you to go to school?

Although there were no actual “inclusive regular schools”, 2 CWD from different schools were interviewed. Both had been in the SNE Unit the previous year and were now in the regular class being taught by the SNE teacher.

Harry– 11 years old, Slow learner
(The teacher translated for Harry).

Harry said he liked coming to school and he liked the teacher. He couldn’t identify any problems or difficulties. He had attended another school before this one. He liked playing outdoors the best.

Kiwi – 10 years old, blind

Kiwi said he liked school and had 2 best friends. He said the other students helped him get around. He was learning Braille.

From the consultant’s brief observation and the teachers’ reports, both of the students appeared to be well accepted by the other students.
21. **Interview a non-disabled peer in the same class as a CWD**

   a) What do you think about having CWD in your class and school?
   b) Tell me the things you like?
   c) Tell me the things you don’t like?

Florence & Valu were 2 girls chosen by the teacher for this interview because they were in the class with the SNE students and had good English. They said they could tell that the CWD were “different” because they needed more help. They liked them and tried to help them. Some other students sometimes made fun of them and they tried to stop them.

Peter, 8 years old, was also interviewed. He said that Kiwi was his friend and that they liked to play together. He didn’t care that he was blind. It didn’t cause any problems.
22. **Interview a family member of a CWD attending a regular inclusive school**

- a) Did you want your child to go to the regular school? What were your reasons?
- b) Did you have a choice between a regular and an inclusive school?
- c) Is your child happy at the regular school?
- d) Are you happy with the way your child is treated at the regular school?
- e) What do you like best about having your child attend the regular school?
- f) Have there been any difficulties or problems?
- g) Was your child at school before she/he went to the regular school? Where?
- h) Why did you decide to send your child to the regular school?
- i) Would you send your girl with disabilities to school, as well as your boy with disabilities? What are your reasons?

Two parents were officially interviewed.

Ana, parent of Harry, reported that when Harry was small she could tell he was slow but that he was very good. He was quiet and didn’t get into trouble. Sometimes if he is angry he will cry but he does not hit. Her daughter, Luisa, was also labeled as slow but is in the regular class at the same school. Harry had attended another primary school at age 5 but it was very difficult for him. The lessons were very hard and he could not keep up. In 2003, his mother changed him to this school because there was a SNE teacher. She had her own class and he began to improve in some of his work. She prefers him to be with a SNE teacher and that is why she wants him at this school. She thinks he gets along okay with the other students but he doesn’t have any friends. She was not aware of any Parent Groups but thought it would be a good idea and she would go along if anything was started.

Faiupu, mother of Kiwi, reported that Kiwi was born normal and then became totally blind at 5 months of age. He was not sick and she does not know what caused this. The doctor told her to take him overseas when he was older but she has not been able to afford to do this. He went to the Marist Brothers school first as they would accept him as a blind student. Now he attends his current school as it is his village school and there is a SNE teacher. She likes that he is with “normal” students as he can learn from them and they help him too. She would like to meet other parents but was not aware of any parent support groups.

Informal interviews were held with some grandmothers and other parents who all agreed that their children should go to school but they were unsure of how they would be treated. Some of them didn’t know if the CWD could learn and some were worried that they would be abused.
23. **Interview a community member or local official**

   a) What do you think about having CWD attend the regular schools?
   b) Do members of the community support the inclusive schools?
   c) Do you see any problems in having CWD in regular schools?
   d) Are any meetings held in the community to raise awareness about the rights of persons with disabilities, and the need for children with disabilities to attend school?

Two people were interviewed. One was the secretary of the school committee and the other was the friend of a parent with a CWD.

The School Committee secretary felt that their committee was supportive of including CWD. They did projects and fund-raising to help with the school, most recently applying to SDA for computers and library materials. They had also provided a “special classroom”, ramps and handrails for the CWD. She thought there were between 13-18 CWD at the school but she did not think there was a SNE teacher now. She felt that parent involvement should be encouraged.

The other person felt that only child who had “learning abilities” should go to school. This person felt that CWD would hold back the other students and that would not be fair. According to this person, this was a commonly held view by most people in Samoa.

They were both aware that there was some media and other activities to raise awareness but they had not experienced these directly.
SECTION 4. IMPLICATIONS AT LEVELS OF SPECIAL SCHOOL, PRE-SCHOOL, EARLY INTERVENTION CENTRE OR SERVICE, AND INCLUSIVE SECONDARY SCHOOL, AND TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

If the opportunity arises address these questions to teachers, students and parents of children with disabilities at:
- Special school
- Pre-school
- Early intervention centre or service
- Inclusive Secondary schools

Where it is not possible to obtain information from all sectors please observe the order of PRIORITIES as listed above.

24. Interview a Head Teacher or a classroom teacher in a Special School.
   a) What is your view of inclusive schools – placing children with disabilities in regular schools and classes?
   b) What do you think are the advantages and disadvantages of special schools?
   c) Would you like to teach in a regular school?
   d) What training have you had for your position at a Special School?

The interviews for this section were conducted at two NGO Special Schools; Loto Taumafai and Aoga Fiamalamalama. The Head Teachers and some support staff were interviewed.

Aoga Fiamalamalama (FM) has 5 teachers and 27 students currently attending. (Last year’s enrollment showed 42 but on average only about half actually attended.) They have a bus to provide transport to and from the school. Their key goals are to provide educational, vocational and life skills to the students to prepare them for life. The Principal was trained in an unrelated field but had been approached to do this job and was enjoying it. The Teacher Trainer had a degree in Recreational Therapy from the USA.

Both the Principal and Teacher Trainer had a clear understanding of Inclusive Education (albeit primarily focused on cwd) and felt that their students could be included into the mainstream provided they had appropriate assistance/support, materials and opportunities for specialized teaching or therapy. However, they felt that most CWD get pushed to the segregated NGOs because teachers in the state school system do not feel they can teach them. The principal has begun a programme to mix with one of the local schools for sports and social activities and reported this as being tremendously successful. Long term they envisage that FM would merge with other schools and would see FM as a base for itinerant teachers, resource centre, one-to-one tutoring centre etc. Their main resistance to progress this at present is attitudes of other schools, teachers and from parents and board of their school.

Current advantages & disadvantages of the Special School were cited as follows:
Advantages
- A place to come to – otherwise just sit and home often neglected
- Parents feel child is ‘safe’
• Teachers are there because they care
• They can provide options and activities

Disadvantages
• Lack of opportunity to learn and socialize with peers in “normal” setting
• Mis-diagnosis means many students who may have done well with minimal help end up with FM
• Students can tend to go backwards if not stimulated
• Teachers lose perspective regarding expectations (usually lower)

The classroom teacher interviewed has been teaching at FM for 14 years. She did a ‘teaching course” through the Catholic Church in 1982 and has done several locally developed training courses. She has her Early Childhood Teacher Certificate. She is also a parent of a CWD. She reiterated what had been said by the Principal and Teacher trainer. She felt that her students would do well in an inclusive environment with the right support and that she too would like to teach in that kind of setting still maintaining her focus with SNE students.

The Principal of Loto Taumafai(LT) was also interviewed. She is a person with a disability (uses a wheelchair) and sees herself as a good role model to the students, teachers and parents. She had a University degree in Education from Australia. She felt that the specialized skills of teaching deaf students meant that a special school had its place. However, she felt that most students should be able to learn in the mainstream. The Board at this school were reviewing the current strategic plan and saw that in the long term, LT, could be come a specialized learning and resource centre teaching short courses and providing community based support. This was already beginning with the Early Intervention programme based out of this school.
25. Interview a parent of a disabled child attending a Special School
   a) Are you happy with the education your child is getting at the Special School?
   b) Did you have a choice between the Special School and a regular inclusive school?
   c) Would you like your child to attend a regular inclusive school? Please give your reasons.

The parent interviewed for this section is also a teacher at the Special school. Her daughter used to go to regular school but could not keep up with the reading so was sent to FM. (A visiting SNE teacher thought she was dyslexic). She felt she had no options. She would have preferred her daughter be well supported in the mainstream but this did not happen. Her daughter is now labeled as a slow learner and the mother accepts that.
26. **Interview a child at a Special School**
   
a) Tell me what you like about your school
b) Would you like to go to a regular school instead of a special school? Why?

2 students, one boy & one girl, were briefly interviewed. They are both 15 years old and labeled as ‘slow learners/mild intellectual disability”. They have recently been selected to become part of a ‘Self Advocacy” programme being established and supported by the local PDO. They both like school and have both been to regular school but “failed.” The young man felt that he could go to regular school but he wasn’t allowed.
27. Interview a teacher at a Pre-school
   a) Do you have any children with disabilities at your Pre-school?
   b) Do you think children with disabilities should be able to attend pre-school

This interview was unable to take place.
28. Interview a parent of a young disabled child attending an Early Intervention Centre or service
   a) What age was your child when you found out he/she had a disability?
   b) Who referred you to the Early Intervention Centre or service?
   c) How does the Early Intervention Centre help you with your child?
   d) What sort of school would you like your child to attend when she-he is older?
      Special School or regular inclusive school?

Two women were interviewed. One was the grandmother of a young child with cerebral palsy. She was one of the main caregivers for this child. The other was a young mother whose 5 month old baby had just been diagnosed with Down Syndrome.

Both children were diagnosed before they were 6 months old. The mother of the child with Down Syndrome had to take her baby back to the doctor as her mother-in-law suspected something was not right. She was not happy with the advice given to her by the doctor as she felt he only focused on the negative.

Contact from the Early Intervention team was from local knowledge. The grandmother was very involved and very positive about the support given to her. She was shown exercises and activities to stimulate the child. They also helped her understand about Cerebral Palsy. The young mother was only just starting with the programme and looking forward to their help. They were due to come visit her at home that same week. She was very keen to meet other mothers with children with Down Syndrome.

Neither of them were able to say what kind of school they would want their child to go to in the future. They were not aware of many options for CWD.
29. **Interview a teacher at an inclusive secondary school**

   a) What preparation have you had for including CWD in your classes?
   
   b) What teacher training have you had? Please describe your teacher training programme?
   
   c) What is your opinion of including CWD in regular classes?
   
   d) What are the advantages of including CWD in regular classes?
   
   e) What problems or challenges do you experience?
   
   f) Are there more boys than girls with disabilities in your classes?

The teacher of a young man with cerebral palsy recently included into a regular secondary school was briefly interviewed. She had completed her teacher training certificate but had not been given much preparation regarding CWD. Because he had a full time teacher aide (paid for by the parents) she was able to learn from her. Also, because this is a private school, the class sizes were smaller and they had good resources. This student has his own laptop so he can communicate easily with the teacher and the other students. He did not need any curriculum adaptation. The only main challenge was physical access and the school had built a ramp. The teacher was very positive and quite emotional and stated that she had learned a lot from her student and especially that he was just like any other student. She now felt that including students with disability was good as long as they had the support and resources they needed.
30. Interview a parent of a youth with disabilities attending an inclusive secondary school
   a) Did you experience any difficulties getting your child enrolled in secondary school?
   b) Are you happy with the education your child is getting at the Secondary School?
   c) What do you expect your child to do when he/she finishes secondary school?

The parent of the young man with cerebral palsy attending the private school was interviewed. She had had a lot of difficulty in getting him into school over the years and had even started another SNE NGO (Senese) to try and provide him with appropriate schooling. He had done correspondence school through New Zealand for 3 years and attended Senese NGO for 5 years. There was only one other secondary school that had access but they only went up to Year 9 so he could have only attended for one year. She is very pleased that he has finally been accepted into this school.
31. **Interview a student attending an inclusive secondary school**
   a) Did you want to go to the regular secondary school?
   b) What is it like for you attending the regular secondary school?
   c) What do you like best about attending the regular secondary school?
   d) What problems or difficulties do you have attending the regular secondary school?
   e) Who made the decision for you to go to the regular secondary school?
   f) Did your parents want you to go to the regular secondary school?
   g) What do you want to do when you finish secondary school?

The student interviewed was, Jordan, a 15 year old with cerebral palsy. Jordan stated that he liked going to the regular school because he liked being with the other students, especially the girls! He has a full-time teacher aide and a laptop so he said school was okay. His main difficulties are with access but the school has built a ramp for his wheelchair. His parents made the decision for him to go to regular school but he also wanted to do this. He is not sure what he wants to do when he is finished with school.
SECTION 5. TEACHER TRAINING INCLUDING TRAINING FOR TEACHERS TO TEACH STUDENTS WITH DIVERSE ABILITIES IN REGULAR SCHOOLS

32. Interview Ministry of Education officials and visit Colleges or University departments responsible for teacher training for special education teachers and regular teachers who will teach in inclusive schools

a) Please describe your teacher education programme?
b) How long is the training to become a primary school teacher? 
c) Does teacher training take place in a College or at University? 
d) How do you select students for teacher training?
e) What educational qualifications must they have?
f) Do you have special training courses for teacher trainees who will teach CWD? 
g) Do these teacher trainees teach in regular schools or special schools? 
h) Do you provide comprehensive in-service training, with methodology and techniques for teaching children with diverse abilities, for all teacher trainees, including those who will teach in regular schools? 
i) Do you provide in-service training for regular school teachers to enable them to teach children with diverse abilities? 
j) Do you employ any untrained teachers?

The Dean of the Faculty of Education (FOE) at the National University of Samoa (NUS) and the Principal Lecturer for Special Needs Education were interviewed.

The Western Samoa Teachers College amalgamated with the National University of Samoa in 1997. Before that it had provided teacher training for 59 years. The FOE offers a Diploma of Primary Education which is a 3 year course in which students must complete 24 courses.39 Since 2000, students could elect to take the SNE component which gave them a ‘specialty’ area in Special Needs Education. Students must have satisfactorily completed high school before they may enroll at NUS. Once accepted and enrolled students choose their own areas of interest. The elective Special Needs Education courses are:

- Introduction and Understanding Education for Special Needs
- The Individual Education Programme
- Assessment Techniques and Teaching Strategies
- Special Education: Barriers to Learning
- People with Special Needs in Samoa

In 2005, a new course has been developed called “Inclusive Education” and this is now a compulsory course for all teacher trainees.

(Outlines of all courses are attached.)

The FOE began developing curriculum for Special Needs Education to support the Samoa Ministry of Education Policy and Strategy documents. A VSA volunteer assisted with the development of the initial curriculum of 6 SNE courses and also worked in a Skill Sharing capacity with the Principal Lecturer who had been appointed to do the SNE work.

39 National University of Samoa Calendar
The teachers attend course work at NUS and have practicum experiences at the SNE NGOs. The Principal Lecturer organizes and monitors these placements.

In 2000, there were 6 students who graduated as Primary teachers who had done all of the SNE courses. These teachers were placed in the first SNE Units. Since then, there has been a steady increase in the numbers of teachers who elect to do the SNE courses. In 2005, out of the 80 teacher trainees, 14 of them have elected to do SNE courses.

At present, there is a teacher shortage and many of the SNE primary teachers are not able to utilize their skills. However, NUS is hopeful that this will change as they have seen a significant increase in enrollment and these graduates will assist in alleviating the current teacher shortage. Employment and placement of all teacher graduates is the responsibility of the Ministry of Education, Sport and Culture(MESC).

At present, all in-service training is the responsibility of MESC. However, the FOE is sometimes asked to conduct the training which they are more than happy to do. AS well, FOE runs monthly forums to which all teachers or interested people are invited. While this is not strictly in-service training, it does provide a forum of specific topics for those interested. SNE topics have featured many times.
SECTION 6. ACCESS TO TERTIARY EDUCATION FOR STUDENTS WITH DISABILITIES

33. Interview University officials where people with disabilities are enrolled as students
   a) Is there a policy determining the right to tertiary education for people with disabilities?
   b) How many students with disabilities enroll each year?
   c) Is there a support system and special accommodations made for students with disabilities?

Currently there are no students with disabilities enrolled at the National University of Samoa and there are now specific policies or special accommodations.

Samoa Polytechnic, which is merging with NUS, has had some students with disabilities take “short courses”. These have usually been short course on using computers.

The Dean of FOE expressed that these issues were being considered.
34. Interview a student with a disability attending University or tertiary training
   a) Did you have any difficulties being accepted for tertiary education?
   b) What is it like for you attending University or College?
   c) What problems or difficulties do you have attending University or College
   d) Does the University or College provide any additional assistance to you?

There were no students with disabilities currently attending the University or Polytechnic.
SECTION 7. ORGANIZATIONS OF AND INDIVIDUALS WITH DISABILITIES

Interview: Representatives of organizations of persons with disabilities and/or individuals with disabilities

35. Consultation with organizations of persons with disabilities
   a) Has the Government or the Ministry of Education consulted with your organization in the formulation of policy to include children with disabilities in the educational system?
   b) Has the Government established an advisory council of persons with disabilities to inform it on all policy decisions concerning persons with disabilities, including children?
   c) Are members of organizations of persons with disabilities represented on any national Coordination Council on Disabilities?
   d) Are members of parents associations of persons with disabilities represented on any national Coordination Council on Disabilities?
   e) What were your personal experiences of education?
   f) What do you think was the most important factor that encouraged you to attend school? (Such as family support, local government, disability organization support, etc.)

Nuanua O Le Alofa Inc (NOLA) is the National Council for People with Disabilities in Samoa. The President, Treasurer and representative from the Women with Disability group were interviewed. This group was established in 2001 as an NGO. Their main goals are to:
- Advocate for resources and services for PWD
- Promote the interests of PWD to government, NGOs and the public
- Work in cooperation with other organizations, both nationally and internationally, to promote the human rights of PWD

NOLA was the “host” for the Samoa Adult +15 Disability Survey. Many of the members of NOLA were trained to be surveyors and to run community awareness training activities. The President of NOLA is the chair of the Disability Action Task Force which is the collaborative group monitoring the implementation of the recommendations from the Survey. They are also represented on SNEAC. NOLA has developed its capacity by attending training courses to learn how to develop strategic plans and budgets. It now has an office on the main street and employs a coordinator, support person and part-time assistant/cleaner.

NOLA is now regularly consulted about issues of education, access, work and any other issues that affect PWD. IF they are not consulted and learn of an issue, meeting, or development that affects PWD, NOLA will now ask to be allowed to participate or contribute.

NOLA has been very active in developing awareness through community workshops, sports days, using the media, family support workshops, public speaking, guest lectures at NUS, etc.

40 Samoan Adult (+15) Disability Survey
At present, only those people with a disability are allowed to be members of NOLA. NOLA works in conjunction with the Parent Support Groups but parents are not allowed to be members. NOLA has several sub-groups within its structure which include the Women with Disability group and the new People First group (a support and advocacy group focusing on those with an intellectual disability).

The 3 people interviewed had all attended school. The 2 men had disabilities that had resulted from accidents during adulthood. They did not have the experience of being a disabled student. The woman interviewed was born without arms. She had completed school up to Year 12. She had no support from her family or community but she was determined to do this. All viewed the right to education for CWD as one of the most important factors in promoting inclusion and understanding of PWD in Samoa.
SECTION 8. QUESTIONS TO BE ADDRESSED TO ALL RESPONDENTS

The following questions are to be addressed to all informants or interviewees, with the exception of children, where inappropriate because of age or other factors.

36. Respondents views on current situation, changes perceived as necessary and means of achieving change

   a) What is your opinion of the current provisions for the education of children with disabilities in your country?
   b) What further changes would you like to see in the education legislation, policy and implementation at school system level?
   c) What action will be necessary to achieve these changes?

Key areas for change from the respondents views include:

- Review and Upgrading of Current Special Needs Education Policy and Strategies

While the current policy and strategy document is being reviewed, there was much concern about the process of the review and what might replace the current policy. For many, the opportunity to contribute to consultation had not been offered or the consultation process was one of receiving the latest plans. This was especially so in the case of parents and PWD. The confusion regarding the concept of “Special Education” and “Inclusive Education” is another issue that was frequently discussed. This needs to be further clarified and debated so that an all encompassing policy with practical strategies can be developed. It was suggested that the “consultation process” is done in such a way to ensure that representation from all stakeholders is ensured and that an “education/information model” is presented so that stakeholders can understand the various options and their ramifications.

- SNE Teacher Training, Roles & Responsibilities, Support & Monitoring

All seem to agree that the teacher shortage is a major contribution to the current difficulties in regard to the SNE teachers and Units. Pay issues, placement and expectations need to be urgently addressed if this problem is to be resolved.

The second most frequently raised concern is the roles & responsibilities of the SNE Coordinator, the SNE teachers and the SNE Units. The teacher training at NUS is seen as keeping “on track” with current developments in the area of education for children with disabilities. However, once teachers graduate, their placement as well as supervision is the responsibility of the MESC. The roles and responsibilities of the SNE Coordinator, the SNE teachers and the SNE Units must be specifically analyzed and clarified in order to ensure that they are meeting the needs of CWD. There are approximately 30 teachers who have graduated with an SNE specialty and this expertise
has not been used within the school system. A review of the SNE component is required.

- Advocacy & Human Rights for Children & Adult with disability

It was raised that within the government ministries and civil society, there is a view that CWD should be “grateful” for what they get and if parents or PWD are seen as lobbying too vigorously it might be perceived as aggressive and negative. This is a real concern that indicates the need for much more education, information, debate and understanding for ALL involved in policy and decision making for education of CWD. The charity model does not promote the abilities, contributions and value of children and people with disability. If this type of belief system is allowed to go unchallenged, the real inclusion of children and adults with disability will remain superficial at best. Many people are supporting the current recommendation that the Disability Action Task Force will become an acknowledged department within the Ministry of the Prime Minister and will be able to strengthen the capacity and skills of the DPOs, NGOs and others to ensure a positive understanding of the rights of those with disability.
37. Recommendations for input to the Guidelines for action to include children and youth with disabilities in school systems

a) What particular points would you like to see included in the Guidelines For Action to include children and youth with disabilities in the school system?

- Public Education
The awareness and understanding of civil society, those within government ministries and departments, church communities and all other influential groups must be addressed so that “inclusion” is well understood and not seen as a threat or something that only affect a few children. The education and development of a society and culture that appreciates and supports the human rights for all will contribute greatly to the development of Inclusive Education policies and practices. This must be acknowledged and methods for assisting in attitudinal change be part of any set of guidelines.

- Coordinated Systems
A method of ensuring that key stakeholders are well networked and collaborative is crucial. The use of databases, hospital birth registrations, PDOs, parent groups, early intervention programmes, school census’, community health workers visits, etc. must be coordinated so that all are sharing information in order to plan, develop and monitor support and services. When these groups are linked and taught how to share information, how to problem-solve together, how to plan together, the outcomes are realistic, creative, practical and one of the best ways to safeguard the practices of “inclusion.” Models for networks should be presented to promote the cross-sectoral affects of disability issues and the need for all stakeholders to work cooperatively and collaboratively.

- Inclusive Education Policy & Strategy models
An understanding of the concepts of “inclusive education” needs to be more fully explored so that the misconceptions are not accidentally promoted. Examples of what Inclusive Education Policies might look like may assist those who are supportive but possibly uninformed. This should include ways that Inclusive Education can be funded.

- Inclusive Education Teacher training
Inclusive Education training should incorporate principles and practices that begin with Early Intervention and proceed through to tertiary level education. Methodologies for assessment, curriculum adaption, realistic programmes, cooperative teaching and learning techniques are some of the key skills that need to be taught to all teachers. The practical component of teacher training should be a major part of their learning experience. This reinforces the concept of learning as an “active” pursuit that involves a wide range of activities and skills. The “teacher rote” model needs to be replaced with a much broader range of methods and skills that teachers can use to include all children within the school setting. This should include opportunities for teachers to “specialize”. However, specialization does not mean segregation and it must be shown how “specialist” teachers can be utilized to assist the CWD as well as their classmate, their teachers and even the wider community.
38. Please nominate people that you would recommend to attend a Review Meeting to share information between the countries involved in this study and to assist with drafting the UNESCO Guidelines For Action.

Doreen Tuala, Assistant CEO, Curriculum, Materials, Assessment Division
Marie To’aalepaialii, Assistant CEO, Policy, Planning & Research
Donna Lene, Disability Action Task Force, Inclusion International in-country rep
Rasela Tufue, SNE Lecturer, National University of Samoa
Representative from Parent Support Group
Representative from Nuanua o le Alofa (DPO)

39. Please specify and provide all the documents relating to your education system concerning the education of children and youth with disabilities, including documents on data, monitoring and review. Alternatively please advise where these can be obtained.

This would include documents on policy and legislation, regulations and directives and school level registration and assessment procedures, as well as statistical data, census questions, household or disability survey questions.

**Key documents included with this report:**


Government of Samoa, *Education for All, Samoa National Action Plan*


National University of Samoa. Special Needs Education Course Outlines: HTE191; Inclusivie Education, TED289; The Individual Education Programme, TED290; Assessmsent Tehniques and Teaching Strategies, TED391; Barriers to Learning, TED392; People with Special Needs in Samoan Society.


**Other documents included:**

Ministry of Education, Sports and Culture Budget Summary by Output – Special Education

Ministry of Finance, Department of Statistics, Samoan National Population Census form

McCullough, Rebekah. Comments on the Draft SNE Policy and Options for Consideration

**Websites:**

For National University of Samoa [www.nus.edu.ws](http://www.nus.edu.ws)


For Inclusion International [www.inclusion-international.org](http://www.inclusion-international.org)
Annex 1 – Acronyms

CWD – Children with disabilities
DATF – Disability Action Task Force
DPO – Disabled People’s Organization
EFA – Education for All
IIAP – Inclusion International Asia Pacific region
MESC – Ministry of Education, Sport and Culture
MOH – Ministry of Health
NGO – Non-government organization
PWD – People with Disability
SNE – Special Needs Education
SNEAC – Special Needs Education Advisory Committee
SRO – School Review Officers
UNV – United Nations Volunteers
WWD – Women with Disability
Annex 2 - Respondents/Interviews/Meetings/Workshops

N.B. Some names have not been included as persons wished to remain anonymous.

Community Members/Others
Mataipule Taulesulu – School Committee, Magiagi Primary School
Julie Perelini, McGrath Tutors
Lynne Enari, retired teacher
John & Cheryl Wilmshurst, educational consultants

Family Members/Students
Ana Savili, parent
Harry Savili, student
Faiupu Fa’amanatu, parent
Kiwi Fa’amanatu, student
Peter Vaeluaga, student
Florence & Valu, students
Raema von Reiche, parent & founder of Senese
Jordan Milroy, student
Judy Seumanutafa, grandparent
Donna Kamu, grandparent

Ministry of Education, Sport & Culture (MESC)
Levaopolo Tupae Esera - Chief Executive Officer
Doreen Roebuck-Tuala, Assistant CEO, Curriculum, Materials and Assessment Division
Marie Benton-To’alepalii – Assistant CEO, Policy, Planning & Research
Mailo Pesamino, Special Needs Coordinator
Silia Pa’usisi, Primary Education Officer, Primary Curriculum & Supervisor for SNE
Leone Pomare, Acting Principal, Maigaia Primary School
Sina Feilo, Special Needs Teacher, Maigaia Primary School
Lefine Sauileone, Special Needs Teacher, Falefitu Primary School
Vasati Elisara, Principal, Saliemoa Primary School
Laasaga Lota, Special Needs Teacher, Saliemoa Primary School
Esara, Principal, Lalomanu Primary School
SRO Officer for Lalomanu Primary School
Fa’aau’uga Afioga, SNE Teacher, Lalomanu Primary School
Vitolina Sagapotele, Teacher, Robert Louis Stevenson School
Victor Tampilua, EFA Coordinator

Ministry of Finance – Department of Statistics
Malaefono T. Faafeu-Taaloga, Head Statistician

National University of Samoa
Gatoloai Tili Afamasaga, Dean, Faculty of Education
Rasela Tufue, Lecturer, Special Needs Education

New Zealand High Commission
John Adank, High Commissioner
Kilali Alailima, Development Programme Coordinator
Non-Government Organisations (NGOs)

- **Aoga Fiamalamalama**
  Patricia Ryan, Acting Principal
  Amanda Kucich, Peace Corps Volunteer, Teacher Trainer
  Melesete Fagaea, teacher and parent

- **Disability Action Task Force**
  Nofovaleane Mapusua, Chair, President NOLA & Inclusion International In-country rep
  Donna Lene, Coordinator & Inclusion International In-country rep

- **Inclusion International Asia Pacific, In-country representatives**
  Donna Lene
  Nofovaleane Manusua

- **Loto Taumafai**
  Monica Leauanae, Principal
  Elvera Lam, Early Intervention Coordinator
  Donna Lene, Board Member
  Emma Beare, O.T., Australian Youth Ambassador
  Senerita Faulofo, Fieldworker

- **Nuanua o le Alofa**
  Nofovaleane Mapusua, President
  Fa’amanu, Treasurer
  Levi, Women with Disability member
  Fautino Utumapu, Office Administrator

- **Senese**
  Beth Wycoff, Peace Corps Volunteer teacher

**UNESCO, Samoa Office**

Mali Voi, Acting Director
Elaine Lameta, EFA Review Project
Yayoi Segi-Vltchek, Education Programme Specialist

**Workshop – Promoting Inclusive Education in the Asia Pacific Region – 2/3/05**

Presented by Olof Sandkull, UNESCO
Supported by Rebekah McCullough, Consultant

The workshop was opened by the CEO from MESC, who publicly stated his support of Inclusive Education. Nearly 60 people participated in this half-day workshop. Olof’s presentation included information about Inclusive Education, realities in the region and the Toolkit for Creating Inclusive, Learning-Friendly Environment. The workshop generated a lot of discussion and dialogue about the issues currently facing Samoa. This workshop was regarded as a very timely and positive stimulus to assist Samoa as it faces a number of challenges. A general summary of the issues included:

- Understanding of Inclusive Education vs. Special Education
- Understanding of Segregation vs. Specialization
- Problems regarding the utilization of current Special Needs Teachers
- Role of the SNE Units
- Types of children that should be included
- Teacher training
- Government funding
Special Needs Education Advisory Committee (SNEAC) meeting 11/3/05

This meeting was chaired by the Assistant CEO, CMAD with approximately 20 people attending, representing the MESC, SNE department, Parent support groups, NGOs, and a number of other interested individuals as well as this consultant. The Chair had specifically asked, as had the CEO of MESC, this consultant to comment on the draft Special Needs Education Policy. This was done and a brief paper is included in this report. As well, the Chair provided an outline of a plan for a Pilot Project using the UNESCO “Toolkit”. This generated discussion which was generally supportive of the Pilot Project. The meeting was seen as very well attended and there were many comments regarding having something positive and concrete to now work towards (in regards to the Pilot Project).

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