

Developing indicators for Inclusive Education in the Pacific region

Australia – Monash University

SUMMARY OF PROJECT

The project aims to develop and test a set of contextually specific indicators, namely Pacific Indicators for Disability Inclusive Education (Pacific-INDIE), to measure progress towards disability-inclusive education in the Pacific Islands. A list of indicators were developed based on a comprehensive methodology, including systematic literature reviews, surveys with the Ministerial representatives from 14 Pacific countries, and focus group discussions in four selected countries (Fiji, Samoa, Solomon Islands, and Vanuatu). The indicators were then refined following review by an international reference group as part of a Delphi method.

“Being aware of our learners with disabilities in the classrooms came from the opportunity to collect information on the Pacific-INDIE. The indicator data has given us new approaches – something we can use ourselves. It has also provided opportunities for increased partnerships for schools working together to approach inclusion.”

—A Project Participant

FACTS & FIGURES

- The Pacific INDIE in its entirety will be used by at least four countries (Fiji, Samoa, Solomon Islands, and Vanuatu), and the data will be collected by either the Ministries of Education or Ministries of Health. Countries will then use the information to develop strategies to meet their national targets.
- There are 48 indicators in the Pacific INDIE, and the Pacific Islands Forum Secretariat has identified 12 indicators that all 14 countries of the Pacific will use to report their progress with regard to implementing Inclusive Education.
- At least 50 participants in four countries have benefitted directly from the project, and some will go on to act as master trainers in their countries.

PROBLEMS TARGETED

Fewer than 10% of children with disabilities have access to any form of education in the Pacific countries. A large number of students with disabilities either never enrol in school or they drop out

after a short time. The Pacific Island countries recognize that implementing Inclusive Education across the region is the best way to provide education to children with disabilities, but these countries need support in implementing Inclusive Education successfully.

SOLUTION & METHODOLOGY

The Pacific INDIE was developed using three key principles: (1) a collaborative and rigorous approach to developing indicators that measure what Pacific Islanders value as authentic and relevant disability-inclusive education; (2) disability-inclusive education is premised on systems changing to meet the diverse needs of learners and their families, rather than expecting the child or youth to “fit in”; 3) the moto “nothing about us without us” means that the active involvement of people with a disability and other Pacific stakeholders is critical. Considering that the Pacific INDIE is developed and owned by people from the Pacific, it has the potential to be used by local stakeholders for a long time.

OUTLOOK & TRANSFERABILITY

Twelve indicators from the Pacific INDIE will be used by 14 countries in reporting their progress with regard to implementing inclusive education on a regular basis. Some countries (Fiji, Samoa, Solomon Islands and Vanuatu) will be using the Pacific INDIE in their planning of Inclusive Education activities at the national and provincial level. The Pacific INDIE is developed using a theoretical framework that allows local stakeholders to decide what should be measured and how progress should be monitored, and such a framework can easily be adopted by other developing countries. Indeed, Bangladesh has already indicated that it is likely to use some of the indicators for its context.

Photo: Yes

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