



MINISTRY OF WOMEN, COMMUNITY AND SOCIAL DEVELOPMENT

**MID TERM REVIEW OF
NATIONAL POLICY FOR
PERSONS WITH DISABILITIES
2011 -2016**

DIVISION FOR RESEARCH POLICY PLANNING AND INFORMATION PROCESSING

DECEMBER 2014

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1. EXECUTIVE SUMMARY

This Mid Term Review looks at progress made in the implementation of the National Policy for Persons with Disabilities, from 2011 to mid 2014. The review was based on the completion of Core Outcome Areas of the Policy, against its Objectives, Key Result Indicators and Actions.

The review found an **overall completion rate of 75%** Progress has been made at both legislation / policy and program levels.

Women with disabilities, economic development and accessibility are the areas where investment of resources is currently needed the most. Notwithstanding there are specific areas in each of the Core Outcome Areas that are still yet to be addressed. Disability inclusive development is satisfactorily reflected in less than 30% of all Sector Plans.

The Review recommends:

- For disability stakeholders to address pending issues related to women with disabilities, economic development and accessibility.
- The establishment of a central coordination agency for the Policy / or for a more assertive presence of an already existing agency), to monitor and evaluate the policy, to establish a quantitative and qualitative database, and to provide support to disability stakeholders as required.
- That steps be taken to incorporate disability inclusive development measures into the remaining sector plans where this is not yet realised.

2. PURPOSE OF THE REVIEW

The Mid Term Review of the National Policy for Persons with Disabilities is in line with the directives of the Strategic Plan 2013 – 2017 of the Ministry of Women, Community and Social Development. The Division for Research, Policy Planning and Information Processing is tasked under Outcome Indicator 3.2.1 to review existing policies and plans of the Ministry.

Objectives are:

- To analyse the performance of the relevant Disability sectors partners, in line with the objectives, strategies and indicators of the National Policy for Persons with Disabilities.
- To identify strengths and weaknesses, existing and emerging trends in program implementation as well as priority areas to inform the development of the next national policy for disability.
- To provide background to programs and structures developed by the Disability sector, which can be used for advice and research purposes, and to assist in the delivery and mainstreaming of the Disability sector's interests across programs and forums in which it may be represented

3. METHODOLOGY

This information is based primarily on information compiled in the reports and planning documents of Ministries and agencies involved in the sector. The review is not without limitations, due to quality of information and staff capacity issues, so that the full scope of progress for all programs cannot be guaranteed; nevertheless, it is hoped that the general overviews that have been secured in this review will serve some purpose.

The review focuses mainly on the activities matrix of the Disability policy, which best allowed for staff to measure achievements both qualitatively and numerically. Linkages were made between the lower level Actions, Key result indicators and Objectives; the detailed evaluations from these levels were then rounded up for assessment of the overarching Core Outcome Areas, in order to determine the overall level of achievement rate for the policy

It is noted that the Strategies of the Policy were not used for this review, as they tended to be synonymous with the Policy actions.

4. ACHIEVEMENTS

70%+ rates have been achieved for 5 out of 7 Core Outcome Areas, and 50% rates for all Core Outcome Areas.

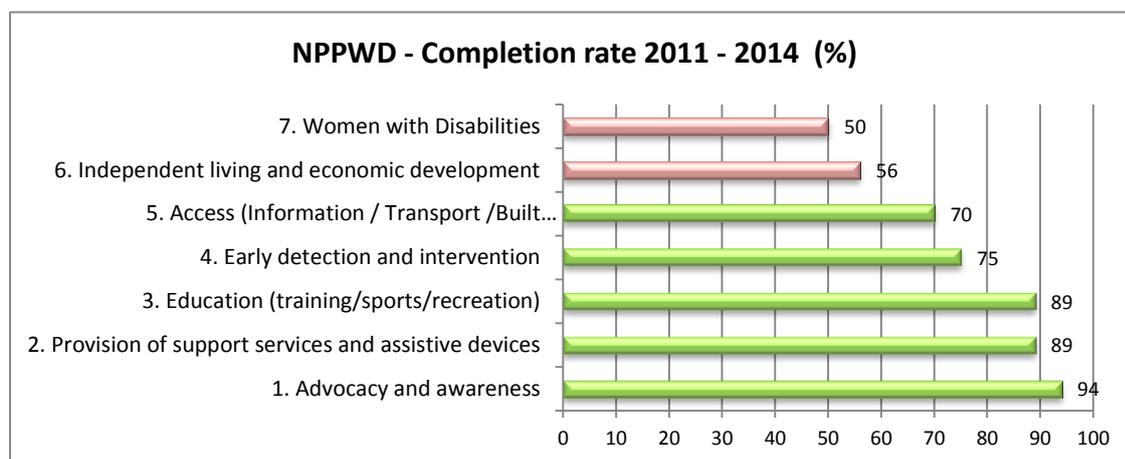


Figure 1: Completion rates for the national policy for disability, for the years 2011-2014

At legislation level: By signing the Convention on the Rights of Persons with Disabilities (September 2013), Samoa has shown its commitment to ratification, and to sensitisation of its national legislation as per requirements of the CRPD. A legal compliance review conducted by the Office of the Attorney General is currently in finalisation stage. Specific legal provisions have been developed for the protection of children with disabilities.

At policy level: The mainstreaming of disability is currently a focus of the Samoa Development Strategy 2012 – 2016. New light has been placed on disability issues through recently developed policy frameworks in health and communications sectors, and in disaster management. A national Inclusive Education Policy was also recently developed.

At program level: Significant inroads have been made for disability inclusive development in the fields of sports, early detection, intervention, national statistics and awareness. These successes have been enabled by unfailing commitment of donor partners, and a evolved partnership between government and civil society on disability inclusive development, demonstrating higher levels of consistency and visibility.

Specific achievements are shown by Core Outcome Area:

Advocacy and awareness

- Awareness on CRPD
- International Disability Day – this event becomes a collective effort of both government and NGO, beginning 2011.
- Child Skills Development – Positive parenting
- Child Care Protection bill
- Samoa becomes the first country in the Pacific to collect

	<p>information on the situation of both children and adults with disabilities in its 2014 Demographic and Health Survey, using internationally recognised survey modules developed by the Washington Group on Disability Statistics and UNICEF</p>
Support services and assistive devices	<ul style="list-style-type: none"> • Samoa Integrated Mobility Device Services project • Samoa Vision Centre was established in 2012, • The latest review of hospital charges came into effect in early 2014 • Mental Health
Education	<ul style="list-style-type: none"> • Literacy • Government NGO partnerships • APTC 18 teachers – training in Certificate 3 Disability education support • Work that NGOs do with schools has raised awareness – autism month, down syndrome, sight week • Inclusive education policy • SIEDP
Early detection and intervention	<ul style="list-style-type: none"> • Health policies to address preventable disability • Development of a CBR Framework
Access	<ul style="list-style-type: none"> • Review of the 1992 National Building Code in 2013, • Measures for disability inclusiveness well reflected in communication policies

5. CHALLENGES

The review shows that although several actions may have been achieved, they were achieved in a decentralised manner, or by agencies other than those listed as responsible agencies for those actions. There is perhaps a deficiency in terms of centralised coordination, to ensure that service delivery and implementation are not conducted in isolation, that services and information are not inaccurately represented, and that programs are not duplicated, amongst other things. The fact that review and data collection are recurrent features among many of those actions that have not been achieved, is evidence of the need for coordination.

Progress on rural inclusive education and early childhood education for children with disabilities, is hindered due to limited facilities and equipment in primary schools. Accessibility is not a priority when it demands extra funding from villages.

Samoa is yet to ratify Convention 159 on vocational rehabilitation and employment for persons with disabilities. There are as yet no provisions for incentive schemes in MCIL or PSC planning structures to encourage persons with disabilities to seek formal employment.

Disability inclusive development is currently reflected as a priority in the plans of 4 out of 14 sectors of the economy. Disability is only partially reflected in 3 plans, meaning although it is mentioned, it does not constitute a key priority area or outcome of the plan. 7 out of 14 sectors do not reflect disability inclusive development in their plans. These sectors are agriculture, public administration, finance, energy, transport, water and environment.

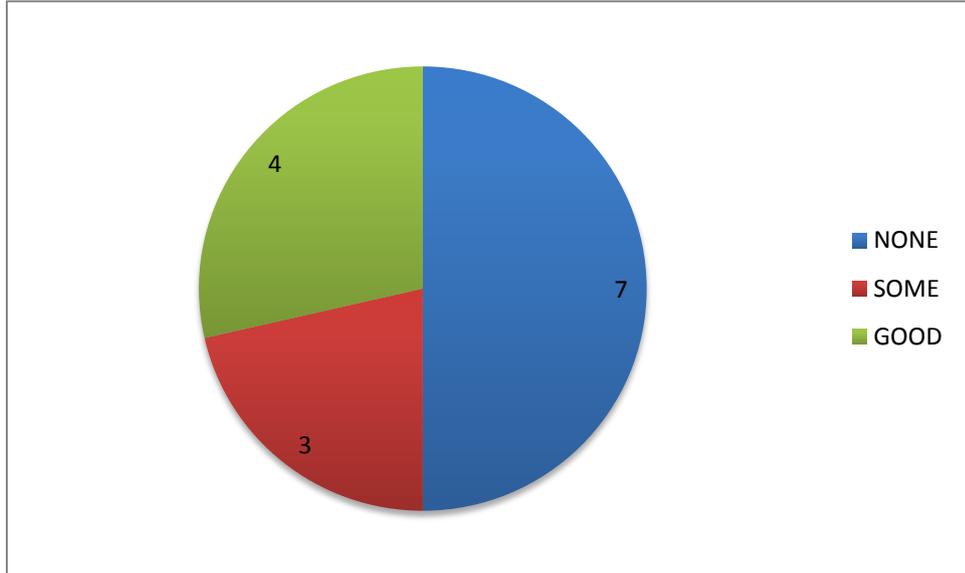


Figure 2: Disability mainstreaming in Sector Plans

Women with disabilities, economic development and accessibility are the areas where investment of resources is currently needed the most. Notwithstanding there are specific areas in each of the Core Outcome Areas that are still yet to be addressed.

Specific challenges are shown by Core Outcome Area:

Women with disability	<p>MWCSD provide Government women’s representatives and village mayors with information on the special case of women and girls with disabilities;</p> <p>MWCSD in collaboration with NOLA Develop a skills data base of women with disabilities to advocate for the provision of more employment opportunities for women with disabilities;</p>
Economic Development	<p>MCIL and PSC Corporate Plans do not place priority on review of incentive schemes to encourage persons with disabilities. There is no data available to indicate that this has been done</p> <p>Samoa is yet to ratify ILO Convention 159.</p> <p>A situational analysis of CLCs was conducted in 2012; however the number of persons with disabilities participating in these centres is not available.</p> <p>MCIL in collaboration with MESC, MWCSD and other stakeholders to review accessibility of vocational training programmes and assess the number of people with disabilities who have participated in these programmes in the last five years</p> <p>A Trade Liberalisation Study conducted by PIFS in 2012 points to the need for improvement of customer services in the tourism</p>

	<p>industry (eg. travel agencies, taxi drivers, tour operators, handicraft vendors), and for greater involvement of youth and persons with disabilities in economic activity</p> <p>MCIL, SBEC, Women in Business and South Pacific Business Development (SPBD) in collaboration with MWCSO and other stakeholders to review accessibility of credit and other small loans programmes available to people with disabilities and assess the number of people with disabilities who have utilised such programmes in the last five years</p>
Access	<p>Enforcement is currently difficult because of the haphazard and fragmented manner in which accessibility guidelines have been drawn up, and because of the lack of a sound legislative framework. It is anticipated that a compliance review will make enforcement possible.</p>
Early detection and intervention	<p>MWCSO in collaboration with MOH, MESC and stakeholders review existing early detection and intervention services and programmes;</p> <p>Village mayors and Government Representatives for Women collaborate with traditional birth attendants (faatosagafaaleaganuu) to raise awareness of the need for early intervention measures for children with disabilities;</p>
Education	<p>MESC develop a strategy for providing sign language and Braille in key secondary schools</p> <p>A primary challenge in the field of inclusive education, is the limited physical facilities and equipment for inclusive education in primary schools. Villages pay for their own school buildings, and accessibility is often not a priority due to additional funds required. However, schools built by ADB have ramps and accessible toilets</p> <p>Special resources, facilities or equipment for children with disabilities in Samoan ECE centres are limited, due to high costs involved. Because there are children with disability enrolled in pre schools in Samoa, the entry age is extended to 8 years old.</p> <p>NOLA to encourage the private sector to include people with disabilities in their sporting sponsorship packages.</p>
Support services and assistive devices	<p>Though it isn't certain whether a mental health plan of action is in the making, but recent initiatives suggest that it is highly likely</p>
Advocacy and awareness	<p>MWCSO develop a database of disability organisations and the range of services and support offered.</p>

6. RECOMMENDATIONS

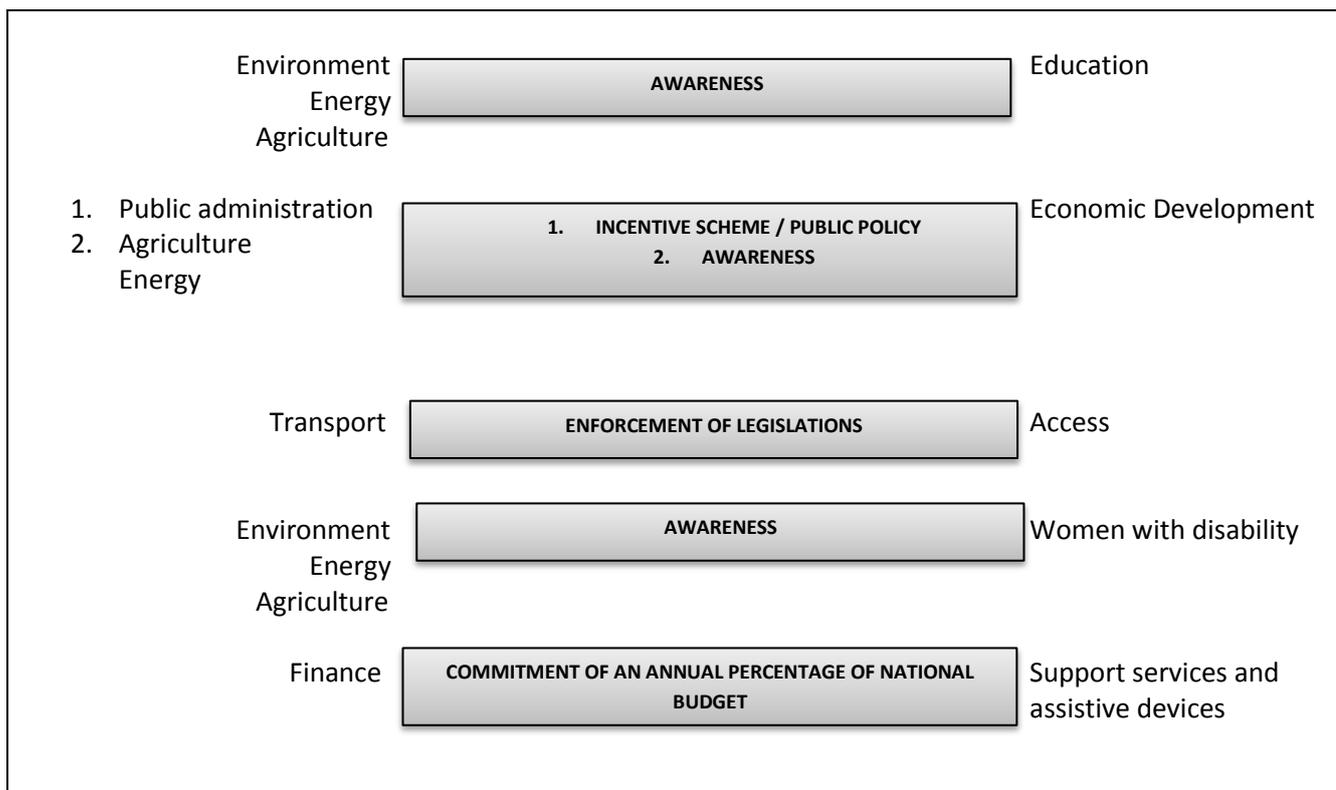
The findings of this review suggest the need for the establishment of a coordinating agency, or for existing coordinating agency to play a more assertive role. Work must yet be done for more effective monitoring of the policy, and the communicating of policy requirements to partners on a regular basis. The centralisation of review procedures, as well as improved data collection and management, will have a significant impact in addressing several of the actions that have not been achieved. Data, the backbone for any organisation, will allow the sector to assess policy implementation coverage by gender participation, village and region, age group and so forth, to allow for more efficient distribution of resources and assistance, and will enhance monitoring and evaluation capacities for the policy. With Samoa on the cusp of ratifying the Convention on the Rights of Persons with Disabilities, and with its already existing obligations to donor partners and regional / international frameworks, the sound establishment of a coordination mechanism, and the ready availability of data, will be integral for Samoa's reporting obligations.

Specific review and data requirements were identified through the review:

- Review of disability organisations and range of services provided
- Development of skills database for women with disabilities
- Number of persons with disabilities who participated in the Community Learning Centres
- Review of accessibility of vocational training programs and services, and identification of number of persons with disabilities who attended vocational training
- Review of credit and small loan schemes, and identification of number of persons with disabilities who accessed these schemes.
- Review of existing early detection and intervention programs
- Data on the number of children with disabilities attending schools in urban and rural areas, by ECE, primary and secondary school level
- Data on the number of schools in urban and rural areas that are accessible and have inclusive education facilities and equipment

Some sectors are unable to justify incorporation of disability interests into their policies and plans (as our experience in gender advocacy demonstrates); recognising that financial resourcing is an issue, the stance of many sectors on disability must nevertheless be challenged, particularly for those sectors where the linkages of services with disability inclusion are obvious and necessary. By measuring the services of the different sectors of the economy against the Core Outcome Areas of this Policy, this review feels all sectors are able to contribute to the advancement of persons with disabilities. Furthermore, for disability inclusive development to be truly accepted and embraced as a universal concept, it must be realised and promoted at all levels of society. That said, it is important for the disability stakeholders to determine how disability interests can be incorporated into those sector plans and programs where they are currently absent.

The following table provides an elective view of how disability interests might best be assimilated into areas they wouldn't traditionally be associated with, in the national context. Awareness / advocacy is a simple and comparatively inexpensive means of mainstreaming. Where access and communication barriers often prevent persons with disabilities from attending the awareness forums and workshops that are poured into the communities by sectors on an annual basis, awareness must be packaged for specifically for persons with disabilities, in recognition of their realities as a vulnerable group.



Specific recommendations are listed by Outcome Area:

Women with disability	MWCSO to provide Government women's representatives and village mayors with information on the special case of women and girls with disabilities;
Economic Development	MCIL and PSC to prioritise incentive schemes to encourage persons with disabilities to seek formal employment, particularly for greater involvement of youth and persons with disabilities in economic activity Measures initiated to ratify ILO Convention 159.
Early detection and intervention	Village mayors and Government Representatives for Women collaborate with traditional birth attendants (faatosaga faaleaganuu) to raise awareness of the need for early intervention measures for children with disabilities;
Education	NOLA to encourage the private sector to include people with disabilities in their sporting sponsorship packages. Greater access of special schools to literacy programs
Support services and assistive devices	Measures for development of a mental health plan, and active participation of disability stakeholders Need for information on technical support services for all disabilities, not just physical disability

7. REVIEW TOOLS

7.1 CORE OUTCOME AREA / OBJECTIVE LEVEL

CORE OUTCOME AREAS	OBJECTIVE	ACHIEVED (BY KRI)	PARTIALLY ACHIEVED	NOT ACHIEVED	TOTAL	% BY OBJECTIVE	% BY CORE OUTCOME AREA
Advocacy and Awareness	Empower people with disabilities to promote and advocate for their human rights	2	0	0	2	100	94
	Strengthen collaboration, networking and partnership with government and other key stakeholders.	7	0	1	8	88	
Early detection and intervention	Promote and enhance awareness of the need for early detection and intervention	4	0	2	6	67	75
	Strengthen community based early detection, intervention and support services	3	2	1	6	83	
Independent living and economic development	To improve livelihood opportunities and develop life skills.	3	2	4	9	56	56
Provision of support services and assistive devices	Accessible, quality and affordable health service for urban and rural based people with disabilities and their families	4	0	2	6	67	89
	Strengthen community based rehabilitation programmes	5	0	0	5	100	
	Support parents of children with disabilities	4	0	0	4	100	
Education (training/sports/recreation)	Strengthened inclusive and special education programmes	5	0	0	5	100	89
	Curriculum reviewed to strengthen inclusive education.	3	0	0	3	100	

	Increase the number of people with disabilities participating in sporting activities	1	1	1	3	67	
Access (Information / Transport / Built Environment)	Ensure national construction standards providing access for people with disabilities are fully implemented	2	0	3	5	40	70
	Improve access to information and communications technologies.	1	0	0	1	100	
Women with Disabilities	Enhance awareness of economic, social, and cultural issues for women with disabilities	2	0	2	4	50	50

7.2 KEY RESULT INDICATOR LEVEL

ADVOCACY AND AWARENESS			
Objectives			
1.1 Empower people with disabilities to promote and advocate for their human rights.			
1.2 Strengthen collaboration, networking and partnership with government and other key stakeholders.			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
Disability Rights awareness literature and public broadcast material produced.			
Child protection strategy completed with disability component.			
Review of early detection services completed.			
Awareness training of key personnel completed.			

EARLY DETECTION AND INTERVENTION			
Objectives			
2.1 Strengthen community based early detection, intervention and support services			
2.2 Promote and enhance awareness of the need for early detection and intervention			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
Early intervention training provided for key health and education personnel.			
Village based awareness programme developed			

INDEPENDENT LIVING AND ECONOMIC DEVELOPMENT			
Objectives			
To improve livelihood opportunities and develop life skills.			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
Review of labour law and vocational training schemes completed.			
Database of employed people with disabilities developed.			
Training programme on independent living developed			
Strategy for protecting people with disabilities during natural disasters developed.			

PROVISION OF SUPPORT SERVICES AND ASSISTIVE DEVICES			
Objectives			
4.1 Strengthen community based rehabilitation programmes.			
4.2 Accessible, quality and affordable health service for urban and rural based people with disabilities and their families			
4.3 Support parents of children with disabilities			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
Partnership agreement between key service providers and community support and assistive devices strategy developed.			
Rural health services reviewed.			
Outreach programme for those with severe			

disabilities agreed between key stakeholders.			
Parents support group established.			
Financial support options outlined			

EDUCATION (TRAINING/SPORTS/RECREATION)

Objectives			
5.1 Strengthened inclusive and special education programmes.			
5.2 Increase the number of people with disabilities participating in sporting activities.			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
More parent involvement in schools and greater in-classroom support for teachers.			
Curriculum reviewed to strengthen inclusive education.			
Advocacy materials produced targeting sports administrators.			

ACCESS (INFORMATION/TRANSPORT/BUILT ENVIRONMENT)

Objectives			
6.1 Ensure national construction standards providing access for people with disabilities are fully implemented			
6.2 Improve access to information and communications technologies.			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
Building code reviewed.			
Review completed of accessibility constraints on sea, land and air.			
ICT policy developed on accessibility for people with disabilities.			

WOMEN WITH DISABILITIES

Objectives			
7.1. Enhance awareness of economic, social, and cultural issues for women with disabilities			
Key Result Indicators	ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
More information available on the vulnerability of girls and women with disabilities.			
EEO policies reviewed.			
Data base developed.			
Women with disabilities actively involved in implementation of the National Policy for Women			

7.3 ACTION LEVEL

CORE OUTCOME AREA 1: ADVOCACY AND AWARENESS		
Objectives	1.2 Empower people with disabilities to promote and advocate for their human rights. 1.3 Strengthen collaboration, networking and partnership with government and other key stakeholders.	
Key Result Indicators	Disability Rights awareness literature and public broadcast material produced. Child protection strategy completed with disability component. Review of early detection services completed. Awareness training of key personnel completed.	
Actions / Progress made	1.1.1 MWCSO and all stakeholders conduct awareness programmes and consultations on the Convention on the Rights of Persons with Disabilities, relevant national Acts and the Constitution;	<p>NOLA was established in 2001, an organisation founded and managed by people with disabilities in Samoa, to advocate for the rights of persons with disabilities. Among its goals and objectives is the removal of barriers to participation (non discriminatory legal framework, accessibility and awareness raising). NOLA conducts national workshops on CRPD awareness on a regular basis, sometimes with the support of regional agencies such as the Pacific Disability Forum and the Pacific Islands Forum Secretariat. Often these workshops are conducted as part of the commemoration of international / national events, such as International Disability Week.</p> <p>The MWCSO, as national focal point for disability, also provides advocacy and training on the CRPD. Trainings and orientations have been conducted for village since 2008, as part of development of the National Policy for Persons with Disabilities. A national training on CRPD was conducted for stakeholders in 2012, in partnership with PIFS. CRPD resource materials (in both Samoan and English) were also disseminated to the public during the SIDS conference in 2014.</p>
	1.1.2 MESC and MOH in collaboration with stakeholders provide information on children with disabilities in schools and identify and disseminate resources and relevant information on the CRC	To support disability rights awareness, programs to commemorate national / international events are effectively utilised to provide information on children with disabilities in schools, and to identify and disseminate resources and relevant information on the CRC, and other relevant international conventions (e.g. Convention on the Elimination of All Forms of

	<p>and other relevant international conventions (e.g. Convention on the Elimination of All Forms of Discrimination Against Women);</p>	<p>Discrimination Against Women); radio programs were conducted as part of International Day for Prevention of Child Abuse, to highlight existing legislations and policies for the protection of all children with special needs in Samoa.</p> <p>Advocacy on the link between CRC and children with disabilities, is also provided via the Positive Parenting program, established by MWCSO in partnership with Ministry of Social Development, NZ</p> <p>Fiamalamalama through training initiated by MWCSO has continued to focus on CRC and children with disabilities with Positive parenting workshops for both its parents and staff.</p>
	<p>1.1.3 NOLA in cooperation with SUNGO ensures regular networking and gatherings of DPOs and people with disabilities to share information on programmes and projects;</p>	<p>SUNGO provides alternative development options and assistance to CSOs through networking with the CSSP. CSOs are strengthened and supported to better serve their communities through training opportunities and funding for projects</p> <p>Awareness programs of NGOS</p>
	<p>1.1.4 MWCSO with stakeholders seek funding support for research on the prevalence, types of disabilities as well as related community and social issues;</p>	<p>NOLA completed a disability survey in 2010 and was assisted by the MWCSO through the network of village representatives. The survey identified 4959 people with disabilities; 55% male, 45% female. The total population of children with disabilities identified under the age of 18 years is 1371 with 755 male and 616 female.</p> <p>Through the guidance of NOLA, the universally recognized Washington Group set of disability indicators has been successfully incorporated into the Demographic Health Survey question. This marks the first time that disability specific indicators have been introduced into a national statistics framework. With funding from the Samoa Disability Program, MWCSO was able to provide technical assistance for Demographic Health and Survey 2014, via questionnaire design and translation, provision of IEC materials, and media advertisements. NOLA, MOH and MWCSO represented the disability sector on the DHS Sub Committee.</p>

	1.1.5 MWCS D and the Bureau of Statistics ensures research results and related data is made available to DPOs and NGOs;	General data on disability prevalence and type is found in the SBS periodical Censuses of Population and Housing. Specific indicators on disability can now also be found in the DHS template
	1.1.6 MWCS D promote awareness of disability and human rights of people with disabilities with Village Councils and Government Women's Representative	From 2008 – 2011, MWCS D has provided training for village representatives on the CRPD, in the context of the National Policy for Persons with Disabilities. Trainings for village reps on disability rights have been continued via other forums, such as Community Based Rehabilitation, CEDAW and CRC
	1.1.7 MWCS D in collaboration with Ministry of Health, together with stakeholders develop a strategy to protect children with disabilities, especially girls with disabilities.	<p>Protection of children / girls with disability is prioritised in various frameworks, although there is no specific strategy for children with disabilities;</p> <p>The Child Adolescent Health Policy 2013 identifies key areas such as nutrition, health information and medical technology and products that must be addressed in order to provide better protection for children</p> <p>The National Policy for Children provides strategies for quality education, that is, the needs of children with special needs are provided for via adequate educational opportunities, services and infrastructure.</p> <p>The draft Child Care and Protection Bill regulates standards to be applied by carers for children with disabilities, ensures that appropriate facilities and processes are in place to accommodate children with disabilities during legal investigations and court procedures</p> <p>A number of NGOs including Fiamalamalama have a Child protection policy - an initiative of the Australian government for its donor partners, to ensure implementation of such to protect children's rights.</p>
	1.2.1 MWCS D seeks to formalise Disability Taskforce as the Government coordination	Government commitment to incorporating disability issues into national and sector plans is reflected by the establishment of its National Disabilities Taskforce in 2008 which is chaired by

	mechanism for disability programmes and projects;	<p>the Ministry of Women, Community and Social Development (MWCSD). The Taskforce is comprised of members across government, NGO's, community, church and the private sector whose main responsibility is to coordinate and implement programmes relating to persons with disabilities.</p> <p>The work of the taskforce has been guided by the establishment of its National Disability Policy. An important intention of this policy is to shift the discussion in Samoa towards recognising that people with disabilities should be empowered, their rights recognised and that they should be included in the mainstream of civil, political, social, cultural and economic life.</p>
	1.2.2 MWCSD conduct regular consultations with key stakeholders especially DPOs, NGOs, and CBOs to share information on programmes and projects affecting people with disabilities;	<p>This is achieved via:</p> <ul style="list-style-type: none"> • National workshops and consultations pertaining to the CRPD, CRC, CEDAW • Consultations on national policies for women, children and persons with disabilities • Meetings of the National Disability Taskforce and the Disability Sub Sector, that presides over the Samoa Disability Program
	1.2.3 MWCSD develop a database of disability organisations and the range of services and support offered.	This work is forthcoming

CORE OUTCOME AREA 2: EARLY DETECTION AND INTERVENTION		
Objectives	<p>2.1 Strengthen community based early detection, intervention and support services</p> <p>2.2 Promote and enhance awareness of the need for early detection and intervention</p>	
Key Result Indicators	<p>Early intervention training provided for key health and education personnel.</p> <p>Village based awareness programme developed</p>	
Actions / Progress made	2.1.1 MWCSD in collaboration with MOH, MESC and stakeholders review existing early detection and intervention services and programmes;	This initiative is yet to be realised, although it is mentioned in the MESC Strategic Policies and Plan 2006 – 2015 that a systems analysis will be conducted to determine the efficacy of existing special needs education support systems

	<p>2.1.2 MOH, in consultation with MWCS D ensures inclusion of early detection of disabilities in in-service -training of midwives, nurses, doctors, physiotherapist, other allied health professionals in line with MOH HRH Plan;</p>	<p>Part 6 Section 22 of the Nursing and Midwives 2007 dictates that nurse trainees be trained on mental health issues as part of their education. However the extent to which they are receiving training on other areas of disability is uncertain</p> <p>Component 2 of the MOH Sector Wide Approach Project Operational Manual, looks at enhancing quality health care service delivery through improvement of physical disability services. This will be achieved through activities and investments to improve the quality of life of people with physical disabilities;</p> <p>The Child and Adolescent Health Policy 2013 recognises the need for continuous up skilling opportunities for Allied health workers ie. physiotherapists, occupational therapists, nutritionists and dieticians, health promotion officers, environmental health officers, for strengthened capacity in early detection, intervention and prevention of disability for children</p>
	<p>2.1.3 MWCS D in consultation with MOH develop disability awareness programs for traditional birth attendants (faatosagafaaleaganuu),, midwives and Government Representatives for Women;</p>	<p>Commemoration of related annual events are attended by government women representatives, these include International Disability Day, International Day for Protection of Children from Abuse</p> <p>Service providers such as SENESE, Loto Taumafai and NOLA have led in coordination of national awareness programs for autism, deafness, down syndrome and sight impairment. In October 2012, SENESE’s vision screening program (NHS, MESC, RIDBC, ICEE) in partnership with the the Clarence Sebastian Foundation, jointly presented about the services each program provides to village women representatives in Upolu and Savaii. Similar sessions were also conducted by SENESE for village women reps, as part of their coordination of National Hearing Awareness Week (June 2012)</p> <p>Workshops and consultations have been held for government women reps on disability rights as they pertain to the CRPD, CRC, CEDAW. They have also attended consultations on CBR, and on development of national policies for women, children and persons with disabilities</p>

		Fiamalamalama has also been promoting awareness through trainings and commemoration of international and national disability emphasise the importance of giving parents support and information regarding the health of their children.
	2.1.4 Village mayors and Government Representatives for Women collaborate with traditional birth attendants (faatosagafaaleaganuu) to raise awareness of the need for early intervention measures for children with disabilities;	This initiative is yet to be realised
	2.1.5 MWCS D in collaboration with MOH, MESC and other stakeholders including community groups and NGOs to develop an awareness programme for parents and care givers on the needs of children with disabilities and the importance of early intervention;	<p>This is one of the key policy statements of the MESC Strategic Policies and Plan 2006-2015: for MESC to work in collaboration with Loto Taumafai Early Intervention Program and the Ministry of Health (MoH), to ensure future sustainability of early intervention for children with disabilities.</p> <p>Several service providers have outreach programs targeting parents of persons with disabilities. SENESE Deaf Services brings together families of its hearing impaired members, to dialogue and to be updated on services available. Deaf Services also provides a level 1 Train the Trainer program for families and teacher aides, for skills and knowledge in deaf culture and sign language. Deaf Services also works together with Ministries to coordinate awareness programs to commemorate International Week of the Deaf (September)</p> <p>SENESE's Primary School and Secondary School units advocate for an inclusive environment for disability students, specifically by providing families and communities with support and resources</p> <p>The Loto Taumafai Group for Families with Children with Disabilities was initiated in 2013. The group creates a forum by which parents can share their experiences, support each other, and learn new ways to help their children improve functionality and become independent</p>

		<p>The Disability survey conducted by NOLA in 2010 identified that the majority of children with disabilities are affected by learning disabilities, namely epilepsy and deafness. In addition, persons with disabilities normally have access to either 2 to 3 years of primary level education, or attend special needs schools for vocational or informal training</p> <p>Fiamalamalama has since 2010 started encouraging parents to take part in every aspect of their children development and education. And it has continue to encourage this by empowering parents through workshops and parent discussion groups.</p>
	<p>2.1.6 MWCSO in collaboration with MOH, MESC, NOLA and other stakeholders to develop disability prevention strategy especially addressing preventable blindness, hearing impairments, NCDs and car accidents causing serious and long term injuries;</p>	<p>Several plans have been developed that address preventable disability. These are listed below:</p> <p>NCD Policy 10-15</p> <p>The policy lists 4 levels of prevention to eliminate or minimize the impact of disease or disability:</p> <ol style="list-style-type: none"> 1. Primordial Prevention: actions that inhibit the emergence and establishment of social-economic factors, cultural patterns of living that are known to increase the risk of disease and disability; 2. Primary Prevention: actions that aim to protect the health of individuals through personal and communal efforts; 3. Secondary Prevention: measures available to individuals and communities for the early detection and prompt intervention to control disease and minimize disability; and 4. Tertiary Prevention: measures aimed at softening the impact of chronic disease and disability thereby minimizing suffering and maximizing years of useful life. <p>MWCD and CSOs are also obligated under the policy to empower communities to manage and cope with existing burdens of NCD and disability, to maximize functioning in society and minimize impacts on households, through self help, self care and improved health literacy.</p>

		<p>MOH Tobacco Control Policy 10-15 The policy encourages governance and leadership as a means of engaging persons with disabilities, in the develop of programs and services on tobacco control</p> <p>Final Health Prevention Policy 2013 The policy highlights <i>Secondary prevention</i> - the prevention of illness through screening measures, for early detection and remediation of diseases that if left undetected or untreated would likely become clinically apparent and harmful, or lead to disability.</p> <p>The policy also contains key measuring concepts for assessing health and wellbeing; these concepts include:</p> <ul style="list-style-type: none"> • Hospital admissions for Injuries – to help monitor the leading causes of death for younger populations that have significant impacts on well being, disability, medical costs and productivity; • Mental Health – to monitor the prevalence of different mental health conditions which have comparable degrees of suffering such as depression, which is more readily addressed with proper treatments against the more chronic conditions which can have complex negative impacts if go undiagnosed and untreated. <p>Inclusion of persons with disabilities and older adults in health and safety strategies.</p> <p>National Hearing Services Plan (2013) Discussions began in 2013 on a National Hearing Services Plan, designed: For screening of all year one students for hearing difficulties. To equip Samoa with the resources to conduct hearing testing for babies, children and adults over time.</p> <p>MESCS Strategic Policies and Plan 2006 - 2015</p>
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	<p>2.1.7 MWCS D in collaboration with MOH assess impact of immunisation programmes on the prevalence of disabilities with the view to strengthening these programmes where possible;</p>	<p>The Child Protection Unit and village women reps of MWCS D have often supported the NHS community nurses in immunisation programs for all new born babies to 5 years of age. However monitoring and assessment of these programs, and other similar ones, is yet to be realised</p>
	<p>2.1.8 MWCS D will collaborate with MOH in ensuring availability of information on early intervention measures and causes of disability;</p>	<p>Under the Health Prevention Policy 2013, MOH and stakeholders are obligated to increase awareness of parents, caregivers and/or guardians on the signs and symptoms of different kinds of disability, and the importance of early detection</p> <p>MWCS D has produced IEC materials for children with disabilities targeting parents caregivers and teachers, on intervention measures and communication skills.</p> <p>SENESE and Loto Taumafai conduct early intervention programs for visual, hearing and intellectual impairment, and training for various groups (eg. teachers) to spot the early signs of problems in children. Loto Taumafai also has a partnership with the maternity and pediatric sections of National Health Services, that allows disabled children to be identified early</p> <p>The assistance from overseas agencies and practitioners, in the form of audiologists, ENT specialists, paediatric physiotherapists etc, contributes fundamentally to the national early intervention effort, and increasing overall public awareness about the importance of early intervention / detection</p> <p>Fiamalamalama deals with children with inherent disabilities with the help of overseas</p>

		experts; APTC trainers conducted workshops for parents and staff to raise awareness and provide information on issues and causes of disabilities.
	2.1.9 MWCS D in collaboration with MOH and stakeholders will develop a training and awareness programme for midwives, community health nurses, traditional healers and Government Representatives for Women on causes of disability and early intervention measures;	Training is provided for government women representatives (2.1.3) and community health nurses and midwives (Nurses and Midwives Act); there is no information available on training of traditional healers
	2.1.10 MWCS D in collaboration with MOH and stakeholders develop a strategy for CBR;	<p>A draft National CBR Framework has been developed with the financial and technical assistance of WHO and MOH. The objectives of the draft are as follows:</p> <ul style="list-style-type: none"> • To expand the quality and coverage of CBR with a focus on reaching people with disabilities in rural communities. • To increase integration of disability into a range of multi-sectoral and community focused initiatives. • To improve coordination and collaboration between agencies to facilitate increased access to services for people with disabilities
	2.1.11 Accident Compensation Corporation, ACC assesses options to support rehabilitation for clients.	<p>ACC provides the following benefits for clients at different stages of rehabilitation due to disability:</p> <ul style="list-style-type: none"> • Temporary disability benefits: 70% of the insured's earning is paid for up to five years and the benefit period may be extended. Maximum weekly benefit is \$400 tālā. • Permanent disability benefits: If the assessed degree of disability is at least 80%, then the weekly benefit is equal to 70% of the insured's last earnings multiplied by the assessed degree of disability. Benefit is paid until rehabilitation or death. Maximum weekly benefit is \$400 tālā.

		<ul style="list-style-type: none"> Partial permanent disability: If the assessed degree of permanent disability is less than 80% and the injured person returns to work before the period of entitlement to temporary disability benefits ceases, up to \$8000 tālāas a lump sum is paid according to the assessed degree of disability. <p>Furthermore, formal workers are protected against loss of income due to disability, through the provisions of the NPF</p>
	2.2.1 Early intervention awareness programme for village communities developed by MOH in collaboration with MWCSO.	See 2.1.8

CORE OUTCOME AREA 3: INDEPENDENT LIVING AND ECONOMIC DEVELOPMENT		
Objectives	To improve livelihood opportunities and develop life skills.	
Key Result Indicators	<p>Review of labour law and vocational training schemes completed.</p> <p>Data base of employed people with disabilities developed.</p> <p>Training programme on independent living developed.</p> <p>Strategy for protecting people with disabilities during natural disasters developed.</p>	
Actions / Progress made	3.1.1 MCIL and PSC will review incentives schemes as well as promote and facilitate employment opportunities for people with disabilities (e.g. tax subsidies to encourage local businesses to employ people with disabilities);	<p>Mechanisms facilitating freedom and opportunity for persons with disabilities to seek employment in the formal are in place. Public sector working conditions and entitlements, recruitment and selection procedures, are accommodative to persons with disabilities.</p> <p>In 2012, as part of its commitment to ILO, MCIL lobbied for public support for the Domestic Workers Convention 189, which would recognise the contribution of domestic workers to the economy, including better paid job opportunities for workers with family responsibilities, and a greater scope of caring for ageing populations, children and persons with disabilities.</p>

		<p>Under the ILO-MCIL Decent Work Country program, technical cooperation projects are expected to negate negative spill over of social problems in work places, including disability discrimination. Furthermore, Samoa has ratified the 8 core ILO conventions. Article 5 of Convention 111 Discrimination (Employment and Occupation) convention states that government may determine that other special measures designed to meet the particular requirements of a person with disability, shall not be deemed as discrimination.</p> <p>In terms of employment training, the emphasis of access for all people to quality (vocational) education is reflected in the education sector at ministry, sectoral and national level. Entry requirements criteria for registration of qualifications do not exclude individuals based on disability</p> <p>However, the MCIL and PSC Corporate Plans do not place priority on review of incentive schemes to encourage persons with disabilities. There is no data available to indicate that this has been done</p>
	<p>3.1.2 MCIL shall review the existing labour law to reflect the principles of ILO “Convention 159 on the employment of persons with disabilities”;</p>	<p>A review of the Labour and Employment Act 1972 culminated in the Labour and Employment Relations Act 2013. Section 20 of the Act (Fundamental Rights and Principles) prohibits discrimination against an employee or an applicant for employment on the basis of ethnicity, race, colour, sex, gender, religion, political opinion, national extraction, sexual orientation, social origin, marital status, pregnancy, family responsibilities, real or perceived HIV status and disability. Samoa is yet to ratify ILO Convention 159.</p>
	<p>3.1.3 MCIL gives special recognition to people with disabilities who are employed in the formal economy;</p>	<p>Samoa’s obligations in joining the ILO under the Decent Country Work Program (2009-2012), include promotion of decent employment opportunities, particularly for the youth, and inclusive of persons with disabilities. Prohibition of discrimination on the basis of disability is reflected in the Labour and Employment Relations Act 2013</p>
	<p>3.1.4 MCIL in collaboration with MESC, MWCSO and other stakeholders to review accessibility of</p>	<p>One of the goals of the Post School Education and Training Strategic Plan 2008 – 2016 is increased access to learning for all Samoans. The plan also highlights CLCs as measure for</p>

<p>vocational training programmes and assess the number of people with disabilities who have participated in these programmes in the last five years;</p>	<p>enhanced connection to communities and community access to learning, as an indicator of the above mentioned goal</p> <p>The Community Learning Centre concept was initiated in 2003 and was championed in Moataa and Fagaloa, although the CLC generally aims to envelop all community based programs that are being conducted by public and private sector agencies and institutions. The aim of the CLC is to generate grass roots based interest and participation in literacy and continuing education especially for the disadvantaged and poor. CLC caters specifically to: 1) family based learning; 2) work training schemes; 3) special needs learning; 4) adult learning. A situational analysis of CLCs was conducted in 2012; however the number of persons with disabilities participating in these centres was not made available.</p> <p>In 2014 SQA surveyed students who graduated from national TVET institutions between 2009 – 2011. Of the 809 students covered in the survey, 8 of them had a disability (1%). Only 1% of this number was found to be unable to work since leaving the training institution.</p> <p>A collective exercise is required nonetheless, that takes a more detailed account of vocational training services provides by agencies like Loto Taumafai and SENESE</p> <p>Fiamalamalama has assessed abilities of persons with intellectual and inherent disabilities for possible job opportunities and work experience; this undertaking began in 2013. In service training was also conducted to develop teachers’ skills in this area</p>
<p>3.1.5 MCIL in collaboration with stakeholders make recommendations on how vocational training can be made more accessible;</p>	<p>The provision of formal, collective advice on increasing vocational training accessibility is being realised through the draft Inclusive Education Policy for Students Living with Disability. The policy will ensure the successful transition of students with disabilities from school to vocational training to employment, through a multi tiered transitional service, that will assist and assess the student’s academic performance and abilities, throughout the duration of his / her school life (starting from 14). A funding mechanism for transition services will also be developed and enacted as priority.</p>

		<p>One of the objectives of the National Youth Policy 2011-2015 is to advocate for more equitable resourcing and programming, to target education interventions in particular community-based second chance education and vocational/technical education and training for school drop outs inclusive of people with disabilities.</p> <p>Advice and practical measures have been made. A Trade Liberalisation Study conducted by PIFS in 2012 points to the need for improvement of customer services in the tourism industry (eg. travel agencies, taxi drivers, tour operators, handicraft vendors), and for greater involvement of youth and persons with disabilities in economic activity</p> <p>The SQA Post Secondary School Access Grant for PSET providers, both formal and non formal, is designed to improved access to education and training for women, people with disability or those vulnerable in the labour market as identified above; included among the criteria for service providers to be able to access funding, is the instalment of necessary amenities / facilities to learning venues for persons with disabilities, such as ramps, rails or toilets, to promote inclusive learning.</p> <p>The Tertiary Vocational Education and Training Support program is funded by Australia, and began in 2011. Its main objective is to ‘increase employability of Samoan women and men, including those with disability, by ensuring the employment readiness of TVET graduates in areas of labour demand as measured by student outcomes and levels of employer satisfaction.’</p> <p>The overall target of the TVET Programme is an “Increased number of skilled Samoans available to fill priority workforce needs” with three key outcomes:</p> <ul style="list-style-type: none"> • Quality Assurance Scheme for the national system TVET Qualifications implemented • Enhanced TVET Training capacity among Government and Mission TVET Providers • Program for providing Access to TVET Opportunities by those with disabilities
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	<p>3.1.7 MCIL, SBEC, Women in Business and South Pacific Business Development (SPBD) in collaboration with MWCSO and other stakeholders to review accessibility of credit and other small loans programmes available to people with disabilities and assess the number of people with disabilities who have utilised such programmes in the last five years;</p>	<p>A collective review is yet to be realised</p> <p>The Marist Centre for Special Learning and the Women in Business Foundation, a two partner NGO's, in collaboration with UNV is conducting a project for the "Empowerment of Rural People with Disabilities". The program intends to improve the quality of life of disabled youth and adults living in the rural areas and is divided into 3 areas of work:</p> <ul style="list-style-type: none"> • Community-based development to complement and support the work of the DOE, MIA, DOH, Women's Committees and churches in the rural areas • Strengthening the work of the Special Education Unit in Savaii to fund a resource centre for service delivery • Providing sustainable livelihood options and practical support for rural disabled people <p>SPBD serves women living in both rural and peri-urban areas who are vulnerable to the consequences of poverty, which include minorities and people with disabilities. Therefore the total number of loans distributed are allocated below;</p> <ul style="list-style-type: none"> • 99% of loan distributed goes to women. • 80% are clients in the rural area. • 40% goes to single mothers. • 100% are distributed to the unemployed. <p>Women in Business also implemented five projects: Coconut oil production, production and marketing of honey, fine mat production and sales, micro-finance for rural dwellers and organic agriculture. These projects are aimed at alleviating poverty in the rural villages through creation of a local village economy. WIBF offers opportunities to the rural villagers for income generation and provides small business training in management and savings and loan schemes. These projects attempt to teach rural women about credit discipline. This in turn means the women are less reliant on remittances, and learn how to properly manage the cash that they</p>
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		<p>earn.</p> <p>Currently the WIBF has three disabled women working on fine mat production and coconut oil. With organic produce doubling prices of honey and coconut oil, WIBF established and houses the Organic Farmers Association. The WIBF is active in helping disabled youth and adults to start their own small businesses. SBEC on the hand does not have any specific loan scheme for People With Disabilities and also the accessibility of credits for them.</p>
	<p>3.1.8 MCIL make recommendations on how credit and other small loans programmes can be made more accessible;</p>	<p>The Civil Society Support Program was established in 2010, and has provided over \$1 million in small grants to 57 community and non-government organisations. The majority of successful applicants were for school and community buildings and non-government organisation service delivery such as skills training for women, disability outreach and mental health counselling. The program provided training in proposal writing and conducted workshops for community groups in a range of other areas. In the coming year the program will focus on enabling civil society to increase its advocacy capacity.</p>
	<p>3.1.9 NOLA and MWCSO in collaboration with stakeholders develop a lifeskills training programme on independent living for people with disabilities;</p>	<p>NGOs are at the forefront of life skills training programs. The Loto Taumafai Group for Families with Children with Disabilities was initiated in 2013. The group creates a forum by which parents can share their experiences, support each other, and learn new ways to help their children improve functionality and become independent</p> <p>The Train the Trainer program of the SENESE Deaf Services helps reduce dependency of people with impaired hearing by building support and knowledge of their families. In 2012 an unprecedented training on blind orientation and mobility skills, to help blind people to become independently mobile, was conducted by SENESE in partnership with Guidedogs New South Wales.</p> <p>MWCSO also provides skills development programs for children, inclusive of children with disabilities</p>

	<p>3.1.10 DMO [MNREM] in consultation with stakeholders develop a strategy for assisting people with disabilities and ensure safety procedures include providing the necessary assistance to people with disabilities, particularly those with mobility difficulties/limitations.</p>	<p>The Samoa - Strategic Programme for Climate Resilience (SPCR) prioritises support for civil society initiatives, via activities such as building capacity of community organizations in managing their assets, and climate change related advocacy work, especially in terms of promoting interests and inclusion of women, youth, people with disabilities.</p> <p>DMO in collaboration with SFESA and AusAID launched a nation-wide public awareness/education campaign through television informing the public of measures to take in preparing for and responding to cyclones, flooding, earthquakes, tsunami, road and fire safety. The television advertisements are delivered in both the English and Samoan languages and include sign language for the deaf or hearing impaired members of the public. These ads have been well-received by the general public.</p> <p>The National Disaster Management Plan 2012 – 2014: Identifies national building regulations in recovery shelter, and review building codes and enforcement; support the development of housing policy that integrates risk reduction and takes into account gender, vulnerability and non discrimination issues Promotes and builds capacity of communities for building shelter and provide community-based shelter support to people with special needs. Promoting basic education as a means to contribute to psycho-social responses and peace-building; Introduces social and community-based safety nets for vulnerable people and those with special needs including psychosocial and post-trauma counselling;</p> <p>Reporting assessments for persons with disabilities during times of disaster, is provided for in the Samoa National Action Plan for Disaster Risk Management 2011-2016.</p> <p>The PUMA Housing Guidelines 2006 ensures that households are satisfactorily accessible to those with a disability (balancing private and public interests), and sets standards for</p>
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		<p>pedestrian access to accommodate persons with disabilities</p> <p>The Parking Policy 2006 aims to provide minimum standard requirements for parking provision in Samoa. It considers aspects like landscaping, space demarcation, loading and unloading areas, safety and disability access in parking. The policy also assists in assessment of development consent applications in terms of providing adequate parking for proposed developments.</p> <p>The Post Disaster Needs Assessment from Cyclone Evan 2012, identified persons with disabilities as a vulnerable group in times of disaster, and identified psychosocial services for affected populations as a 'serious and major need'. The need for a greater response by community leaders to persons with special needs was also identified as a priority, as well as the need for stronger focus on infrastructure and relevant facilities</p>
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CORE OUTCOME AREA 4: PROVISION OF SUPPORT SERVICES AND ASSISTIVE DEVICES		
Objectives	4.1 Strengthen community based rehabilitation programmes. 4.2 Accessible, quality and affordable health service for urban and rural based people with disabilities and their families 4.3 Support parents of children with disabilities	
Key Result Indicators	Partnership agreement between key service providers and community support and assistive devices strategy developed. Rural health services reviewed. Outreach programme for those with severe disabilities agreed between key stakeholders. Parents support group established. Financial support options outlined	
Actions / Progress made	4.1.1 MWCS D through a partnership arrangement with MESC and MOH and NGOs and other stakeholders facilitates the improvement of the supply of assistive devices;	In October 2012 the Samoa Disability program was launched. Funded by Australia the program is currently housed with the MWCS D; resources, mechanisms, networks and technical expertise will be committed towards Samoa's efforts to advance persons with disabilities, with a primary focus on strengthening of government mechanisms and DPOs, improvement of access to disability support services, and investments in capacity development and ongoing learning.

		<p>The mobility / assistive devices component of this Program, is implemented by the Samoa Integrated Mobility Device Services project – a partnership between NHS, NOLA and Motivation Australia. The project is focused on:</p> <ul style="list-style-type: none"> • Services – establishing a comprehensive, mobility device service at the hospital • Community services – increasing the role of CBOs and NGOs in mobility device service provision • Sustainable training – Improving the quality and sustainability of training in mobility device service delivery; and increasing the quantity of clinicians and technicians trained in mobility device provision. • Equitable access to services – Increasing the awareness of and equity of access to appropriate mobility device service provision for women, children and people from rural areas. <p>An interim space at the TTM Hospital has been set aside for a \$3.8 million tala facility, for service delivery and mobility devices such as wheelchairs and crutches. Others steps include the beginning of clinical assessments, procurement of 2 accessible vehicles, recruitment of specialists, and planning for basic level mobility device service training.</p> <p>The NGO service providers maintain a network of communication with global experts – audiologists, ENT specialists, therapists, etc – who visit Samoa regularly to conduct free clinics and provide assistive devices (hearing aids, cochlear implants, canes and magnifying glasses). This network has been developed over the years through the expertise of the NGOs, and recognition of their work by the international community</p> <p>The Samoa Vision Centre was established in 2012, a partnership between SENESE, NHS and the Vision 2020 Global Consortium funded by Australia. The centre is managed by Samoa’s first and only optometrist and two qualified spectacle technicians, all locally based, ensuring reliable and consistent service delivery</p>
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	<p>4.1.2 MWCS D in collaboration with MOH target rural villages for the provision of assistive devices;</p>	<p>Samoa Integrated Mobility Device Services project aims to increase the role of CBOs and NGOs in mobility device service provision and to increase the awareness and equity of access to appropriate mobility device service provision, for women, children and people from rural areas.</p> <p>Through the assistance of the Royal Institute of Deaf and Blind Children, the International Centre for Eyecare Education (ICEE), Sprinter Optics and the Optical Superstore, SENESE and NHS have been able to refurbish the Tuasivi clinic in Savaii with modern vision screening technology and devices. These include a slit lamp, keratometer, refractor Head, trial lens set and a specifically designed chair for optometry practices. This equipment has enabled the hospital to fast-track the process of preparing patients for specialist treatment.</p>
	<p>4.1.3 MWCS D works with MOH to facilitate development of a comprehensive CBR programme that is within the MWCS D strategic plan, and aligned to MOH sector plan and HRM plan;</p>	<p>A draft National CBR Framework has been developed by the MWCS D with the financial and technical assistance of WHO and MOH. The objectives of the draft are as follows:</p> <ul style="list-style-type: none"> • To expand the quality and coverage of CBR with a focus on reaching people with disabilities in rural communities. • To increase integration of disability into a range of multi-sectoral and community focused initiatives. • To improve coordination and collaboration between agencies to facilitate increased access to services for people with disabilities. <p>The plan is aligned with corporate and sector plans of the MWCS D and MOH</p>
	<p>4.1.4 MOH ensures participation of community health workers in CBR train the trainers programme;</p>	<p>Objective 1 of the Draft National CBR Framework looks to expand the quality and coverage of CBR with a focus on reaching people with disabilities in rural communities. This will be achieved through Early intervention / Community based rehabilitation programs, training on mobility, communication and socialisation, program field workers conducting visits on skills development, nutrition program and facilitating access to health through community outreach programs.</p>
	<p>4.1.5 MOH together with stakeholders,</p>	<p>The Samoa Integrated Mobility Device Services project serves as the formal mechanism in place</p>

	including ACC, explore ways of supporting the provision of community based assistive devices;	for delivery of assistive devices to communities; other than this, the majority of assistive devices have been provided by international donors, most of the time channelled through the disability NGOs, although in unique circumstances such as in national emergencies, assistance would be provided directly as relief.
	4.1.6 MWCS D will facilitate with stakeholders the development of a strategy for strengthening the provision of speech and occupational therapy;	The Child and Adolescent Health Policy 2013 counters the shortage of in-country disability specialists, by directing government to spearhead efforts towards the encouragement of Samoan students, to undertake tertiary studies in speech therapy, physiotherapy, occupational therapy, counselling and other related allied health professions.
	4.1.7 MESC develop a strategy for providing sign language and Braille in key secondary schools.	<p>One of the Special Needs Education policy statements of the MESC SPP 2006-2015, is to ensure development of sign language in teacher education and training</p> <p>Efforts are ongoing outside the scope of a centralised strategy, and programs between NGOs and schools on disability service provision, are growing in strength and popularity. This year SENESE's Primary team visited 72 students with disabilities in 30 schools to monitor and identify areas of support</p> <p>SENESE Deaf Services teaches sign language to SENESE's partner primary and secondary schools, and has established a new support group for sign language interpreters, working to support students and adults who are deaf. The group is currently working to develop a Samoan Code of Ethics for sign language interpreters.</p> <p>In 2012 a training on blind orientation and mobility skills, to help blind people to become independently mobile, was conducted by SENESE in partnership with Guidedogs New South Wales, and targeted teacher aides.</p> <p>In 2013 the PIAF (Pictures in a Flash) machine was introduced to Samoa via DFAT Australia; the machine produces diagrams for school students who are blind and visually impaired. It is anticipated to revolutionise the way visually impaired people will be educated, from an early age right through to the secondary and tertiary levels. The equipment has since been</p>

		introduced to Amoa College and Saanapu Primary School.
	4.2.1 MOH in consultation with stakeholders review services and costs of medications for people with disabilities;	<p>Health services for persons with disabilities are reviewed periodically within different policy contexts.</p> <p>The latest review of hospital charges came into effect in early 2014. Inpatient fees per night currently stand at \$30 per night for Motootua, \$15 for Tuasivi and \$10 per admission episode at all other district hospitals. Persons with disabilities are exempt from these fees, although special conditions apply for registration, and a most current ID is required to qualify</p> <p>Part VII of the 2006 NHS Act discusses the fees and charges that the public currently pay to the NHS and states that the (Health) Minister is to determine the costs.</p>
	4.2.2 MOH includes the MWCS D and other stakeholders in the development of the Mental Health Action Plan;	<p>Though it isn't certain whether a mental health plan of action is in the making, but recent initiatives suggest that it is highly likely.</p> <p>A Mental Health Task Force consisting of health professionals was set up at the beginning of 2014, and has worked throughout the year to elevate mental health as a priority for health sector planning and intervention. It is noted that mental health does not have a high profile in the current Health Sector Plan.</p> <p>The 'Talanoa, Faasoa, Soalaupule' project was officially launched in March 2014, led by the MWCS D in partnership with stakeholders. The project aims to reduce the stigma and lack of awareness around the issue of mental health and related problems such as depression, insecurity and communication breakdown, and to build a diverse response network around the issue through sectoral collaboration</p>
	4.2.3 MWCS D collaborate with MOH on the provision of counselling and support services and where possible include within existing youth and women's programmes;	MWCS D provides counselling and referral services in the contexts of its outreach programs, namely on child protection, sexual reproductive health, marital relationships / family conflict resolution and gender based violence, and has received funding assistance from UNFPA for these activities. Referrals for counselling support are often made through the ANM program, of which MWCS D and MOH are members.

		<p>Prisoners with special needs and mental health are treated by medical officers for an initial 6 months from date of admission, and treatment is extended as necessary. The need for special and immediate care for persons with disabilities has been recommended by the Samoa Law Reform Commission, particularly for those prisoners that have sustained injuries as a result of use of force and restraints by prison authorities</p> <p>Through the law and justice sector MWCS D also supports counselling and rehabilitation / reintegration services, and suicide prevention strategies, for those who have experienced violence or come into contact with the law (including suicide prevention strategy), especially women, children and young people.</p> <p>In the aftermath of the 2009 tsunami, MWCS D also partnered with NZAID on a psycho social support program for affected children. Basic counselling and group therapy was provided for children of several affected villages</p>
	<p>4.2.4 MWCS D & MOH ensure collaboration with and/or involvement of the Integrated Community Health Services (ICHS), NHS to ensure inclusion of people with severe or multiple disabilities and who are highly dependent,, in their outreach programme.</p>	<p>MWCS D & MOH ensure collaboration with and/or involvement of the Integrated Community Health Services (ICHS), NHS to ensure inclusion of people with severe or multiple disabilities and who are highly dependent, in their outreach programme.</p>
	<p>4.3.1 NOLA together with DPOs convene a parents support group;</p>	<p>See 2.1.5</p>
	<p>4.3.2 MWCS D in collaboration with NOLA conduct awareness raising and education programmes for parents on human rights, and needs of people with disabilities;</p>	<p>See 2.1.5</p>
	<p>4.3.3 MWCS D in collaboration with Ministry of Finance develop a strategy to provide</p>	<p>As per the 2010 Development Cooperation Policy, the MOF is responsible for the acceptance and allocation of all overseas development assistance. This is also in line with the Public</p>

	<p>financial support to parents and/or care givers;</p>	<p>Finance Management Reform Plan. Thus, MOF acts as executive agency for all donor driven projects with disability objectives, such as the SIEDP, the School Fee Grant Program, the PSET Grant and the Samoa Disability Program. The Samoa School Fee Grant Program has supported 201 families of children with disabilities, but limited resources are a challenge that hinders service delivery.</p> <p>Other avenues of financing strategy for persons with disabilities are also worth mentioning.</p> <p>NPF's Senior Citizens Benefits Scheme includes a disability pension with 3 options: (i) a monthly pension based on total employee and employer contributions plus interest; (ii) a monthly pension based on 75% of total employee and employer contributions plus interest with the remaining 25% paid as a lump sum; or (iii) a lump sum equal to the full amount in their account taken at 55 years of age</p> <p>The Child and Adolescent Health Policy also looks to strengthen financing mechanisms for child and adolescent health activities, particularly for provision of assistive devices</p>
	<p>4.3.4 NOLA in collaboration with stakeholders develop human rights awareness programme</p>	<p>NOLA conducts national workshops on human rights, in the context of CRPD, on a regular basis, in partnership with local stakeholders and regional organisations. Activities are also conducted in partnership with other human rights agencies, such as MWCSO, the National Human Rights Institution and the Law and Justice Sector Unit.</p>

CORE OUTCOME AREA 5: EDUCATION (TRAINING/SPORTS/RECREATION)	
objectives	<p>5.1 Strengthened inclusive and special education programmes.</p> <p>5.2 Increase the number of people with disabilities participating in sporting activities.</p>
Key Result Indicators	<p>More parent involvement in schools and greater in-classroom support for teachers.</p> <p>Curriculum reviewed to strengthen inclusive education.</p>

	Advocacy materials produced targeting sports administrators.	
Actions / Progress made	5.1.1 MESC support parent involvement and empowerment;	<p>MESC’s organisational structure includes a Special Needs Education Coordinator post, to provide support and advice in the development of a national system to increase the access and quality of education for children with disabilities. This has involved in-service teacher raining, provision of regular support for SROs, principals, SNE teachers and students in schools, coordination of public awareness for parents and communities concerning the rights and needs of children with disabilities and contributing to the formulation of MESC policies to ensure they are inclusive.</p> <p>The vision of the MESC driven Home School Literacy Partnership (Tofamanino - “To`alafanau tama le aiga i mea uma”) is that all families in the school community will understand that they are involved in school activities and will feel completely comfortable in their school. The Partnership understands that:</p> <ul style="list-style-type: none"> • Parents/families are the greatest influences on children`sn learning and development. • Families/teachers are already doing for children`s development, learning and language • Share ways families/teachers working together can make an even greater impact on children`s development, learning and language. • Establish a caring working partnership between school staff and community. <p>In 2014 10 schools were chosen to pilot this project. These schools were selected based on their 2013 SPELL results in which they have the highest number of students with low reading and numeracy results or in other words they are at risk.</p> <p>See also 2.1.5</p> <p>Fiamalamalama have been working with staff to see the importance of literacy in opening or exposing children to new and exciting experiences and the wider world.</p>
	5.1.2 MESC enhance classroom support for	Teacher training in inclusive education is included as a guiding principle of the draft Inclusive

	teaching staff;	<p>Education Policy. Other priorities in the policy include: 1) improving quality of learning support materials eg. for curriculum and assessment support; 2) improving teacher and principal professional knowledge, pedagogical skills and values, and; 3) improved access to professional training for people who work with students with disabilities.</p> <p>The ready availability of civil society experts and professionals in country, has enabled easy access of teachers to relevant training. Since 2010 SENESE has worked closely with MESC, providing training for teachers to be better able to accommodate children with disabilities, in areas such as teaching methods for information texts, and vision screening. The Deaf program also provides training for teacher aides on sign language and deaf culture</p> <p>MESC staff have received training from Dyslexia Aid, a NZ NGO committed to raising awareness of dyslexia, and providing the means for dyslexic students to thrive in their environments.</p> <p>To date 18 teachers have undergone training in the Certificate III in Disability Education Support at the Australian Polytechnic Technical College (APTC).</p> <p>Fiamalamalama has through APTC all of its teachers undergone training in certificate III in Disability and has been a good placement for teachers to do their classroom observations and practice we have just started working together with the other service providers and hope to build on that sharing of information and training.</p>
	5.1.3 MESC together with DPOs and other disability stakeholders develop an awareness programme for teachers on disabilities and human rights;	<p>See 1.1.2</p> <p>NGOs raise awareness on persons with disabilities through various mediums. Since 2011 SENESE has conducted a national disability rights story telling competition targeting school students in particular that continues to gain support. SENESE has also built stable awareness partnerships with a number of schools, around the commemoration of international events, such as Autism Month, World Down Syndrome Day, and Sight Week. These schools include Samoa Primary, and Vaitele uta Primary</p>

		<p>Fiamalamalama has been through workshops for parents and its staff since 2009 advocating for rights of PWD and raising awareness on the disabilities regarding the children they work with. We have started by including some of the mainstream schools that are close by St Joseph, Vaimoso and Vaimea</p>
	5.1.4 MESC provides support for Samoan sign language and Braille in selected schools;	<p>See 4.1.7</p> <p>SENESE provides support for 39 secondary students with disability from Fa’atuatua Christian College, Saint Joseph College, Robert Louis Stevenson’s School and Amoa College. Intensive support for students who are deaf is given to students attending Fa’atuatua Christian College; their teachers and support teachers have been allocated a classroom at Fa’atuatua, to be used as their base and learning hub, so that integration of students into “normal” classes will be seamless, and so that modified lessons can also be delivered in the learning hub without any disruption to the learning of all students.</p>
	5.1.5 MESC in collaboration with MWCSD, NOLA and other stakeholders strengthens inclusive education in the curriculum;	<p>Samoa is signatory to the following platforms: 1. Asian and Pacific Decade of Disabled Persons with Disability 2. The Salamanca Statement and Framework for Action 3. The FBEAP 4. Education for All</p> <p>Since 1999, the Government through MESC has allocated SAT3 m for distribution to ECE, Special Needs schools, technical vocational education and training institutions. This allocation was increased to 4 m in FY0607</p> <p>The SNE Coordinator post was established within the MESC organisational structure in 2001 to provide support and advice in the development of a national system to increase the access and quality of education for children with disabilities. This has involved in-service teacher training, provision of regular support for SROs, principals, SNE teachers and students in schools, coordination of public awareness for parents and communities concerning the rights and needs of children with disabilities and contributing to the formulation of MESC policies to ensure they are inclusive.</p>

		<p>MESC developed a Special Needs policy in 2005, with the vision as follows: – ‘where possible, students needs should be met in normal schools’</p> <p>The MESC Strategic Policies and Plan 2006 – 2015 has special 'Inclusive Education' with the objectives as follows:</p> <ul style="list-style-type: none"> • Enrolment and participation of children with disabilities, special attention to girls with disabilities • Develop sound knowledge and best practice for inclusive education • Collaboration with NGO and MOH • Support for SNE teachers • Public awareness programs • Collaborate with MWTI on national guidelines for access to facilities, and enforced • Document models of good practice in education and sporting • Currently no regular inclusive schools <p>The following are key strategies within the MESC Corporate Plan:</p> <ul style="list-style-type: none"> • Develop and Implement Inclusive Education Policy (a draft is currently being finalized) • Assist in the Games Festival for people with Special Needs <p>A Special Needs curriculum has been in place at NUS Faculty of Education since 2002, and an Inclusive Education course is now compulsory. 40 teachers were recorded in 2007 to have completed inclusive education training. Recently the NUS FOE IE course was taken out of the curriculum, but MESC is currently pushing for its reintroduction in 2016. Two NUS lecturers are mentioned to have pursued studies in special needs education at the postgraduate level.</p> <p>Regional assistance is provided in the field of inclusive education via the PRIDE and ASOP programs. Workshops and trainings have also been provided by regional organizations such as PDF</p>
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		<p>The Compulsory Education Act is for children 5-14 years, and this is inclusive of disability</p> <p>MESC has a toolkit on inclusive education, that consists of 6 booklets. There are also 2 special needs books –Samoa sign language dictionary and inclusive alphabet - all of which have been circulated to schools.</p> <p>A national Inclusive Education Policy for Students living with disability is currently being drafted by MESC in collaboration with stakeholders</p> <p>A five year Samoa Inclusive Education Demonstration Program was initiated in 2009 (in partnership with the government of Australia) directing resources towards inclusive education needs of children in Samoa, and demonstrating a model of service provision that could be replicated and supported by government in future program. The outcomes of the program are as follows:</p> <ol style="list-style-type: none"> 1. Improved educational outcomes that are evident in access, retention and progression, for both girls and boys with disability, in rural and urban areas in Samoa. 2. Families and communities increasingly advocating and supporting the right to inclusion of girls and boys with disabilities in all aspects of Samoa society. 3. A policy and practice environment which is committed to continuous improvement and learning about inclusive education and which reflect strong Government ownership. <p>A document for the redesign of the SIEDP was completed in September 2014, after months of review. The new design will look focus more directly on areas such as IE enabling and delivery modes, at building local support, and fine tuning stakeholder roles and responsibilities. The SIEDP is presided over by a multi stakeholder committee.</p> <p>In 2013 a multi stakeholder task force, including a MESC IE adviser, began developing a set of minimum service standards for early childhood care and education; emphasis has been placed</p>
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		<p>on ensuring inclusivity of the standards ie installation of railed walkways and ramps, toilet cubicles and showers</p> <p>Furthermore, since early 2014 the MESC IE advisor has been teaching a certificate level IE component at the NCECES Teachers Training Institute at Sogi</p> <p>Samoa is involved 2 regional research projects:</p> <ol style="list-style-type: none"> 1. Development of the second edition of the Index of Inclusion publication, in partnership with the Queensland University of Technology. This publication highlights areas of weakness in IE that need strengthening, such as school or community teaching environments. Findings from this research will be presented by national researchers from each country at the Disability National Conference, to be held in the Solomon Islands in February 2015. Queensland University of Technology 2. The Australian Disability Research Award (ADRA) Project is funded by DFAT Australia in partnership with Monash University, CBM Nossal, PIFS and the PDF. The key objective of the ADRA Project is to develop a set of contextually specific indicators for inclusive education in the Pacific and guidelines for implementation <p>A primary challenge in the field of inclusive education, is the limited physical facilities and equipment for inclusive education in primary schools. Villages pay for their own school buildings, and accessibility is often not a priority due to additional funds required. However, schools built by ADB have ramps and accessible toilets</p> <p>Special resources, facilities or equipment for children with disabilities in Samoan ECE centres are limited, due to high costs involved. Because there are children with disability enrolled in pre schools in Samoa, the entry age is extended to 8 years old.</p> <p>SENESE has developed a notable partnership with Tiapapata Arts Centre, giving students with</p>
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		<p>disability the additional opportunity to develop their artistic creativity. Fiamalamalama has just recently had a similar partnership with Tiapapata but it has been developing in its program sensory creative activities to provide this and this has been really good for PWD.</p>
	<p>5.1.6 MESC support the provision of in-service training especially in the rural areas;</p>	<p>Provision of in-service training is a key priority of MESC, reflected at both ministry and sectoral level. It is estimated that 85 per cent of children with a disability live in rural areas and have either never gone to school or have only attended for limited periods. The MESC Sector Plan 2013-2018 recognises that teachers require knowledge and skills (or the professional support) to fully accommodate the disabled students in their school, and to facilitate access of children with disability to mainstream schools. The SIEDP programme will ensure that institutions are equipped to handle the children's needs to retain them and provide a quality education.</p> <p>The SIEDP is a 5 year, 2009-2014, project with Australian funding to 'demonstrate a model of service provision for girls and boys with disability for inclusive education which can be replicated and supported by the Government of Samoa in its future program development'. The scope of SIEDP includes girls and boys from birth to the end of secondary school. It has a particular focus on inclusion of girls and boys from remote and rural areas in Samoa and across a range of disabilities. The delivery of this program has been unique with the use of service providers that specialise in working with children with disabilities. The design encompassed a flexible project approach to aid delivery, allowing for further design development in light of program learning over time. Teacher support and upskilling was carried out as part of work in the first year of implementation (2010)</p> <p>SENESE and Loto Taumafai provide assistance for school teachers, as per their areas of expertise. The Loto Taumafai Early Intervention Program targets teachers and teacher aides and trains on new educational strategies. The programme includes a sensory skills programme for severely disabled kids – improving sight, hearing and touch by using paper mache, glue, water play, making noise and more. This sensory stimulus allows brain development, helping children to develop the skills and abilities they do have.</p>

		In line with improvement of special needs program Fiamalamalama looked at improving its program to accommodate its students needs and this has involved a lot of time and work but its helped it made it a good placement for classroom teaching and observation and has also in a smaller scale offered assistance for school teachers.
	5.1.7 National University of Samoa in consultation with stakeholders review the special education curriculum with the view to strengthening and/or expanding this programme;	A Special Needs curriculum has been in place at NUS Faculty of Education since 2002, and an Inclusive Education course was made compulsory. 40 teachers were recorded in 2007 to have completed inclusive education training. Recently the NUS FOE IE course was taken out of the curriculum, but MESC is currently pushing for its reintroduction in 2016. Recently the MESC IE Adviser has worked together with QUT to assess the IE component towards its re-installment
	5.1.8 MESC conduct an impact assessment study of testing and exams on children with disabilities.	<p>MESC conduct an impact assessment study of testing and exams on children with disabilities. Section 3.1 of the draft Inclusive Education Policy for Students living with disability, recognises the need to develop the system for detection and diagnosis of students with disability, beyond the resources on which this system is currently based, that is, observations, parent information and simple assessments of children on task performance using a regular range of indicators. Changes to the way intellectual impairments are defined and assesses would be characterised as follows:</p> <p>A comprehensive medical exam, a social and familial history, an educational history (if the child is of school age), and psychological testing to access 2 key dimensions – intellectual functioning and adaptive behaviour Identifying mixed associations between intellectual impairment and a commonly stated disability ‘slow learner.’</p> <p>In 2014 the MESC IE Adviser worked with the Literacy Taskforce to assess the reading abilities and comprehension levels of students on the first and last two days of Literacy week.</p>
	5.2.1 NOLA and DPOs to advocate for equal opportunities for people with disabilities to	NOLA and DPOs to advocate for equal opportunities for people with disabilities to participate in sports (pamphlets, brochures where relevant etc);

	<p>participate in sports (pamphlets, brochures where relevant etc);</p>	<p>Special Olympics Samoa (SOS) arranges sporting activities for people with disabilities. It provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with an intellectual disability, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.</p> <p>A key strategy within the MESC Corporate Plan is for MESC to assist in the Games Festival for people with Special Needs</p> <p>The objects of the Constitution of the Samoa Association of Sports and National Olympics Committee include the following:</p> <ul style="list-style-type: none"> • To commit and to take action against any form of discrimination and violence in sports. • To encourage the development of sports for the disabled • To propagate the fundamental principles of Paralympisms within the framework of sports activity. <p>Since 2000 SASNOC has facilitated Samoan representation at the Paralympic Games. National Sports Awards are also organised by SASNOC on a regular basis. Amongst the awards categories is Athlete with a Disability of the Year.</p> <p>Policy Outcome 4 of the National Youth Policy, aims to ‘Improve health and wellbeing of young people towards a healthy and vibrant youth population’, by:</p> <ul style="list-style-type: none"> • Enhancing support and facilitate opportunities for the participation of young people inclusive of people with disabilities in sports at all levels. • Increasing support for participation of young men and women in sports at all levels inclusive of people with disabilities.
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		NGOs such as SENESE have also conducted sports programs for children with disabilities in partnership with schools. In September 2014, the Pesega Samoa Stake, as part of its annual youth conference, organised a sports day that involved SENESE students, to raise awareness about the concept of inclusion. Fiamalamalama also conduct sports for children with disabilities
	5.2.2 MESC in collaboration with SPC (Samoa Paralympic Committee) and SASNOC, identify and train coaches, managers and other sporting personnel to work with people with disabilities on relevant sports skills and techniques;	<p>MESC in collaboration with SPC (Samoa Paralympic Committee) and SASNOC, identify and train coaches, managers and other sporting personnel to work with people with disabilities on relevant sports skills and techniques;</p> <p>Fiafia Sports is a fun games based sport program that was initiated by MESC in partnership with Australia in 2007, aimed at improving physical activity opportunities and experiences for every Primary School child aged 5 – 14 years regardless of gender and ability. The wide range of games and activities which form the basis of the program will ensure that there is equal opportunity for every child, including those with special needs to play and develop skills.</p> <p>See 5.2.1</p> <p>A key strategy of the Special Olympics Samoa is to actively up skill the unemployed youth to become coaches and support staff for disability athletes. These roles not only empower the youth, but provide athletes with qualified and registered coaches in their villages</p>
	5.2.3 NOLA to encourage the private sector to include people with disabilities in their sporting sponsorship packages.	This is yet to be realised

CORE OUTCOME AREA 6: ACCESS (INFORMATION/TRANSPORT/BUILT ENVIRONMENT)		
Objectives	6.1 Ensure national construction standards providing access for people with disabilities are fully implemented 6.2 Improve access to information and communications technologies.	
Key Result Indicators	Building code reviewed. Review completed of accessibility constraints on sea, land and air. ICT policy developed on accessibility for people with disabilities.	
Actions / Progress made	6.1.1 Review building code to align with international best practice on accessibility (refer to National Building Code 1992 Ministry of Works Transportation and Infrastructure (MWTI);	<p>The MWTI began reviewing the 1992 National Building Code in 2013, to ensure that construction of buildings / housing is implemented in a safe, socio-economically, culturally, environmentally sustainable and supportive of adaptation and mitigation for climate-change, and to ensure that it is implementable through the existing institutional system.</p> <p>The review has attempted to merge the objectives and outcomes of the building components within various existing documents that cover building accessibility, such as the Samoa Water Act, the PUMA Accessibility Guideline, and so forth, to encompass all building concerns within a uniform structure, and to avoid confusion.</p> <p>This work is ongoing.</p>
	6.1.2 Enforcement of building codes by designers and engineers under supervision of MWTI;	<p>CRPD legal compliance review is set for completion early next year, that will see all national legislations sensitised to accommodate disability interests. In anticipation of this review process, all existing policies and plans on disability accessibility will be revised to align. Furthermore, the review will serve as the foundation for the development of a unique, standalone legislation that will incorporate all facets of disability inclusive development, including building accessibility, car parking and so forth.</p> <p>These policies include the National Building Code (MWTI), the Housing guideline and Parking Policy (PUMA), and the National Disaster Management Plan</p> <p>Enforcement is currently difficult because of the haphazard and fragmented manner in which accessibility guidelines have been drawn up, and because of the lack of a sound legislative</p>

		framework. It is anticipated that a compliance review will make enforcement possible.
	6.1.3 MWTI, Land Transport Authority, Samoa Airport Authority, Samoa Shipping Corporation and Samoa Ports Authority review land, sea and aviation transport systems and consider provisions for people with disabilities;	<p>A Transport Sector Plan 2012 – 2016 has been drafted upon consideration and review of all national land, sea and aviation transport systems. It contains the following strategies:</p> <ul style="list-style-type: none"> • Develop a Transport Sector Plan linking road network plans with port and airport development priorities • Enforce construction standards for roads and drainage including pedestrian safety and climate resilience • Upgrade and maintain port and airport terminal facilities as well as other related services • Improve safety and security systems for all ports and airports • Ensure efficient management and coordinated service delivery in compliance with international safety standards • Integrate best practice climate change resilience measures into the design and planning of all transport networks and • Ensure integrated development efforts with other utility services <p>A key priority of the Tourism Development is to improve capacities for managing people with special needs on the public transport vessels, across the full spectrum of Samoan public areas.</p>
	6.1.4 Police should ensure enforcement of Public Parking Policy and impose appropriate fines for non compliance;	See 6.1.2
	6.1.5 MOH ensure that competent public/private physicians certify and issue Disability ID Cards.	See 4.2.1
	6.2.1 MCIL and MWCSD in collaboration with stakeholders review relevant policies and existing communications and IT programmes	Disability interests are well reflected in communication sector planning. Within the National Information and Communication Technology Policy 2012-2017, it is a fundamental goal that all citizens have equal access to affordable ICT without discrimination based on income, level of

	<p>for people with disabilities.</p>	<p>literacy, locality (e.g. urban or rural) or special needs (e.g. disability). This goal will be achieved by identifying resources and implementing programs to support education, training and development of technical systems for people with special needs</p> <p>The National Internet and Email Policy 2010 prohibits the use of internet and email in ways that are likely to be perceived as discriminatory on the basis of race, national origin, sex, sexual orientation, age, disability, religious or political beliefs.</p> <p>The National Emergency Telecommunication Plan dictates that all broadcasters (TV and radio) be submitted to monthly, one hour tests that will cover EAS Header Codes, attention signal, and audio test messages. Television stations and radio stations are expected to try to provide both audio and video versions of the test on all programmed channels to ensure EAS messages are accessible to all viewers, especially those with hearing disabilities.</p> <p>Furthermore, disability is reflected in communication guidelines outside the Communication Sector, within the domains of individual sectors and ministries. The Communications Strategy of the Law and Justice Sector ensures that:</p> <ul style="list-style-type: none"> • All sector communications are produced to cater to as many communications needs as possible, including those of marginal groups, the socially disadvantaged and the disabled; • Its communications are accessible to marginal groups, the socially disadvantaged and the disabled (via utilisation of alternative and specialised communication formats). These members of our community may be more vulnerable to discrimination and human rights abuse, and may require access to communications products in particular forms
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CORE OUTCOME AREA 7: WOMEN WITH DISABILITIES

Objectives	7.1. Enhance awareness of economic, social, and cultural issues for women with disabilities	
Key Result Indicators	<p>More information available on the vulnerability of girls and women with disabilities.</p> <p>EEO policies reviewed.</p> <p>Data base developed.</p> <p>Women with disabilities actively involved in implementation of the National Policy for Women.</p>	
Actions / Progress made	7.1.1 MWCS D provide Government women’s representatives and village mayors with information on the special case of women and girls with disabilities;	This is yet to be realised; although workshops have been conducted for village reps on the CEDAW and CRPD (in the context of the National Policy for Persons with Disabilities) and disability rights), specific sessions on women with disabilities have not.
	7.1.2 MCIL in collaboration with PSC and other stakeholders review equal employment opportunity policies to ensure that women with disabilities are included;	<p>Mechanisms facilitating freedom and opportunity for persons with disabilities, and all people irrespective of gender to seek employment in the formal labour market, are in place. Public sector working conditions and entitlements, recruitment and selection procedures, are accommodative to persons with disabilities and to all people irrespective of gender.</p> <p>Under the ILO-MCIL Decent Work Country program, technical cooperation projects are expected to negate negative spill over of social problems in work places, including gender discrimination and disability discrimination.</p> <p>Samoa has ratified the 8 core ILO conventions. Article 1 of Convention 111 titled Discrimination (Employment and Occupation), prohibits discrimination (action which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation) on the basis of race, colour, sex, religion, political opinion, national extraction or social origin. Article 5 of the Convention states that governments may design other special measures to meet the particular requirements of a person with disability, and that these measures shall not be deemed discriminatory.</p> <p>In terms of employment training, the emphasis of access for all people to quality (vocational) education is reflected in the education sector at ministry, sectoral and national level. Entry</p>

		<p>requirements criteria for registration of qualifications do not exclude individuals based on disability</p> <p>A review of the Labour and Employment Act 1972 culminated in the Labour and Employment Relations Act 2013. Section 20 of the Act (Fundamental Rights and Principles) prohibits discrimination against an employee or an applicant for employment on the basis of ethnicity, race, colour, sex, gender, religion, political opinion, national extraction, sexual orientation, social origin, marital status, pregnancy, family responsibilities, real or perceived HIV status and disability. Samoa is yet to ratify ILO Convention 159.</p>
	<p>7.1.3 MWCSO in collaboration with NOLA Develop a skills data base of women with disabilities to advocate for the provision of more employment opportunities for women with disabilities;</p>	<p>This is yet to be realised.</p>
	<p>7.1.4 MWCSO ensure women with disabilities are included in the implementation of the National Policy for Women.</p>	<p>The National Policy for Women recognises that issues of women with disabilities continue to be marginalised, and women who experience abuse are twice as likely to experience physical and mental health problems. An objective of the policy is to improve coordinated responses to the rate of incidences of breast and cervical cancer and the rate of tobacco, drug and alcohol related illnesses including mental health and wellbeing.</p> <p>The Mental Health Act 2007 aims ‘to provide for the care, support, treatment and protection of persons with a mental disorder and for related purposes, including people with disabilities and their families’ Assistance and support for women and girls who suffer from distress, depression or any thoughts in this nature is treated or offered by the Mental Health Unit.</p>

7.4 DISABILITY MAINSTREAMING BY SECTOR PLAN

CLASS	SECTOR PLAN		EXTENT OF DISABILITY MAINSTREAMING IN PLAN (GOOD / SOME / NONE)
ECONOMIC	AGRICULTURE	NONE	Disability is not reflected in the Agriculture Sector Plan. The Plan however does note other cross cutting issues such as gender and youth.
	FINANCE	NONE	Disability is not reflected in the Finance Sector Plan
	TOURISM	SOME	The Tourism Development recognises the need to improve public transport facilities for people with special needs, and in particular an upgrade of the ferry service, based on local and international visitor feedback
	TRADE COMMERCE AND MANUFACTURING	GOOD	The Trade Commerce and Manufacturing Sector Plan (Volume II) contains the following implementation outcomes: <ul style="list-style-type: none"> • Collaborate with private sector in developing employment opportunities / schemes for school leavers (males and females and youth with disabilities) with the view to upskilling them after five years of ongoing employment under the apprenticeship scheme and certification through trade tests • Undertake a review of existing industry training standards for apprenticeable trade with a view of upgrading them to include all genders and people with disabilities • Promote decent work for persons with disabilities
SOCIAL	COMMUNITY	GOOD	A strategy of the Community Sector Plan is the achievement of accessible and equitable community development services and programs. One of the outputs of this strategy is the inclusion of persons with disabilities and vulnerable groups in program and service delivery. This output will be achieved by the establishment of a Disability unit, the ratification of the CRPD, and the implementation of the national policy for disabilities, amongst other measures
	EDUCATION	GOOD	Equity, as a guiding principle of the Education Sector Plan, is partly interpreted as the inclusion of persons with disabilities in mainstream education. The Education Sector plan aims to facilitate advancement for persons with disabilities via the TVET Support Program, the Samoa Inclusive Education Demonstration Project, the proposed national strategy

			for sport in education. The Plan also aims to increase detection rates at ECE, primary and secondary school levels
	HEALTH	SOME	The Health Sector Plan 2008-2018 identifies injury as a cause of death and disability, as a key challenge. Health promotion and primordial prevention are key strategies in addressing this challenge. Elsewhere much of the focus is on mental health, ie. access to mental health care, and addressing anaemia which is known to affect mental productivity.
	LAW AND JUSTICE	SOME	Outcome 5 of the Law and Justice Sector Plan looks at delivering effective justice for all, inclusive of persons with disabilities. However there is perhaps more that can be added in terms of practical directives
	PUBLIC ADMINISTRATION	NONE	Disability is not reflected in the Public Administration Sector Plan. There is a section that identifies emerging trends in Samoa's socio-economic development, that will influence implementation of the Plan, including NCDs and lifestyle diseases.
INFRASTRUCTURE	COMMUNICATION	GOOD	The (draft) Communications Sector Plan aims to ensure non - discriminatory access to ITC regardless of whether people are able bodied or have special. A key measure in this regard is for government to identify areas and / or sectors with special needs and coordinate logistical requirements, to support education, training and development of technical systems for people with special needs
	ENERGY	NONE	The Energy Sector Plan does not mention disability, but it identifies social development as a cross cutting issue, and notes the issues of hardship amongst vulnerable groups, and the lack of formal employment The MWCSD is identified as a key agency within the Heat Sub Sector, and is tasked within the Plan as responsible for increasing energy efficiency in communities, identifying potential projects and developing project funding proposals
	TRANSPORT	NONE	Disability is not specifically mentioned in the Transport Sector Plan, although it does emphasise the need for enforcement of construction standards, as well as compliance with international safety standards
	WATER	NONE	Disability is not reflected in the Water Sector Plan

CROSS CUTTING	ENVIRONMENT	NONE	Disability needs are not reflected in the Environment Sector plan. While it is also noted that capacity building for persons with disability to support environmental programs was a priority of the State of the Environment report 2006, this position has not been maintained in the State of the Environment report 2012
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7.5 DISABILITY MAINSTREAMING BY SECTOR LEGISLATIONS / POLICIES/ PLANS AND PROGRAMS

CLASS	SECTOR	LEGISLATIONS / POLICIES / PLANS	PROGRAMS
ECONOMIC	Agriculture	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
	Finance statistics energy	<ul style="list-style-type: none"> • Samoa Development Strategy 2012 - 2016 • Development Cooperation Policy 2010 	<ul style="list-style-type: none"> • SBS periodical Censes of Population and Housing. • DHS template • NPF's Senior Citizens Benefits Scheme • ACC benefits
	Tourism	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
	Trade, Commerce and Manufacturing	<ul style="list-style-type: none"> • Labour and Employment Relations Act 2013 • ILO-MCIL Decent Work Country program • 8 core ILO conventions. 	<ul style="list-style-type: none"> • MCIL lobby for the Domestic Workers Convention 189 • Empowerment of Rural People with Disabilities project (Marist / WIB) • WIB small business projects • SPBD projects
SOCIAL POLICY	Community development	<ul style="list-style-type: none"> • Child Care and Protection Bill • National Disability Policy • National Policy for Children • National Youth Policy • National Policy for Women • MWCSO Strategic Plan • National CBR Framework 	<ul style="list-style-type: none"> • CRPD trainings and orientations for stakeholders and key personnel, • Skills development for children • IEC materials for children with disabilities • 'Talanoa, Faaso, Soalaupule' project • Psycho social support program (2009 tsunami) • Commemoration of international events • Samoa Disability program 2013-2017 • Positive Parenting program • National Disabilities Taskforce

	Education	<ul style="list-style-type: none"> • Compulsory Education Act • Inclusive Education Policy • Special Needs policy 2005 • MESC Corporate Plan • MESC Strategic Policies and Plan 2006-2015 • Post School Education and Training Strategic Plan 2008 – 2016 	<ul style="list-style-type: none"> • MESC dedicated budget for ECE, special needs schools, TVET and training institutions • MESC Special Needs Education Coordinator post • MESC IE adviser post - teaches certificate level IE component at the NCECES Teachers Training Institute at Sogi • Staff training on dyslexia • Special needs curriculum, FOE, NUS • APTC Certificate 3 in disability education support • Toolkit on inclusive education • special needs books • 2003 Community Learning Centre concept • TVET Programme • 2014 Survey on TVET graduates 2009 – 2011. • SQA Post Secondary School Access Grant for PSET providers • Home School Literacy Partnership (Tofamanino - “To`alafanau tama le aiga i mea uma”) • Literacy Taskforce reading assessments • PRIDE • ASOP – Fiafia Sports • Samoa Inclusive Education Demonstration Program • 2013 multi stakeholder task force to develop
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			<p>a set of minimum service standards for early childhood care and education</p> <ul style="list-style-type: none"> • MESC IE advisor • Development of the second edition of the Index of Inclusion publication, in partnership with the Queensland University of Technology. • Australian Disability Research Award (ADRA) (funded by DFAT Australia in partnership with Monash University, CBM Nossal, PIFS and the PDF)
Health	<ul style="list-style-type: none"> • Mental Health Act 2007 • Nursing and Midwives 2007 • 2006 NHS Act • Child and Adolescent Health Policy 2013 • NCD Policy 10-15 • MOH Tobacco Control Policy 10-15 • Health Prevention Policy 2013 • National Hearing Services Plan (2013) • MOH Sector Wide Approach Project Operational Manual 	<ul style="list-style-type: none"> • Mental Health Task Force • Persons with disabilities exempt from hospital fees, although special conditions apply for registration, and a most current ID is required to qualify • Samoa Integrated Mobility Device Services project – a partnership between NHS, NOLA and Motivation Australia: <ul style="list-style-type: none"> – Interim space at the TTM Hospital has been set aside for a \$3.8 million tala facility, for service delivery and mobility devices such as wheelchairs and crutches. – Clinical assessments – Procurement of 2 accessible vehicles, – recruitment of specialists – Basic level mobility device service training 	
Law and justice	<ul style="list-style-type: none"> • Crimes Bill 2011 	<ul style="list-style-type: none"> • CRPD Legal compliance review • Counselling and rehabilitation / reintegration 	

		<ul style="list-style-type: none"> • Law and Justice Sector Plan 2011-2016 • Communications Strategy of the Law and Justice Sector 	<p>services, and suicide prevention strategies, for those who have experienced violence or come into contact with the law</p> <ul style="list-style-type: none"> • Recommendations of Prisons Act review, for special and immediate care and assessment for persons with disabilities, and classification of prisoners by need for rehabilitation. • Prisons Review Task Force has discussed special facilities and procedural guidelines for prisoners with special needs • Sex Offenders Register
	Public administration	<ul style="list-style-type: none"> • 2005 PSC Recruitment and Selection Manual • 2009 PSC Working Conditions and Entitlements Manual 	<ul style="list-style-type: none"> • Mechanisms facilitating freedom and opportunity for persons with disabilities, and all people irrespective of gender to seek employment in the formal labour market, are in place. Public sector working conditions and entitlements, recruitment and selection procedures, are accommodative to persons with disabilities and to all people irrespective of gender
INFRASTRUCTURE	Communications	<ul style="list-style-type: none"> • National Information and Communication Technology Policy 2012-2017 • National Internet and Email Policy 2010 • National Emergency Telecommunication Plan • Draft Communications Sector Plan 	<ul style="list-style-type: none"> • None

	Energy	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
	Transport and Infrastructure	<ul style="list-style-type: none"> • Parking Policy 2006 • PUMA Housing Guidelines 2006 • National Building Code • National Disaster Management Plan 	<ul style="list-style-type: none"> • Review of 1992 National Building Code in 2013
	Water		
CROSS CUTTING	Environment	National Disaster Management Plan 2012 – 2014 National Action Plan for Disaster Risk Management 2011-2016.	<ul style="list-style-type: none"> • DMO/SFESA/AusAID launched a nation-wide public awareness/education campaign through television informing the public of measures to take in preparing for and responding to cyclones, flooding, earthquakes, tsunami, road and fire safety. The television advertisements are delivered in both the English and Samoan languages and include sign language for the deaf or hearing impaired members of the public. These ads have been well-received by the general public. • Samoa Strategic Programme for Climate Resilience (SPCR)
	Civil society (ngos)	<ul style="list-style-type: none"> • Pamphlets / brochures on persons with disabilities in sports • Special Olympics Samoa strategy to actively up skill the unemployed youth to become coaches and support staff for disability athletes. • SASNOC constitution: To commit and to take 	<ul style="list-style-type: none"> • NOLA workshops on CRPD awareness • Lobby for incorporation of Washington Group set of disability of indicators into Demographic Health Survey • SUNGO networking with the CSSP. • SENESE vision screening program (NHS, MESC, RIDBC, ICEE, Clarence Sebastian

		<p>action against any form of discrimination and violence in sports; to encourage the development of sports for the disabled; to propagate the fundamental principles of Paralympism within the framework of sports activity.</p>	<p>Foundation)</p> <ul style="list-style-type: none"> • SENESE Deaf Services • SENESE Primary School and Secondary School units advocacy • SENESE partnership with Tiapapata Arts Centre • Loto Taumafai Group for Families with Children with Disabilities • Loto Taumafai partnership with the maternity and pediatric sections of National Health Services, that allows disabled children to be identified early • Special Olympics Samoa (SOS) arranges sporting activities for people with disabilities year round. • Australian Disability Research Award (ADRA) (funded by DFAT Australia in partnership with Monash University, CBM Nossal, PIFS and the PDF) • SASNOC facilitated Samoan representation at the Paralympic Games. National Sports Awards are also organised by SASNOC on a regular basis. Amongst the awards categories is Athlete with a Disability of the Year. • Outreach programs targeting parents of persons with disabilities. • Coordination of national awareness programs for autism, deafness, down syndrome and sight impairment.
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			<ul style="list-style-type: none">• Early intervention programs for visual, hearing and intellectual impairment, and training for various groups (eg. teachers) to spot the early signs of problems in children.• Assistance for school teachers on new educational strategies (sensory skills programme for severely disabled kids – improving sight, hearing and touch by using paper mache, glue, water play, making noise and more)• Sports programs
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