



Inclusive Education Country Profile

SAMOA



This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Constitution 1962, Education Act 2009, Samoa National Child Care Protection Bill 2016

Inclusive Education Policy: Samoa Inclusive Education Policy for Students Living with a Disability 2014

Operationalizing Inclusive Education: The Inclusive Education Policy is operationalized within the Education Sector Plan and annual implementation plans

Inclusive Education Standards: Ministry of Education Sports and Culture (MESC) Minimum Service Standards

Inclusive Education in the Budget

What does the budget cover?

- \$\$ Community awareness on disability and education
- \$\$ Training for school staff
- \$\$ Assistive devices/technologies
- \$\$ Infrastructure funding for accessibility modifications
- \$ Outreach/itinerant support to schools by specialists
- Transport assistance specifically for disadvantaged or disabled students
- Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the MESC budget:

- \$\$\$\$ = A great extent
- \$\$\$ = A lot
- \$\$ = A moderate amount
- \$ = A little
- = Not at all



Special/inclusive education a mandatory part of teacher training

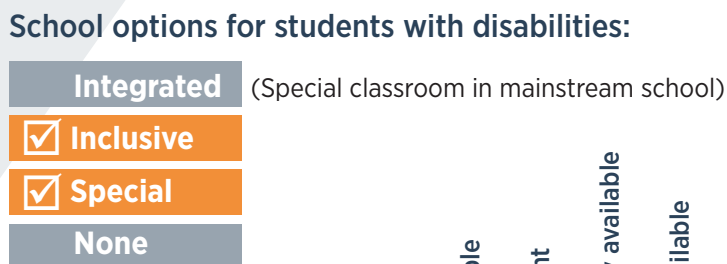
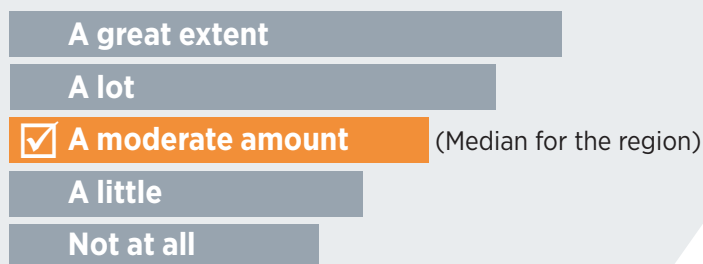
Frequency of teacher in-service training in inclusive education

- More than once a year
- Once a year
- Less than once a year
- Not sure

10% of teachers have participated in in-service training on inclusive education

Teacher aides/assistants are part of the workforce

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?



Use of Individual Education Plans?

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons are modified or reduced in complexity based on individual student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlarged printed materials are provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time is provided during assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided during assessments (e.g. note-taking)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education activities are modified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?



What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handwashing facilities that are accessible and safe for all?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sanitation (toilet) facilities that are accessible and safe for all?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
menstrual hygiene management facilities that are accessible and safe for all?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a disaster response plan in place that is inclusive of all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measures to address bullying?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Encouraging transition

- Loto Taumafai, a special school, supports transition of students with disabilities between year levels.
- A partnership programme between MESC and schools enables discussions about community engagement, transition and areas for improved education with parent-teacher associations and school committees.

Supporting out-of-school children

- The Samoa Children Initiative, led by the Ministry of Women, supports child vendors who are not in school, or who vend after school hours.
- The Ekalesia Faapotopotoga Kerisiano Samoa pastoral care programme supports children who are out of school to prevent them from getting involved in bullying, gang violence and domestic violence.
- Technical and vocational education and training (TVET) and Oloamanu programmes cater for children who have dropped out of school, introducing basic literacy and numeracy skills.

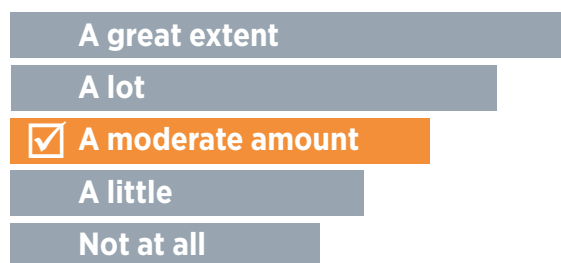
- Out-of-school children are supported by home visits, which incorporate a thorough assessment and the development of strategies to improve access to education.
- An internship programme led by the Ministry of Women in partnership with the Small Business Hub and Samoa Chamber of Commerce targets school dropouts to address the high number of unemployed youth.

Supporting post-school pathways

- Bridging courses are offered at the National University of Samoa.
- Literacy and Numeracy courses are offered at Australia Pacific Training Coalition (APTC).
- APTC has a partnership with Samoa’s Persons with Disability Organisation NOLA, developing accessible post-school pathways and strengthening numeracy and literacy among people with disabilities.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?



Inclusive education coordination mechanism

- Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

- | | |
|------------|--|
| YES | • Disability? |
| | • Students who have dropped out? |
| NO | • Socioeconomic status/poverty? |
| | • Rural/remote? |
| | • Cultural, linguistic or ethnic minorities? |





Looking Forward

ENABLERS:

- A strong and supportive legislation and policy framework.
- A strategic planning framework and process with strong emphasis on inclusive education.
- Expanding dedicated human resources for inclusive education.
- Absorption of the costs of inclusive education into the local budget to reflect government commitment.
- Strong relationships with and support from development partners to progress inclusive education.
- Memoranda of understanding and agreements between stakeholders across the inclusive education sector, including government ministries, universities and training providers, service providers and other sector partners.
- MESCC supports Inclusive Education Champion Schools by supporting select schools to adopt an inclusive approach, including the use of Inclusive Education Plans to measure students' progress for transition.

CHALLENGES:

- Policy enforcement.
- Political will and leadership commitment.
- Resources – human and finance.
- Engagement of community-level stakeholders.
- Awareness of and commitment to inclusive education.
- Limited support for TVET and life skills programmes.

FUTURE PRIORITIES:

- Develop the information system so that it collects and reports on students with disabilities.
- Enforcement of legislation and policies.
- Strengthened partnership and collaboration at all levels.
- Capacity development/training for service providers.
- Increase local budget to support inclusive education.
- Conduct annual review process of policy progress.
- Develop a monitoring and evaluation framework for the inclusive education policy.

