UNESCO Bangkok Expert Writers’ Workshop for the Development of Guidelines for the Inclusion of Children with Disabilities in Schools and in EFA Monitoring
6-10 June 2005
Windsor Suites Hotel, Bangkok

SAMOA country recommendations

(Acronyms: MESC = Ministry of Education, Sports & Culture; NUS = National University of Samoa; SNE = Special Needs Education)

Topic One: Policy and Legislation, Budgetary Policy and Finance

I. Recommendations on policy:
SM1.1 SAMOA

SM1.1.1 Have a clear definition of “inclusive education” in all education policy documents.

SM1.1.2 Disclose SNE statistics to ensure its use by a broad range of stakeholders and at local levels.

SM1.1.3 To strengthen the coordination and collaboration between the main service providers for children with disabilities.

SM1.1.4 Ensure that parents/families become partners in policy development.

SM 1.1.5 New Government should enforce Compulsory Education Act.

II. Recommendations on Legislation:
SM1.2 SAMOA

SM1.2.1 All government legislations to explicitly include children with disabilities.

III. Recommendations on Budgetary Policy and Financing:
SM1.3 SAMOA

SM1.3.1 The government to increase financial provision for SNE.

SM1.3.2 The government should provide sponsorship/scholarships to increase the number of teacher trainees to study special needs.

Topic Two: Implementation Strategies, Administrative

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Procedures and Education Providers for Children with Disabilities

I. Recommendations on education provision to children and youth with disabilities:
   SM2.1 SAMOA

   SM2.1.1 Government to continue implementation of the inclusive education process

   SM2.1.2 Government to increase funding year by year to cater for increasing numbers

   SM2.1.3 Government to provide additional scholarship (sponsored) teacher trainees at NUS

   SM2.1.4 Strictly maintain the SNE database and utilize for planning and development purposes
   Who does what?

   SM2.1.5 The Ministry to include/count number of disabled student during the Annual School Census (Ministry).

   SM2.1.6 The Ministry of Finance through its Statistics Unit to include/count PWD in their 5-year census.

   SM2.1.7 The Ministry of Education, Sports and Culture to disseminate all relevant information on CWD to all key stakeholders.

   SM2.1.8 The SNEAC (Special Needs Education Advisory Committee) to effectively coordinate the efforts of other service providers.

   SM2.1.9 The Government to approve the TOR for the Disability Action Task Force

II. Recommendations on administrative and implementation steps:
   SM2.2 SAMOA

   SM2.2.1 School Review Officers to coordinate the school census to ensure identification of all CWD (attending and non-attending)

   SM2.2.2 The Ministry of Education to strengthen the capacity of its Special Needs Unit
SM2.2.3 Analysis of reasons for non-attendance by CWD to be conducted quarterly (including lack of transport, teacher training and knowledge of rights)

SM2.2.4 School communities to provide support to CWD in their own community.

SM2.2.5 Government to subsidize transportation costs to CWD based on an agreed criteria.

Topic Three: Recommendations for education of children with disabilities in the school system:

I. Recommendations

SM3.1 SAMOA
(Acronyms: MESC = Ministry of Education, Sports & Culture; NUS = National University of Samoa; SNE = Special Needs Education)

SM3.1.1 The MESC will include specific roles and responsibilities regarding the inclusion of cwd in the job descriptions of all Principals & School Review Officers.

SM3.1.2 The MESC to conduct regular meetings between the SNE Coordinator; the NUS and School Principals to ensure a shared understanding of the various roles & responsibilities.

SM3.1.3 The MESC conduct in-service training for all teachers to ensure understanding and methods of working in conjunction with SNE teachers to provide inclusive education opportunities for cwd.

SM3.1.4 The MESC should exclude SNE teachers from the Staffing Policy (teacher to student ratio) to ensure that they are utilized properly.

SM3.1.5 To recommend that MESC consider establishing Specialist Support Centres to train and support teachers, parents, student in their village schools. (COMMENT: Provide centres at least in the two main islands of Samoa).

Topic 4: Teacher Training and Professional Development

I. Recommendations for teacher training and professional development:

SM4.1 SAMOA
(Acronyms: NUS = National University of Samoa; FOE = Faculty of Education, SNE=Special Needs Education)

SM4.1.1 ALL NUS/FOE teacher trainees will have a SNE component in each of their practicum assignments.

SM4.1.2 For all SNE teacher trainees, the practicum will be clearly negotiated/agreed between the SNE lecturer and the Associate Teacher
SM4.1.3 NUS should expand and further develop the capacity of the FOE in regards to Special Education

SM4.1.4 NUS/FOE should continue to develop its curriculum to include SNE teacher training in secondary school

SM4.1.5 NUS/Samoa Polytechnic should work together to develop programs in vocational and tertiary studies for students with disability

SM4.1.6 MESC should conduct on-going in-service training for ALL teachers to ensure a common understanding of inclusive education concepts and practices.

SM4.1.7 PWD and family members should be regularly invited as guest speakers and resource personnel to the compulsory Inclusive Education courses taught to all teacher trainees at NUS.

Topic Five: Monitoring and Evaluation

SM5.1 Samoa

SM5.1 Recommendations on children:
As per the SNE database – collected and maintained by the SNE coordinator and SNE Advisory Committee (i.e. age, gender, location, type and society of disability, causes, etc.)

SM5.1.1 Data point: start and finish date of schooling
SM5.1.2 Data point: type of schools attended
SM5.1.3 Data point: subjects/curriculum areas studied
SM5.1.4 Data point: friends at school

SM5.2 Recommendations on teachers:
SM5.2.1 Data point: qualifications
SM5.2.2 Data point: length and type of experience
SM5.2.3 Data point: expectations re: IEP for CWD

SM5.3 Recommendations on teaching and learning methods and materials:
SM5.3.1 Data point: curriculum subjects taught to CWD
SM5.3.2 Data point: methods used to teach CWD/others
SM5.3.3 Data point: methods for adopting materials
SM5.3.4 Data point: methods for curriculum development

SM5.4 Recommendations on policies on school admissions and groupings (special schools, special classes, inclusive schools):
SM5.4.1 Data point: all CWD accepted at local schools
SM5.4.2 Data point: teachers trained appropriately

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SM5.4.3 Data point: teachers paid appropriately
SM5.4.4 Data point: regular professionals developed

SM5.5 Recommendations on other areas:
SM5.5.1 Data point: parental involvement/empowerment
SM5.5.2 Data point: communicating involvement/empowerment

Topic Six: The role of DPO, community and family involvement in education provision

Recommendations:
SM6.1 SAMOA

SM6.1.1 That government (Ministry of Education, Sport & Culture, Ministry of Women’s Affairs, Youth and Community, etc) and donors (co-funding options?) support the development of the current Parent Support Groups and the establishment of more Parent Support groups (at least one per district.)

SM6.1.2 That NOLA (Nuanua o le Alofa) continue to conduct ‘disability awareness’ workshops at the village level.

SM6.1.3 That the CRC (Convention on the Rights of the Child) public awareness workshops currently being conducted by the Ministry of Women’s Affairs include the rights of CWD in both village and national campaigns.

SM6.1.4 To encourage schools to assign specific responsibility to parents of CWD to assist in regular ‘school community’ activities (sports days, open days, culture days, etc.) as a way of encouraging them to participate in the school community (not as a punitive measure but as a positive invitation to encourage their involvement)

SM6.1.5 To continue to include ‘inclusive education’ discussion topics in the Ministry of Education radio talkback programme.

SM6.1.6 Expand the membership of the Special Needs Education Advisory Committee to include more parents (at least 2 from Upolo and 2 from Savaii).

SM6.1.7 To encourage and invite more parent participation in ‘overseas’ workshops such as this.

SM6.1.8 To encourage and find ways to support (financially) parent exchanges both locally, regionally and internationally to share ideas and ways of strengthening the capacity of their support groups. For example, the PRIDE (Pacific Reg. Initiative for the Development of Basic Education) project develop a local parent exchange under their guidance.

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