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Inclusive Education Country Profile

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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: A revised Education Act is ready to go to parliament

Inclusive Education Policy: Inclusivity is one of the guiding principles of the Education Act; there is no stand alone policy as it is embedded throughout the education legislative framework

Operationalizing Inclusive Education: Inclusive education is an integral part of the Ministry's five-year strategic plan

Inclusive Education Standards: Standards for School Leaders and Teachers
Standards for Schools

Inclusive Education in the Budget

What does the budget cover?

- \$\$\$ Community awareness on disability and education
- \$ Training for school staff
- \$ Infrastructure funding for accessibility modifications
- Assistive devices/technologies
- 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 Ministry of Education and Human Resources Development (MEHRD) budget:

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



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Special/inclusive education a mandatory part of teacher training

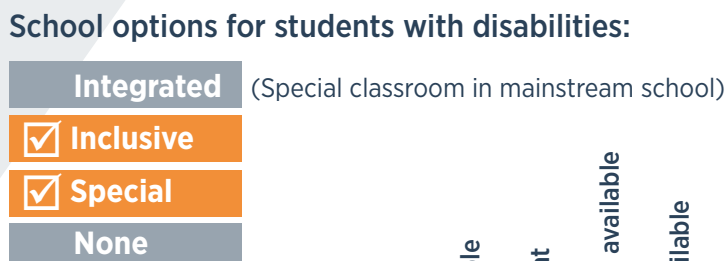
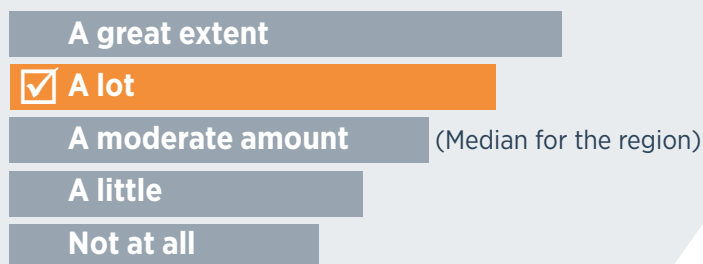
Frequency of teacher in-service training in inclusive education

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

5% of teachers have participated in in-service training on inclusive education

Teachers aides/assistants are part of the workforce but do not receive government salaries

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? (in special schools but will expand to mainstream)

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided during assessments (e.g. note-taking)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education activities are modified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sanitation (toilet) facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
measures to address bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Encouraging retention

- A revised Education Act is ready to go to parliament. The objective of the Act is to promote the fundamental right of children to receive early childhood, primary and secondary education.
- There is a provision in the Act to make education compulsory from 5 to 16 years of age.

Encouraging transition

- MEHRD has removed the secondary entrance exam to allow full transition between Year 6 and Year 7.

Supporting out-of-school children

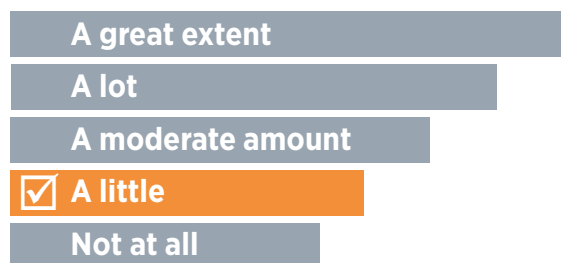
- Support programmes are available for early school leavers, including literacy programmes, life skill programmes and pathways to further skills for tertiary education.
- The Just Play programme provides sports skills.

Supporting post-school pathways

- Accessibility to post-school education, training and work programmes has been very limited owing to lack of expertise in rural training centres. The Solomon Islands Tertiary Education and Skills Authority Act 2017 outlines the provision of equitable and equal access to tertiary and skills training. Provisions for reading for the blind and improvements for office physical space are being planned. The Act also obliges equity and equality in scholarships, e.g. inclusive education in Rural Training Centres.

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)?

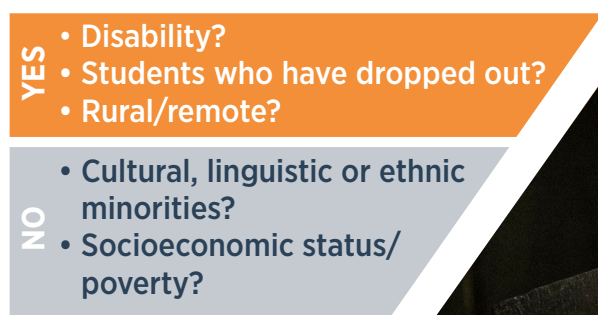


Inclusive education coordination mechanism

- 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 Education Management Information System (EMIS) include data on the following:





Looking Forward

ENABLERS:

- All aspects of inclusivity are integral to the education legislative framework and have been endorsed by the National Education Board.
- Completion of the Solomon Islands National Disability-Inclusive Education (SINDIE) Manual, including screening tools and support and alignment with the legislative framework.

CHALLENGES:

- Slow passage of the draft Education Bill through parliamentary processes.
- Limited national level human resources to capacitate and support provincial officers to support inclusive education in schools.
- In schools, limited understanding about application of inclusive education.
- Access to in-service and pre-service training on inclusive education is not available apart from the USP (SI) online programme.
- Current curriculum has very little inclusivity.
- Unclear curriculum pathways for out-of-school children and youth with disabilities.
- Limited resources, e.g. Braille, sign language interpreters, behaviour management knowledge and skills.

FUTURE PRIORITIES:

- Key Priority Area 1 in the SINDIE Manual: develop inclusive education mindset and an awareness of inclusivity across the education sector.
- Formalization of relationships and information-sharing between MEHRD divisions so inclusive principles underpin all activities.
- Technical support to efforts to build awareness and skills for inclusive education.
- Teacher professional development including inclusive education practices, approaches to identifying students with disabilities and educational support needs.
- Improved disability data and improve disability identification within schools and disability data in SIEMIS.
- Employing teachers with special needs training in schools.
- Dialogue between MEHRD, Solomon Islands National University, USP and other training institutions to increase inclusive education training for teachers.
- MEHRD to collaborate with Organizations of Persons with Disabilities and Ministry of Health and Medical Services.

