Pacific Disability Forum

Deaf People in Pacific Island Countries

A Design for the Pacific Deaf Strengthening Program

2019

Photo: Solomon Islands Deaf Association Members participating in the design. 2019

Authors: Dr Elena Jenkin, Philip Waters, Krishneer Sen, and Dr Robert Adam

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Foreword

I am most privileged to be invited to write the Foreword for this report on the Design of a Situational Analysis of the Experience of Deaf People in the Pacific. This publication emanates from a research project funded by the Department of Foreign Affairs and Trade, Government of Australia which was managed by the Pacific Disability Forum and conducted jointly by Dr. Elena Jenkin, Philip Waters, Krishneer Sen and Dr. Robert Adam.

According to the World Report on Disability[1], over 1 billion people, or approximately 15 percent of the world's population experience some form of disability, with 80 per cent living in developing countries. This equates to about 1.5 million persons with disabilities living in our Pacific Island countries and territories. This is a fairly sizable population in Pacific terms that we cannot afford to ignore. Included in this marginalized population are deaf or hard of hearing people. It is reported that a higher prevalence of hearing loss exists in the Pacific compared to other regions around the world due to poverty and widespread tropical diseases. However, there is very little evidence to date about the lived experience of deaf and hard of hearing adults and children in the Pacific, and what is required in order for both development and national policies and programs to be inclusive of deaf people in the Pacific context.

While fourteen out of sixteen Pacific Island countries have ratified the UN Convention on the Rights of Persons with Disabilities, it is difficult to develop policy and design effective interventions for people who are Deaf or hard of hearing especially at national and local levels without relevant data and some understanding of their perspectives and experience. A situational analysis that focuses on the policy, social, economic, and linguistic environment of Deaf people in the Pacific is urgently required in order to inform future policy and programming decisions by governments in the Pacific, development partners and civil society organizations including organizations of and for persons with disabilities. This design for a situational analysis is therefore critical to ensuring Deaf people in the Pacific are effectively included in the development of national and regional disability inclusion approaches as well as benefiting from the implementation by Pacific Island countries of the Convention on the Rights of Persons with Disabilities, Sustainable Development Goals, Incheon Strategy and the Pacific Framework for the Rights of Persons with Disabilities among others.

Setareki S. Macanawai

*Chief Executive Officer*

Pacific Disability Forum

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[1] World Health Organization/World Bank, World Report on Disability (Geneva: World Health Organization,2011), p.29.

'We need to go beyond the language of needs. We need to think about equality and non-discrimination. It's not a case of charity.

It's the Right to information – in all aspects of life.'

(Human Rights and Anti-Discrimination Commission, Fiji)
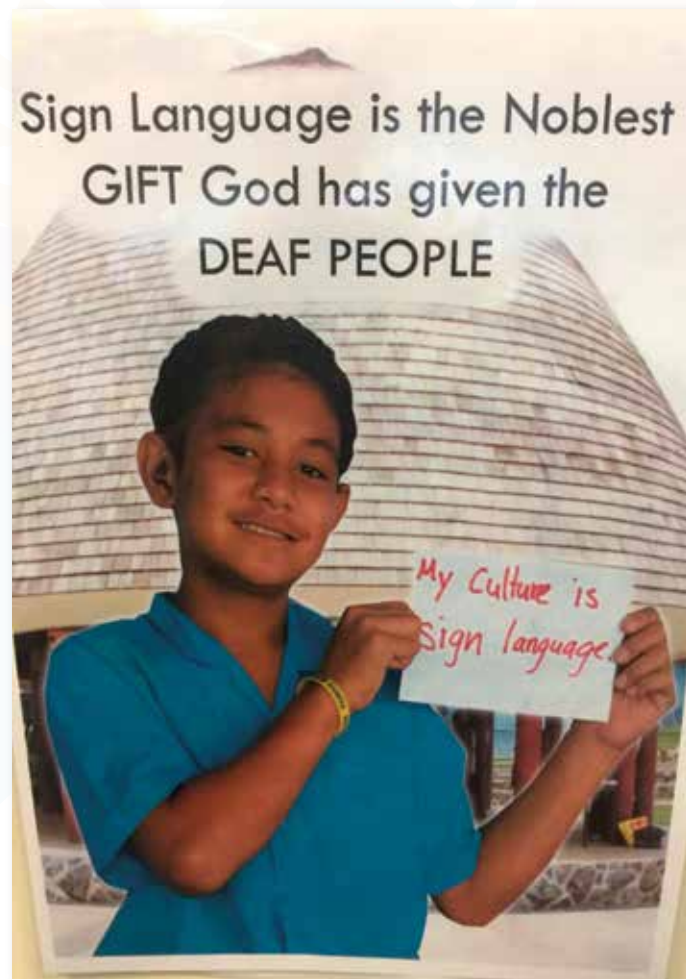
*'It is my dream to have good communication. I am most happy with other deaf people....
We are happy with other deaf people, because we can talk to each other.*

*When a deaf child is born, I would like the parents to contact us so we can tell them how
to communicate with their deaf child, and help them grow up well.'*

(Deaf Association of Samoa)

Acknowledgements

Executive Summary

Pacific Disability Forum (PDF) is committed to advancing the rights of people with disabilities living in Pacific Island Countries (PICs). This includes the rights of deaf children and adults. This cohort of the disability population has not been able to participate in development opportunities or access their human rights on par with their peers. There are some unique reasons for this that warrants further exploration in this report. In sum, most deaf children do not have access to any language from birth to age five. Language is required to learn and develop literacy. In addition, there has been very little investment into early intervention and sign language interpretation across deaf people's life span. Exclusion and denial of human rights leads to a range of risk factors for the deaf population that includes poverty. Developing an evidence base to understand more about deaf children and adults' experiences and priorities will better assist communities, DPOs, organisations and governments to plan inclusive communities, policy and programs. This is the prime rationale for the design of a situation analysis of deaf people. DFAT are jointly committed to advancing the rights of people with disabilities in the Pacific region and they have funded this design.

The development of the design was deliberately planned to be highly collaborative and the team met with 161 people who shared their views. This provided opportunities for deaf people and DPOs to contribute to the design, along with representatives from government, non-government and regional organisations. This collaboration occurred in three countries in the Pacific, namely Solomon Islands, Samoa and Fiji. Within Fiji, the design team met with deaf and DPO representatives of other PIC's that attended the PDF conference in Nadi, along with regional multi-lateral organisations such as UNICEF and the Pacific Island Forum Secretariat (PIFS). Consultations also occurred remotely with supporting organisations and development workers that are focused on disability inclusion in the Pacific.

The design undertook a desk review to learn what is known about deaf children and adults in the Pacific region. In addition, the design was based on a sound methodology that included ethical and inclusive principles, participatory methods to ensure the process was highly respectful of the views of deaf people. Part of the ethical and principled framework involved the guidance of an advisory group of stakeholders, as identified by PDF.

This consultative process lead to the development of a design that will focus on key areas or themes identified by key stakeholders, but principally, by deaf people themselves. Deaf children and adults are ultimately experts in their own lives and this report will reveal that they have a clear agenda as to what they would like a future situation analysis to focus on. DPOs, other organisations and governments will be asked to identify to what extent deaf children, adults and their families are participating in services, programs and establishments, and to identify potential supports required to increase deaf people's participation.

The findings have led to an evidence base that has informed tangible recommendations to support communities, DPOs, governments and non-government organisations to better include deaf children and adults, in their communities, organisations, policy and programs. Findings will be shared in this report, and in

sign language that can be understood by a wide variety of deaf people across the Pacific via a video report.

A capacity building element has been carefully built into the design. This will ensure that there are direct benefits to deaf children and adults in the study countries, but also to key groups to further enhance participation, such as sign language interpreters and teachers of the deaf. This process maximises opportunities for social change and enables skill development and knowledge to stay in the focus countries. This method ensures that strategies are more likely to support social change and sustainability, in the long term.

The report is divided into three parts. Part A rationalizes the design, with background information and a brief desk review to collect evidence from and about deaf children and adults in the Pacific. Part B describes the design development process and reports findings. Part C details the design for the situation analysis. Research implementation options, some program recommendations, focus countries and associated costing is described accordingly.

Findings
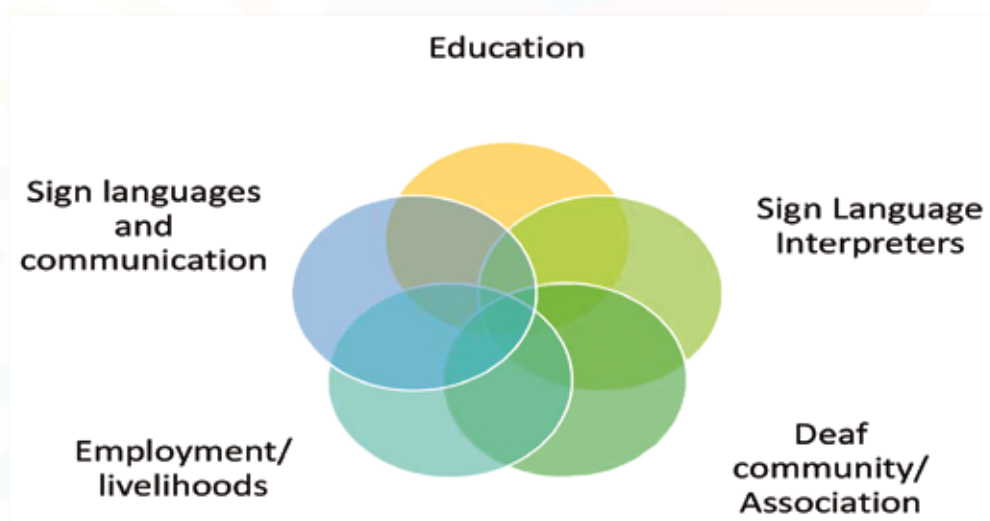
Figure 1: Visual description of the links between the five findings.

Open ended questions were asked to the 161 stakeholders. The priorities mentioned were documented, analysed and placed into themes. The most frequently mentioned themes represent the top five findings, as listed in the table below.

Finding 1   Education

- Deaf children have an equal right to access quality education. However quality education is inaccessible to most deaf children in Pacific Island Countries.

- Teachers need to learn Sign Language.

Finding 2   Sign Language Interpreters

- There is a shortage (or absence in some countries) of sign language interpreters, impacting on the participation of deaf children and adults.

- Current sign language interpreters are untrained. This restricts access to information and places deaf people and interpreters at risk.

Finding 3   Deaf Communities/Associations

- DPOs need to be inclusive and accessible to deaf people so that deaf people can participate in DPO's as members and board members.

- Hands on support is need for emerging deaf associations so that deaf people can in turn, provide support to each other and advocate issues that affect them.

Finding 4   Sign Language Communication and family

- Deaf children and their families need access to sign language. Without a language base, deaf children cannot learn literacy. Finding deaf infants and children early and sign language support for the whole family is key.

- More community members need to be aware of sign language and able to communicate in sign language.

Finding 5   Employment/livelihoods

- Support is required to help deaf people access jobs and livelihoods

- There are low rates of employment amongst deaf people

- Deaf people who are employed have experienced discrimination such as lower wages to their peers.

Recommendations

Evidence collected during the collaborative design phase illuminated some clear gaps that require immediate attention. In addition, various ministries requested technical support to align their policies to the ratified CRPD, so permission was granted from DFAT to extend the original terms of reference to include recommendations as well as the situation analysis. The design includes a two-phase approach. The situation analysis research themes will collect further evidence where required or requested to plan for large scale program investments, such as early intervention and deaf education in priority countries, along with treaty body reporting requirements. A deaf led technical team based in the Pacific has been proposed to provide high level technical advice across identified Pacific Island Country governments, PDF, DPOs and Deaf Organisations to meet the clear void of technical support.

The situation analysis, together with the technical team will provide the evidence and expertise to strengthen access and inclusion for deaf children and adults in Pacific Island Countries.

Situation analysis

A) Promote, develop and record sign language.

B) Promote inclusion and protection within treaty body reporting and policy alignment.

C) Foster and expand early intervention and education services.

Recommendations

Immediate programmatic recommendations are recorded below, in line with the aforementioned findings. Each recommendation has a range of activities included in Part C) of the report.

Table 1: Recommendations, in line with key findings.

Findings	Related Recommendations
1. Education	1. Address the lack of early identification of deafness and early intervention services.
	2. Improve the experience and outcomes of education for deaf children.
2. Sign Language Interpreters	3: Increase the availability, accessibility and skill of sign language interpreters.
3. Deaf Communities/ Association	4: Strengthen Deaf leadership and enhance inclusion in cross disability DPOs.

4. Sign Language Communication and family	5: Increase sign language competency, awareness, with legal recognition and policy implementation.
	6: Prevent and protect deaf children and adults from violence (both in the family and community) and improve access to the justice system.
5. Employment/livelihood	7: Increase support and access to vocational/employment opportunities.

Accessible sign language report.

This report has a lot of words. It is not accessible to most deaf people in the Pacific, for whom this report is designed to support. An accessible sign language video report presented by deaf people will be developed and will be found on the Pacific Disability Forum website. DVD copies will be provided to deaf associations and DPOs in Pacific Island Countries where internet access is limited or unavailable.

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Acronyms

AIP	Aid Investment Plan
APIDS	Australia Pacific Island Disability Support
AVI	Australian Volunteers International
CRPD	United Nations Convention on the Rights of Persons with Disabilities
CRPD	United Nations Convention of the Rights of Persons with Disabilities
CSO	Civil Society Organisations
DAS	Deaf Association of Samoa
DFA	Development for All 2015-2020
DFAT	Department of Foreign Affairs (Australia)
DFID	Department for International Development (United Kingdom)
DPA	Disability Promotion & Advocacy Association
DPOs	Disabled Peoples Organisations
DRF	Disability Rights Fund
FAD	Fiji Association of the Deaf
FDPF	Fiji Disabled People's Federation
FJSL	Fijian Sign Language
FSM	Federated States of Micronesia
IERC	Inclusive Education Resource Centres (based in PNG)
ILO	International Labour Organisation
KiriSign	I-Kiribati Sign Language
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex plus
MFAT	Ministry of Foreign Affairs and Trade
NOLA	Nuanua O Le Alofa
PDF	Pacific Disability Forum
PFRPD	The Pacific Framework for the Rights of Persons with Disabilities 2016-2025
PIANGO	Pacific Islands Association of Non-Governmental Organisations
PICs	Pacific Island Countries
PIFS	Pacific Islands Forum Secretariat
PNG	Papua New Guinea
PNG ADP	Papua New Guinea Assembly of Disability Persons
PNGSL	Papua New Guinea Sign Language
PWDSI	People With Disability Solomon Islands
RHTO	Raes Hadomi Timor Oan (National level DPO in Timor-Leste)
RRRT	Regional Rights and Resource Team
SASLI	Samoan Association of Sign Language Interpreters
SDG	Sustainable Development Goals
SIDA	Solomon Islands Deaf Association
SLIAF	Sign Language Interpreters Association of Fiji
SPC	Secretariat of the Pacific Community
SRH	Sexual and Reproductive Health
ToD	Teacher of the Deaf
UK	United Kingdom
UNDP	United Nations Development Program
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNICEF	United Nations Children's Fund
USA	United States of America
WFD	World Federation of the Deaf
WHO	World Health Organisation

Deaf people in Pacific Island Countries

Introduction

Limited evidence suggests that there are much higher incidences of deafness in the Pacific Island Countries (PICs) (Sanders et al. 2015) and WHO (2012) guestimates that there are approximately 65,000 deaf and hard of hearing children and adults[1] that live in Pacific Island Countries (PICs). The World Federation of the Deaf (WFD) states that deaf children and adults living in developing countries are commonly excluded from participating in social, cultural, economic and political aspects of their life, resulting in a 'low status in society' (WFD 2001, p. 1) and poverty. Despite the fact that 13 PICs have ratified the Convention on the Rights of Persons with Disabilities (CRPD) (Enable 2019) and considerable investment has been made by donors such as the Australian Government's Department of Foreign Affairs and Trade (DFAT), deaf people are not benefiting from development opportunities on a par with people with other disabilities. This may be because educational, economic, health, social and political development opportunities are not accessible via sign language. DFAT, like the United Nations 2030 Agenda for sustainable development[2], is committed to ensuring that no one is left behind in development opportunities (DFAT 2015). Yet without an evidence base that is directly informed by deaf people, their families and committed stakeholders, programs and policies are not able target or plan for the inclusion of deaf children and adults in the Pacific.

This study is interested in understanding more about the lives of deaf children and adults. It is hoped that this study, findings and associated design will gather evidence that can better target disability inclusive development efforts via both contextually relevant methods and capacity building strategies that will ultimately, enhance the lives of deaf children and adults across the Pacific. This report is made up of three parts,

Part A: A brief desk review to gather all available evidence about children and adults in PICs.

Part B: The consultation process.

Part C: The design of a situation analysis.

Focus

This desk review, consultation process and design will examine what evidence is available in the Pacific, making particular note of any studies that enable deaf children or adults to self-report their lived experience and priorities. The highly collaborative process will then enable deaf people, their families and associated stakeholders to contribute to the design, by highlighting areas of importance that are specific to their context and lived experience. The combination of evidence, collected via both the desk review and the consultation process will ensure that the design is intrinsically linked to the priorities of deaf people in the Pacific.

The overarching principles stated below will uphold the integrity of the process across all three parts to ensure that the human rights of deaf children and adults are respected and protected at all times.

In line with the DFAT *Development For All* strategy (2015) and the CRPD, this review will not examine etiology or prevention of deafness, aside from mentioning the need for integrated medical and support services from an early age, across deaf people's lifespan. Whilst related to disability and development, etiology and prevention sit within public health systems and services.[3]

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1   Deaf refers to people that rely on sign language communication to communicate. Hard of hearing refers to people that may rely on speech to communicate. However, without access to early intervention, services and assistive technology, the majority of this cohort in the Pacific are considered deaf. From this point forward, the term deaf will refer to Deaf, deaf and hard of hearing population groups.

2   https://www.un.org/sustainabledevelopment/development-agenda/

3   See Kaspar et al. (2016) and Sanders et al. (2015) for further information related to etiology and prevention of hearing impairment in Pacific Island Countries.

Terminology

This study refers to deaf people. Historically 'Deaf' referred to a cultural and linguistic minority group, and 'deaf' referred to people who have a hearing loss and do not identify with this cultural and linguistic minority (Woodward, 1975). 'Hard of hearing' which is also commonly used, refers to late deafened adults, cochlear implant users, and people who experience tinnitus, Meniere's disease, hyperacusis and auditory processing disorders[4], and not the cultural and linguistic minority group. This distinction of 'D/deaf' is increasingly seen by researchers as an oversimplification of the identities of a deaf person, and does not take into account the intersectionalities of identity, for example as a person of colour, Lesbian, Gay, Bisexual, Transgender, Intersex plus (LGBTI+), etc. Kusters et. al. (2017) define 'deaf' as a term describing all kinds of deaf persons, including those who are hard of hearing, and this report will refer to deaf people in relation to children and adults of all genders.

The Pacific is referred the Pacific region in figure 2 below where the Pacific Island Countries are located.

Figure 2: Map of the Pacific showing the locations of Micronesia, Melanesia, and Polynesia.

Country prioritisation

For the purposes of the report, the Pacific region will refer to the 14 Pacific Island Countries (PICs) that have DPOs and are members of PDF. These include, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, New Caledonia, Niue, Palau, Samoa, Solomon Islands, Tahiti, Tonga, Tuvalu and finally, Vanuatu. DPOs currently listed with PDF are listed in Table 2 below. Countries outside of the independent priority countries mentioned above will be discussed briefly where possible.

Cook Islands	Papua New Guinea
• Cook Islands National Disability Council	• National Assembly of Disabled Persons
• CI Women & Girls Disability Organisation	**Samoa**
Federated States of Micronesia	• Nuanua O Le Alofa
• Pohnpei Consumer Organisation	**Solomon Islands**
Fiji	• People with Disabilities of Solomon Islands
• Disabled People's Federation	• Solomon Islands Deaf Association
• Association of the Deaf	• Solomon Islands Deaf and Mute Disability Organisation
• Psychiatric Survivors Association of Fiji	**Tahiti**
• Spinal Injuries Association	• Huma Mera
• United Blind Persons of Fiji	**Tonga**
Kiribati	• Naunau 'o e 'Alamaite Tonga Association
• Te Toa Matoa	• Tonga National Visually Impaired Association
Marshall Islands	• Tonga National Disability congress
• Republic of Marshall Islands Disabled Persons Organisation	**Tuvalu**
Nauru	• Fusi Alofa Association Tuvalu
• Nauru Disabled People's Association	**Vanuatu**
New Caledonia	• Disability Promotion & Advocacy Association
• Collectif Handicap	**Wallis & Futuna**
Niue	• Club Handisport de Futuna
• Niue Tolomaki Auloa	
Palau	
• Omekesang Association	

There are 4 broad categories of countries in the Pacific:

1. Independent countries: The design team allocates the highest priority in Fiji, Samoa, PNG, Solomon Islands, Timor-Leste, Vanuatu, Tonga, Kiribati, Nauru, and Tuvalu. Additional supports will be recommended in countries with more significant gaps that prevent deaf children and adults from participating in their day to day lives, and jointly based upon population sizes.

2. Free Association with NZ: It is suggested that NZ Aid may be more likely to support initiatives in Tokelau, Niue, and Cook Islands.

3. Overseas or Special Collectivity of the French Republic: It is suggested that the French Development Agency can support initiatives in New Caledonia, French Polynesia, and Wallis and Futuna.

4. Freely Associated states to the US and US Territories: USAID currently support initiatives (to different extents) in Guam, American Samoa as well as FSM, Marshall Islands, and Palau. Some countries in this category are mentioned with recommendations suggested, following brief consultation with stakeholders.

Overarching principles

The research team has developed a set of principles to guide the study, consultation process and development of the design. It will help to ensure that approaches and methods throughout the study respect the human rights of deaf children and adults at all times. Drawn from the CRPD (2006) and WFD (2001), ethical frameworks (Jenkin et al. 2017b, Kuper et al. 2017), and community development principles (Ife 2013), the principles are described below.

Deaf children and adults are experts over their own lives

In line with the inclusive processes for international cooperation outlined in CRPD article 32, the WFD have developed a best practice and ethical framework for consideration when developing deaf specific projects within international development (2001). This framework privileges the knowledge and priorities of by deaf people living in the location of where a potential project that (involves deaf people) is planned, recognises contextually derived sign languages and strategies as of upmost importance and outlines strategies to promote local ownership and sustainability of projects. The framework includes, but is not limited to the following recommendations;

- 'Ideas for projects needs to have the strong acceptance, ownership and agreement of the (local) communities themselves by consulting with the local organisation/association (preferably a WFD Ordinary Member) representing the deaf people.' (p. 1)

- Projects with Deaf communities need to be designed by people who understand local sign language and culture, are situated within the community or have relationships with the community and have a rigorous understanding of deaf people and their networks or organisations (WFD 2001).

Local solutions are more relevant and sustainable

Community development principles aim to work with oppressed or minority groups to enable them to enjoy the same human rights as their peers. In order to achieve this, ideas and solutions need to be generated from within, or alongside the targeted community group to enable human rights (Ife 2013). This approach is supported by WFD (2001) when working with deaf people and communities.

Dismantling local and global barriers requires a joint approach

Developing local solutions to human rights achievements ensures sustainability (Ife, 2010) but often requires international cooperation and support. This approach recognises not only local factors, but macro elements such as globalising factors that impact on local communities (Hart 2008, Ife 2013). For example, people living Pacific Island Countries are particularly subject to poverty (Clarke et al. 2015) and feel economic shocks of global financial changes deeply (Clarke et al. 2015). This is particularly felt by women and other disadvantaged groups, such as people with disabilities (Clarke et al. 2015). In addition, as 13 PICs have ratified the CRPD, generating human rights evidence and sharing this globally via human rights committees, or in country alternative reports has the potential to influence local conditions for deaf children and adults (Jenkin et al. 2017b).

Human rights lens

A human rights lens is applied to this project. This entails that the human rights of deaf children, adults and their families are esteemed throughout this design. This involves a recognition that deaf children and adults have capacities, strengths and ideas to share and contribute. The CRPD supports the participation of people with disabilities, inclusive of deaf children and adults to express their views and opinions (2006). This design builds in opportunities to listen to deaf children and adults so that they have the opportunity to lead the focus of the situation analysis and benefit from any capacity building opportunities or programs that flow from this. Deaf children and adults need to benefit from the situation analysis and any associated activities. The design will be carefully planned to maximise such benefits by developing a method that minimizes

risks, upholds ethics and promotes active participation, communication and capacity building opportunities throughout the process.

Listening and learning

The design team will listen intently to what deaf children and adults have to say, along with their deaf representative organisations and families (Jenkin et al. 2017b). The design team will also listen more broadly to people with disabilities, via their DPOs, along with deaf representatives from neighbouring countries, service providers, organisations, government and regional bodies. The team will collect their views on best methods to support deaf children and adults in the situational analysis and inclusion in programs. In addition, we will learn from the desk review and collaborative design process about what has occurred before so that we can build on good practice and be careful to minimise risks of participation.

Inclusive of diversity

The design team will value the large diversity of ideas, priorities, and different forms of communication amongst both deaf children and adults (Jenkin et al. 2017b). It is recognised that various forms of support will be required to facilitate communication. This may involve the support of local deaf leaders to support participants with interpreting questions and ideas. It may also involve local sign language interpreters, the support of families who may communicate with deaf children using only home signs as well as local spoken language translations for participants who are hard of hearing. Visual participatory tools will be used to aid communication. Being sensitive to gender, methods will be adapted where relevant and utilised to listen to both women and men, girls and boys.

Part A: Desk Review

Introduction

The situation analysis will include an in-depth literature review that analyses the policy layout, available quantitative data as well as the life experiences of deaf children and adults. In the interim, this desk review provides a brief capture of the available evidence of deaf children and adults' life experiences and priorities living in Pacific Island Countries.

The Pacific context

Deaf children and adults in Pacific Island Countries face specific challenges related to the context. UNICEF's Looking back, moving forward (2015) report notes that,

> *'the Pacific remains particularly challenging region for isolated, vulnerable and marginalised groups. Limited infrastructure and large distances between islands and countries, combined with low rates of internet, TV and radio penetration, make it difficult for families to access the information, knowledge and services they need to ensure the health, safety and well-being of their children.' (UNICEF 2015, p.46)*

The challenges of accessing information is compounded for deaf children and adults, most of whom have been excluded from education and access to language and literacy (Haualand and Allen 2009). Second, due to exclusion and subsequent increased poverty, travelling between islands to access quality education and connect with other deaf children and adults is further restricted, further exacerbating isolation. Third, access to services related to communication support and hearing services is limited or non-existent, particularly for deaf children and families living in outlying islands. Access to information (such as health, cultural, education and emergency) is generally inaccessible to the deaf population in the Pacific region, who have low or no literacy.

The PICs are particularly vulnerable to natural disasters. PDF (2018) report that 'Natural disasters cost PICs on average 2% of GDP annually' (p. 19) with damages costing significantly more, such as 20% of GDP for Fiji after Cyclone Winston, 60% of GDP for Vanuatu after Cyclone Pam. This is noted as it reduces the ability of governments to deliver essential services. Vanuatu for instance has a small inclusive education budget of $5400 per year and this is also drawn on for emergency responses (CBM & Vanuatu Skills Partnership 2018). Political will is required to prioritise disability inclusion. In addition, people with disabilities were reported to have missed out on humanitarian assistance and early warning and evacuation systems have been found to be inaccessible for deaf people (PDF 2018).

Global conventions and frameworks

In order for governments to achieve their development goals and human rights obligations, they need to enable and protect deaf children and adults' rights and support their specific access requirements. Whilst deaf children and adults are entitled to the same human rights as others (such as the rights of the child), their specific entitlements are mentioned in the United Nations Convention of the Rights of Persons with Disabilities below,

United Nations Convention of the Rights of Persons with Disabilities (CRPD)

Every Pacific Island country except one has ratified the Convention. The Convention treats people with disabilities as rights owners and active members of society. Governments that ratify the Convention must uphold the rights of people with disabilities and periodically report to the United Nations. The Convention that protects and upholds the rights of deaf people with a particular focus mentioned in the articles below.

- Article 2 – Definition (including definition of language)

- Article 9 – Accessibility

- Article 21 – Freedom of expression, opinion, and access to information

- Article 24 – Education

- Article 30 – Participation in cultural life, recreation leisure and sport

Within the Pacific region, the PICs below have ratified the CRPD (Enable, 2019). These are:

- Fiji

- Kiribati

- Marshall Islands

- Federated States of Micronesia

- Nauru

- Palau

- Papua New Guinea

- Samoa

- Tuvalu and

- Vanuatu

Countries that have ratified the CRPD have agreed to collaborate together with 'other governments, non-government organisations and the private sector to provide reasonable accommodation, as required in all areas of public life, including education, health and employment, Articles 2 and 32.' (DFAT 2015, p. 25). Article 32 of the CRPD discusses the obligation of ratified countries to collaborate to support less resourced countries to meet their obligations as outlined in the CRPD. Reasonable accommodation includes sign language within this definition.

Sustainable Development Goals (SDGs)

Extending on from the successful Millennium Development Goals, in September 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development that includes 17 goals. Building on the principle of "leaving no one behind", the new Agenda emphasizes a holistic approach to achieving sustainable development for all. The SDGs also explicitly includes persons with disabilities eleven times. Disability is referenced in multiple parts of the SDGs, specifically in the parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and the monitoring of the SDGs.

Pacific regional frameworks

Incheon Strategy

The Incheon Strategy 2013-2022 was developed by UNESCAP to support Asia and Pacific Governments with ten key goals to implement disability related laws in the region, and realise the rights of people with disabilities. The Strategy covers key development sectors relevant to disability, and aims to further implement the CRPD. Governments are requested to share data and information for relevant indicators at the midpoint (2017) as well as the final year (in 2022).

The Pacific Framework for the Rights of Persons with Disabilities (PFRPD)

The Pacific Framework for the Rights of Persons with Disabilities 2016-2025 is a Pacific regional framework developed by PIFS and PDF. The Framework focuses on supporting Pacific Governments implement the CRPD. The Framework places a practical and central role for people with disabilities and their representative organisations in achieving the goals.

Disability policies by bilateral organisations

There are a range of bilateral organisations that provide development assistance to Pacific Island Countries. These include, but are not limited to Australia, New Zealand, The United States of America (USA), United Kingdom (UK), Republic of China, India and Canada. Of these partners, Australia, UK and the US have disability policies to guide their development work.

Department of Foreign Affairs and Trade

The Development For All Strategy 2015-2020 recognises the role of research in developing evidence to further strengthen disability inclusive practice. DFAT reports that research enables a greater understanding 'challenges and opportunities for people with disabilities in particular country contexts, and improve disability-inclusive development practices.' (p. 15) This, along with other forms of data collection bolsters effective and targeted disability inclusive practice and models that can be shared amongst other countries regionally and globally. These include the

Specifically, DFAT (2015) states,

> *'We will support partner countries to implement the CRPD by assisting them to provide additional support (reasonable accommodation), as required, to enable people with disabilities to participate fully in all areas of public life (such as through the provision of sign-language interpreters, braille and assistive communications technology)' (p.2)*

UK Department for International Development (DFID)

DFID's Disability Inclusion Strategy (2018-2023) has a varied focus, but relevant to this report, their focus includes economic empowerment, stigma and discrimination, girls and women with disabilities (with an emphasis on combating violence against women and girls) and high-quality research.

USAID

USAID's Disability Policy Paper (1997) aims to strengthen organisations to be disability inclusive. They fund disability specific activities and support economic empowerment, job training and education via sign language.

Quantitative Data

There are approximately 538 million deaf and hard of hearing people globally and eighty percent of this cohort live in developing countries (Sanders et al. 2015). Drawing on two studies, along with datasets collected by services and PIC governments, Sanders et al. (2015) examined the prevalence of deafness in Cook Islands, Fiji, Samoa, Niue, Tonga and Tokelau. They found that children in Pacific Island Countries were '3-5 times greater than other Australasian countries' (p. 5) to develop ear diseases such as Chronic Otitis Media, that can lead to permanent hearing loss.

Limited data suggests that the incidence of deafness is significantly higher in PICs, with Sanders et al. (2015) reporting that '27% of the Pacific Island population over five years of age have a hearing loss greater than 20 dB HL and that over 10% have a hearing loss that represents a significant disability according to the WHO (>35 dB HL)' (p. 10). This is validated by the WFD Working in developing countries policy statement (2001) acknowledging that the 'majority of Deaf people reside in 'developing countries where there are unfavourable social, political and economic conditions, and traditional social conditions.' (p. 1)

UNICEF is involved in a Pacific regional effort to collect data on children and adults with disabilities across the Pacific (UNICEF 2015). This will help to identify prevalence and determine where there are higher numbers or clusters of deaf children to assist with planning inclusive deaf education.

Qualitative data

There is limited evidence of deaf and hard of children and adults in the Pacific self-reporting their priorities, with two main studies to draw from, that being a situation analysis of sign language in Vanuatu (CBM & Vanuatu Skills Partnership 2018) that involved fifty deaf children and adults and 35 family members along with a child participatory research project in PNG and Vanuatu that listened to 89 children with disabilities, 27 of whom were deaf or hard of hearing (Jenkin et al. 2017a). Both these studies share a glimpse of life for deaf children and adults and their families. Other reports will be drawn upon for specific evidence or mentions related to deaf children in the Pacific. Key findings are reported below within themes and linked with CRPD articles where relevant.

Access to communication and sign language (CRPD Article 21)

Across the Pacific, Stubbs and Tawake (2009) note that without access to sign language and other forms of communication, deaf children and adults in the Pacific, along with people with vision impairments 'cannot benefit from literacy and information technology-based developments. More importantly, they may be deprived of their rights to community participation, education and freedom of expression' (p. 26).

Children with a more significant hearing loss that occurs prior to the development of language are more significantly disadvantaged as, without access to early intervention and communication support, they are at risk of developing delays in 'language and cognitive skills' (Sanders et al. 2015 p. 6) that leads to difficulties with learning, behaviour and social skills (Sanders et al. 2015). Findings in the CBM & Vanuatu Skills Partnership (2018) study revealed an absence of sign language across Vanuatu. There is no evidence of a national Vanuatu sign language, with most deaf people and their families developing home signs to meet the most basic of communication needs. Beyond this, very few people in deaf children and adults' lives are able to communicate with them. This was confirmed in both Tuvalu with 20 deaf participants reporting that they use home signs (Tavola 2018) and Solomon Islands (Spratt, 2013), with deaf children and women relying solely on a family member to access any form of communication.

The restriction in communication leads to isolation, and the Vanuatu study revealed most deaf children and adults do not leave their village (CBM & Vanuatu Skills Partnership 2018). This finding was corroborated by the Voices of Pacific voices study (Jenkin et al. 2017a). The human right and need for communication were identified by parents of deaf children, more so in Vanuatu. The research found that 'significant communication deprivation' (Jenkin et al. 2017a, p. 372) was reported by several parents, resulting in a denial of deaf children's human rights as outlined in CRPD Article 21. Sanders et al. (2015) report that deaf adults without access to communication, combined with stigma related to disability, are at risk of exclusion from social interaction and participation in all aspects of their day to day lives, including livelihoods and employment. Such exclusions heighten the risks of poverty, particularly in developing countries (Sanders et al. 2015).

Communication was seen as a key to deaf children's happiness and safety, that could also lead to future vocational opportunities.

> *'Rosario's mother and grandmother told us that if Rosario could learn sign language it would be so much easier for her to communicate and that would make her life happier and so much better. With additional communication skills, Rosario will be able to learn sewing and can make her own life in the future.' Vanuatu (Jenkin et al. 2015a p. 4)*

'His mother says that if [7-year-old] Toni could understand what people were asking him to do or when he is being given instructions it would make his life better because at the moment, he doesn't understand things that are not good for him.' Vanuatu (Jenkin et al. 2015a p. 4)

PNG sign language appears to be further developed via Callan Services' 22 early intervention and inclusive education units across the country and one Red Cross School for the Deaf in Port Moresby that reportedly provides education up to the age of eight (Save The Children 2019). Access to PNG sign language (PNGSL) and deaf education appears to be dependent on their location of residence and their proximity to the Inclusive Education Units, predominately run by Callan Services (Save the Children 2019). This has resulted in a mix of deaf children who have either well-developed communication and literacy skills that are acquired via sign language and quality education in the inclusive education units or alternatively, deaf children who have no access to language, literacy or education living in remote regions (Save the Children 2019). Callan's Inclusive Education and Support Services and Light for the World jointly support the development of PNGSL and the national recognition of PNGSL as the fourth national language.[5]

Families in Tuvalu identified that having access to sign language would make their lives easier (Tavola, 2018). Recommendations for Tuvalu include access to 'outside assistance to develop sign language teaching and learning' (Tavola, 2018, p. 28). Access to sign language has led to further opportunities for deaf people, as illustrated in Tuvalu;

There is a positive story of a deaf woman who knows sign language and who now has a full-time job at one of the hotels in Tuvalu. She is teaching another deaf woman who works with her to use sign language. She also makes handicraft that she sells to supplement her income. Their employer is happy to have two deaf women work for her 'as they are good workers and do not waste time gossiping among themselves like other workers'. (Tavola, 2018 p. 18)

The need for sign language interpreting will be discussed further in section titled Access to Information (CRPD Article 9).

Early Intervention (CRPD Articles 24 and 26)

Identification of deafness is generally late in countries such as Vanuatu and this hampers deaf children's opportunities to access early intervention and language acquisition via sign language (CBM & Vanuatu Skills Partnership 2018). In the case of Vanuatu, early intervention services for deaf children do not exist. A lack of access to language can lead to cognitive delays and other difficulties (CBM & Vanuatu Skills Partnership 2018). Callan services deliver early intervention services to children with disabilities in PNG (Save the Children 2019) and more information is needed to determine how sign language communication is supported through this service.

Access to education (CRPD Article 24)

Deaf children in PNG have access to Callan Services' Inclusive Education Resource Centres (IERCs) that are situated in 22 provinces (Save the Children 2019). Within these IERCs, deaf children have access to education via PNG Sign Language. Callan Services additionally delivers training for teachers of the deaf and deaf teachers' assistants. The provision of deaf teacher's assistants provides deaf children with mentors and positive role models and it enables the development of deaf children's communication in PNG sign language (Save the Children 2019). Given the remote regions and islands in PNG, and the expense of transport that are out of reach for the majority of families, many deaf children are not able to attend the IERCs. The local schools in remote regions are not able to deliver bilingual education, so access to education is dependent upon the deaf child's location of residence (Save the Children 2019).

Most Ni Vanuatu deaf children in in the situation analysis (CBM & Vanuatu Skills Partnership 2018) had been excluded from school, and some were sent home after a week with an explanation that the child was 'unteachable' or unable to learn. In a few occasions, deaf children attended school, but it was not clear to what extent they participated or learnt (CBM & Vanuatu Skills Partnership 2018). The Ministry of Education's

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5   More information can be found here: https://www.callanservices.org/callan-services-national-unit-/

annual budget of $5400 per year for inclusive education further restricts any ability to provide additional support to schools (CBM & Vanuatu Skills Partnership 2018). Some parents that participated in the study in the study felt that due to a lack of communication, their child would not be able to learn, so had decided not to send them to school. Some Ni Vanuatu parents preferenced special school for their child where they felt their child would be protected from teasing and abuse (Mwathi Mati 2018). Reports of the same exclusion to education occurred for deaf children in Tuvalu, according Tavola (2018).

The majority of deaf children in Vanuatu and PNG highlighted education as a key to their future aspirations (Jenkin et al. 2015a, 2015b). For most deaf children in Vanuatu, education was denied or not accessible to them as reported below.

> 'Alani attended primary school for a short time but the teacher twisted her ear and was mean to her so she never wanted to go back to school.' Reported by Grandmother of her 14-year-old deaf granddaughter, Vanuatu. (Jenkin et al. 2015a, p.2)

This experience of inaccessibility was also reported in Tuvalu with a 21-year-old deaf male reporting,

> '(I)n Class 2 my teacher told my mother I need not come to school anymore because I was distracting the other pupils'. He would love to do other training but as he did not finish primary school, most courses are not accessible to him. (Tavola, 2018, p. 16)

Within Samoa, deaf girls and women, alongside girls and women with other disabilities had the highest non-attendance rates at school (Lene, in Stubbs and Tawake 2009) and it could be posed that an inaccessible environment is a significant factor leading to non-attendance. Samoa's State of Human Rights Report (Office of the Ombudsman 2016) found that 90 percent of children with disabilities in Samoa did not attend school. The report made critical recommendations for deaf people's right to education that included '(v) support measures (such as the appropriate curriculum, assessment and test criteria, teaching in the appropriate method through Braille, electronic readers, sign language)' (p. 10). PDF report that across Pacific Island Countries, 'there are significant issues when it comes to sign language and bilingual education for deaf children.' (PDF SDG report p. 16).

Access to vocational training, employment and livelihoods (CRPD Article 27)

Many deaf children in PNG and Vanuatu identified that engaging in employment and livelihoods in the future will support them and their family (Jenkin et al. 2017a). Vocational aspirations varied from wishing to be a pilot, farmer, soccer player and teacher, as indicated below.

> 'I want to have a coffee plantation like my father. I want to harvest the coffee beans, sell them, and build a big house for my parents and me.' Melissah, PNG, 5 years old. (Jenkin et al. 2017a p. 370)

> 'I want to be a teacher because I want to help other children. I want to have a job so I can help my parents and so when my parents are not able to look after me, I can survive on my own.' Ioane, Vanuatu, 9 years old. (Jenkin et al. 2017a p. 370)

There have been a handful of occasions where Ni Vanuatu deaf adults were included in vocational training opportunities and they were supported via either family members using home sign, slow spoken language or written notes by a friend (CBM & Vanuatu Skills Partnership 2018). Whilst access has been limited without sign language communication, some deaf students were able to pass their courses and secure employment (CBM & Vanuatu Skills Partnership 2018).

Access to deaf role models (related to CRPD Articles 7, 24, 27, 30)

Access to deaf role models were identified as being valuable to supporting deaf children to visualise educational and vocational possibilities for their future, as demonstrated by a 5-year-old deaf girl in PNG,

'I would like to complete my education and [afterwards] work in a store as I have seen a young girl with a hearing aid working in a store serving ice cream.' Jackoly, PNG. (Jenkin 2019 p. 45)

The value of deaf role models has been supported by Callan Services in PNG, who train and employ deaf teacher assistants in their IERCs (discussed further in the sub-heading titled Education).

Participation in DPOs (CRPD Article 4 and Article 29)

The PDF monitoring report (2018) notes that across the Pacific, deaf people are underrepresented in DPOs. This was confirmed by CBM & Vanuatu Skills Partnership (2018) who found that deaf adults were underrepresented in Vanuatu DPOS, and this further hampered DPOs advocacy activities related to deaf children and adults. The national DPO in Samoa, Nuanua O Le Alofa reported to APIDS (2011a) that they seek to involve and include more deaf people in their organisational activities and reported that they have no assistive technology by which to support the inclusion of deaf people. PNG's national level DPO, PNG ADP reported that one of their key priorities was to support the 'establishment of a DPO for people who are deaf' (APIDS, 2011b).

Recreation, leisure and cultural life (CRPD Article 30)

Participation in recreation, leisure and cultural life was identified as important to deaf children in both Vanuatu and PNG (Jenkin 2016). Activities that deaf children played in the villages often revolved around sport, such as volleyball. CRPD Article 30 includes the recognition of deaf peoples' cultural and linguistic identity. In 2018, DPA in Vanuatu (with funding from Vanuatu Skills) has enabled deaf people to meet together and socialise through a deaf camp and also through regular meetings. It is anticipated that by regularly meeting together, sign language is organically developing and identity as a deaf people is being reinforced in a supportive environment.

Poverty and standard of living (CRPD Article 28)

Within the voices of Pacific children with disabilities research, poverty and the need for a basic standard of living was identified particularly in Papua New Guinea, with deaf children reporting frequent experiences of hunger and the need to access more food on a daily basis.

> *'Food is important in my life … I don't like to feel hungry, I need to have plenty of fresh food.' Semu, PNG, 12 years old girl (Jenkin et al. 2015b p. 3)*

Poverty was also raised as a concern in Tuvalu in Tavola's (2018) study,

> *'A five-year-old girl, deaf since birth with severe communication problems ... She lives in a deprived home environment, in a house in poor condition with no income earner in the family.' (Tavola 2018 p. 16)*

Home and family life (CRPD Article 23)

Family was identified as a key theme across both PNG and Vanuatu in the Voices of Pacific children with disabilities research. Deaf children valued their family members, appreciated their support and expressed a desire to contribute towards their home and family life (Jenkin 2016).

There are reports of deaf family members missing out on family decisions and opportunities, as illustrated in Tuvalu,

> *'A man in his 60s who was born deaf said, 'I feel that I have not fully enjoyed my birth rights as a man because of my disability, so my sisters get to make some major decisions concerning our family lands etc without seeking my views.' (Tavola, 2018)*

Attitude and safety (CRPD Articles 7, 8 and 16)

Whilst many deaf children reported feeling accepted by their family and community, some children and their parents experienced abuse and taunts (related to their impairment) by community members, children and teachers, particularly in PNG (Jenkin et al. 2017a). Deaf girls in PNG are at particular risk of sexual assault on their way to school according to one respondent in the Save the Children study (2019). The response by many parents in PNG is to keep their deaf children (and other children with disabilities) home in order to protect them from harassment and violence (Jenkin et al. 2017a). Stigma and resultant teasing and bullying was also reported by some families of deaf children in Vanuatu which led to families choosing to keep their children home and close to them (CBM and Vanuatu Skills Partnership). The UNICEF Knowledge, Attitudes and Practices Study (Mwathi Mati 2018) in Vanuatu confirmed incidences of this as reported by a DPO leader in South Pentecost,

> *'There is a deaf man in the next village. People make fun of him but because he is deaf, he can't hear when people laugh at him. I am not sure if he knows that they are making jokes of him or not. If he were my child, I would feel ashamed and stigmatized.' (Mwathi Mati 2018, p.40)*

Stigma and teasing were also reported by deaf children and adults along with their families in Tuvalu (Tavola, 2018).

> *'When my son goes out, people, often his peers would tease him and say mean things to him. This upsets him and he comes home angry. When he is in this state, the only thing we can do is ask the police to take care of him in prison until he cools down. Stigma and discrimination are still practiced on my island. This makes me very sad and depressed'. Mother of deaf son, Tuvalu (Tavola, 2018 p. 16)*

Sexual assault of deaf women was reported to be more prominent in Tuvalu, according to Tavola's (2018) study. She reports of the additional complication that deaf women 'are generally unable to report abuse due to communication difficulties' (Tavola, 2018, p. 21). A compounding factor is that abuse often occurs within the family, so this prevents family members from seek redress (Tavola, 2018). There are significant barriers in place for deaf women when reporting sexual assault. A deaf woman in the Solomon Islands didn't have sufficient language at the time to report sexual assault and expressed her feelings of profound isolation 'created by society's inability to support her to communicate' (Spratt, 2013, p. 141).

Seeking protection and refuge from domestic violence is noted a significant barrier for deaf women (Stubbs and Tawake 2009) with staff in domestic violence agencies not being able to communicate with deaf women. A shelter in the Solomon Islands reported that a 'reasonable' (Spratt, 2013, p. 150) number of women who had accessed the shelter were deaf.

Access to Justice (CRPD Articles 6, 7 and 13)

Police in Tuvalu are not aware of how to provide an accessible service to deaf women, according to Tavola (2018). The Solomon Islands are also reported to experience substantial challenges when collecting information for a statement from deaf women about a sexual assault (Spratt, 2013). A lack of sign language interpreter support in Solomon Islands was reported to result in reduced access and support for deaf women during court proceedings and processes (Spratt, 2013). Access is further compounded by the fact that 'not all women have been taught sign language, some have invented their own or they are simply unable to communicate complicated, frightening and new experiences' (Spratt, 2013, p. 149) and this lack of access is believed to inhibit prosecution in some cases. The Pacific Sisters with Disability Report (2009) note that in Fiji, 'many women who are deaf or have a hearing impairment are not well represented in court due to lack of qualified interpreters who are sensitive to issues of women with disabilities' (p. 18).

Access to information (CRPD Article 9)

Access is often perceived to be about physical access, however Stubbs and Tawake (2009) note the absence of access to information in sign language across the Pacific. This is a pertinent issue for deaf children and adults as without such access, information is denied across a range of life areas that are mentioned in this report, severely restricting deaf people's participation and enjoyment of human rights. Some countries in the Pacific do not have an established sign language and or any interpreters, such as Vanuatu (CBM & Vanuatu

Skills Partnership 2018). DPA, Vanuatu's national level DPO reported that they wished to increase the use of sign language in Vanuatu so that deaf people 'can communicate with each other and be included' (Rhodes et al. 2013, p. 80). DPA aimed to advocate for the provision of 'sign language training, teacher training in relation to inclusive and special education and sign language translation in all meetings where deaf people are included' (Rhodes et al. 2013 p. 100)

The Fiji Association of the Deaf (FAD) highlighted the need for sign language interpreter training and funding to enable more interpreters to provide access (APIDS 2011c). A budget needs to be built into donor and government activities so that deaf people can participate in development opportunities across a range of life areas, as noted by APIDS (2011c). Naunau 'o e 'Alamaite Tonga Association, the DPO in Tonga reported in 2011 that they were promoting access to national media broadcasts for deaf people (APIDS 2011d), however the outcome of this is not known.

Access to health services (CRPD Article 25)

A general awareness of the need for sign language communication was lacking across the scarce health services provided in both Vanuatu (Jenkin et al. 2015a) and Tuvalu (Tavola 2018), further restricting access to health services. To illustrate, one Ni Vanuatu parent reported to the Voices of Pacific children with disabilities researcher, that their doctor had instructed that they should stop signing to their deaf child as there was nothing physically wrong with his voice box.

Lene (in Stubbs and Tawake 2009) found that deaf women, (along with women with speech or vision impairments) are deprived of information and treatment for sexual and reproductive health. The lack of access to sexual and reproductive health (SRH) information leads to a decrease in preventative health and increased risks for deaf and women's health. Stubbs and Tawake (2009) recommend more research to ascertain the SRH and human rights of women with disabilities [inclusive of deaf women], that includes the prevalence of sexually transmitted infections, the prevalence of physical and sexual abuse and other violations. Samoa's State of Human Rights Report (Office of the Ombudsman 2016) made a critical recommendation for people with disabilities' right to health,

> *'All information and communication pertaining to the provision of health care should be accessible through appropriate modes, means and formats of communication: including sign language' (2016 p. 22)*

The availability of services in PICs to support deaf children and adults is scarce, and services that do exist have limited resources, according to Sanders et al. 2015. This includes services that range from medical and audiological services (including screening, identification, prevention, ENT specialist services, rehabilitation), to education and support services (such as awareness raising and advocacy, education, sign language, support to strengthen the deaf community) (Sanders et al. 2015). Existing screening and audiology services were reported in Fiji via a school screening and referral program, whereas a National Hearing Service plan is implemented by Senese in Samoa (Sanders et al. 2015).

Disaster risk reduction (CRPD Article 11)

The PDF SDG-CRPD monitoring report (2018) found that children and adults with disabilities across the Pacific are left behind while fleeing disasters and they miss out on accessing humanitarian assistance. Deaf children and adults in particular are not able to access information such as early warning or evacuation systems and other information related to humanitarian assistance and disaster preparedness (PDF 2018).

Recommendations from the literature

Some of the recommendations stated in various reports related to deaf children and adults are included below,

1. Establish **deaf associations.** This is recognised by national level DPOs as important (APIDS 2011a, 2011b) to enable deaf people to advocate for issues that are relevant to them.

2. Facilitate the creation of **spaces for deaf people to come together**, to create their own sign language in countries where there is no national sign language (CBM & Vanuatu Skills Partnership 2018). In PICs where there is limited use of sign language, an **invested focus on sign language development and communication** is required (Jenkin et al. 2015a). Sign language needs to be 'developed locally, and influenced by the culture, heritage and traditions of its own country' (CBM & Vanuatu Skills Partnership 2018, p. 8).

3. **Promote National recognition of sign language** (CBM & Vanuatu Skills Partnership 2018) is very impowering for deaf people who are then viewed for their cultural and linguistic rights with access benefits that nominally flow from this recognition.

4. Train **sign language interpreters.** In addition, advocate for **budget lines** for interpreters so that donors and governments resource and make available sign language interpreters to enable deaf children and adults to participate across a variety of life areas (APIDS 2011c).

5. Provide access to language as soon as possible to deaf children. **Early intervention** is required to **support deaf children and their families** to learn and communicate in sign language (Jenkin et al. 2015a).

6. Make the specific priorities and access requirements of deaf children with disabilities, (including deaf children) **visible across policy**. Deaf children identified that they want to be involved in all aspects of society and policy changes are required to enable access and participation (Jenkin et al. 2017a).

7. Provide **social protection** to families of deaf children and children with disabilities in general (Jenkin et al. 2017a). Like all children with disabilities, deaf children are the poorest of the poor (WFD 2001) and additional financial supports are needed to be able to meet their basic needs and human rights.

8. Within the logistical constraints of Pacific Island countries, consider and invest in specific **educational requirements** of deaf children so that they may have **access to bilingual education** (PDF 2018, Jenkin et al. 2017a). This may involve mapping regions where there is no access to bilingual education and collaborations may be required to provide more systemic coverage (Save the Children 2019). Awareness raising with families and communities is required to promote deaf children's right to access education (Save the Children 2019).

9. Work together with deaf communities to develop deaf awareness strategies in order to **challenge stigma** in their communities. This will promote safety and support deaf children and adults to participate in their community (Save the Children 2019, Jenkin et al. 2017a).

10. Consider options for increasing deaf people's **access to disaster risk reduction and humanitarian assistance** (PDF 2018).

11. Conduct further research to increase deaf people's (and people with disabilities') access to **health and SRH services** (Stubbs and Tawake 2009).

Part B: Consultation Process and findings

The design team was tasked to facilitate a collaborative design, in Solomon Islands, Samoa and Fiji over a total of four weeks. Five days were spent in each country, consulting with deaf stakeholders, DPOs, Deaf associations, sign language associations, government ministries and special schools. The team met with DFAT in Solomon Islands, Fiji and the Disability team from Canberra while in Fiji. The design team then attended the Pacific Disability Forum Conference for four days, where deaf people and DPO representatives from other PICs were consulted. In total, the design team met with representatives from the following countries:

Table 3: Countries consulted during the design process

Solomon Islands	Samoa	Fiji
Tuvalu	Niue	Marshall Islands
Cook Islands	Tonga	Palau
Nauru	Vanuatu	Timor-Leste
FSM	PNG	Kiribati
Guam	Niue	

In addition, regional organisations like PDF, UNICEF, Regional Rights Resource Team (RRRT), Disability Rights Fund (DRF) and International Labour Organisation (ILO) were consulted with, along with experts and volunteers that have a long history of working side by side with people with disabilities in the Pacific. The design team consulted with 161 people in total. A full list of stakeholders consulted with can be found in Annex A.

The design team

The team consisted of four members;

- Dr Elena Jenkin, Team Lead[6].

- Philip Waters, Deaf Advisor.

- Krishneer Sen, Pacific Deaf Advisor.

- Paul Heuston, Sign Language Interpreter and Interpreter Advisor.

Figure 3: Photo of the design team.

From left to right; Krishneer Sen, Elena Jenkin, Philip Waters, and Paul Heuston

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6   Elena in hearing, is fluent in Auslan and Samoan Sign Language and has a deaf family member.

The design team have a collective history of working in various capacities in Pacific Island Countries with children and adults with disabilities, and a particularly focus on deaf children and adults as well as sign language interpreters. A sign language advisor, Dr Robert Adam was tasked to review the team's work for a day either side of the writing process to ensure that it adhered to recommendations set out by the World Federation of the Deaf (WFD).

Process of data collection with deaf adults

A participatory and visual approach was taken and led by deaf design members Philip Waters and Krishneer Sen. As deaf adults within Solomon Islands, Samoa and Fiji have a diverse range of sign language competency, deaf members volunteered to act as interpreters to members that had limited sign language competency, to enable understanding and participation. In addition, a visual participatory tool was drawn upon to aid conversation. The photo library has been used well with deaf children and adults in both Vanuatu and PNG (Jenkin et al. 2017b, CBM and Vanuatu Skills Partnership). The photos were developed by researchers (most of whom had a disability in PNG and Vanuatu) in the Voices of Children with Disability research project (Jenkin et al. 2017a), with some additional photos added from Samoa. Photos cover a range of life areas such as children in school, people working in the plantation, church, families, food, traditional customs and church. Photos can be interpreted how they wish and participants have been found to choose a photo and discuss very different meanings behind why they chose the photo. In this way, the photo tool is not prescriptive, but it provides a springboard to starting conversations and it worked effectively in all settings.

Figure 4: Photos from the photo tool, laid out on the table

Participants were encouraged to draw their own picture if the photos did not adequately describe what they wished to discuss. Following a range of warm up and fun visual activities, deaf community members were asked, with consent, to answer a question.

Consent

The design team explained that it was each individual's choice if they wished to participate and their information would be used to guide priorities in the design. It was each individual's choice to either consent to either participate in this process, or dissent and withdraw with an option to either observe or leave. The level of participation was up to each participant's comfort. For example, one female participant agreed to participate but asked that another participant report her priorities back to the larger group. Consent was again sought to participate in photos and videos. The findings shared is not directly reported back to each individual's name, unless they agreed to share their story publicly, via video. This information about consent was given in sign language in all settings with additional relay support provided (by deaf leaders) to deaf members with limited sign language competency.

The questions

A range of photos (as described in the above section titled: Process of data collection) were laid out on the table. In all three countries, deaf people were asked, 'what is important to you' or 'what is important to deaf children and adults in your country?'

We discussed that this question could include what is important to individuals personally, or to deaf people more generally in their country. This question intentionally did not focus on need, but was open ended to enable a range of priorities to be brought forward by the deaf community.

Participatory process

Following the consent process, each participant then chose a photo and they broke into a separate group of men and women to discuss their responses. The reason for this is that based upon our previous experiences working with deaf people in the Pacific, deaf men present as more confident overall in their contribution. We wanted to allow women the space to share their experiences and the team lead (female) sat with them to listen. The design team is of the opinion that the gender division created a safe space for women to comfortably and actively participate. After this process, a volunteer representative from the men and women's group shared their priorities with each other as a combined group. Photos were then laid out on the table and each participant had two stickers by which to place on the photos to rank their importance. This enabled the group to identify the most important priorities. The conversations that took place during this process were valuable and they contributed to the group's reflection and ranking process. These conversations were held on the day and then voluntarily expanded upon (by the deaf community) during some evening social events together. These priorities, along with quotes from participants will be shared and reported separately from the rest of the stakeholder input in the findings section, to give them due importance.

Exclusion

The views of deaf children will be needed in the situation analysis to inform treaty body reporting and program recommendations. The design team, with research experience with children with disabilities in the Pacific, felt that given the particular ethical requirements for deaf children to safely participate, it was decided that deaf children participate only within the boundaries of the designed situation analysis, and after ethical approval is granted. In this way, set principles and ethics will frame the process to ensure that any risk of harm via their participation is minimised.

Process of data collection with other stakeholders

The design team supplied a list of recommended stakeholders such as DPOs, deaf associations, parents of deaf children, organisations and government ministries to meet with prior to arrival in each country. PDF requested that each national level DPO pre-organise the meetings in each country of study. Each DPO then planned meetings on our behalf. At times, the DPO recommended other key stakeholders that they felt would be important for us to meet with, which was appreciated by the design team. Not all stakeholders responded to the DPOs request to meet, so the design team was not able to meet with all of recommended stakeholders in each country.

The team also met with experts, volunteers and advocates of deaf people in the Pacific, along with regional organisations such as PIFS, UNICEF, ILO and RRRT.

Questions

The design team asked a set of questions to stakeholders. These questions varied depending on whether they were a DPO, service provider or government. See Annex B for more information about the types of questions asked.

Analysis process

One team member transcribed each interview with stakeholders. An example of these can be seen in Annex C. These were then checked each evening by another team member. Any points that required clarification were followed up with the stakeholder via email.

To draw meaning from each interview, the design team coded each key point within mutually exclusive themes (such as education). This qualitative approach did not situate the data within a template approach or pre-coded frame. The design team preferred an open-minded approach to enable the key themes to speak for themselves rather than the possibility of pushing themes into pre-set coding frames. Within the broader theme, data was then coded into sub-themes (such as the need for Teachers of the Deaf) to further establish the most prominent ideas (Saldaña 2009). See Annex D for the example of the analysis. Once the themes and sub-themes were complete, alliances between key themes and relevant paradigms such as the CRPD, SDG and PFRPD were then deduced, where possible. These will be shared in the design (Part C).

List of people consulted

In total, a sum of 161 people were consulted over four weeks, 52 of these people were deaf, including one deafblind representative. See Annex A for a complete list of names, roles and representative organisations (where relevant). 90% of people consulted were from Pacific Island Countries.

Limitations

Whilst the design was highly collaborative in nature, the team were limited to five days per country. This did not allow enough time to meet with all of the relevant stakeholders. There were also some organisational constraints in Fiji that prevented us from meeting some key regional stakeholders such as UNDP and UNESCO. Yet the time allowed provided for sufficient ground work needed to design a rigorous situation analysis to gather the further evidence required.

The design team was reliant on the information the stakeholders provided. Some information provided was objective, other information provided was subjective, as it should be when drawing on personal experiences of deaf people. In this way, while ranking processes applied further verified subjective experiences, there may be occasion when others may not agree with the information and findings written about in the report. The findings cannot possibly tell the whole story about the depth of personal experiences and challenges. Yet hopefully it illuminates the readers and donors to key priorities and recommendations that can be undertaken in partnership with deaf people, deaf associations, DPOs, organisations and governments.

While the terms of reference tasked the design team to write up a design for a situation analysis, consultations with 161 people provided some overwhelming evidence of clear gaps that require support immediately. Some participants shared their priorities after the analysis process occurred, so they were not able to be included in the analysis process, however quotes were added to ensure that their priorities were included. Permission has been given by DFAT and PDF in the last week of the collaborative design to allow some clear recommendations alongside the situation analysis design. Agencies and institutions have experienced difficulty in providing a full costing of some of the recommendations within the timeframe and hopefully these costs will be forthcoming. Additionally, service providers and institutions report that the included costings are indicative only and subject to further discussion and refinement.

Findings

The depth of information the stakeholders generously shared is able to illuminate the design team's understanding of the complexities. This understanding helps to ensure that the design is practical, economical and meaningful to Pacific Island countries, in order to advance the human rights of deaf children, deaf adults, their families and communities.

Findings will be reported per country, with the most prevalent findings grouped by deaf adults and then by the remaining stakeholders. After each country findings are reported and discussed, a summary of combined findings will be shared. The combined findings also include DPO representatives from other Pacific Island Countries, regional multi-lateral organisations and individuals who have worked or volunteered with deaf people in the Pacific.

Solomon Islands

Solomon Islands Deaf community

Table 4: Solomon Islands quick findings by deaf adults

Key findings	Theme	Mentions	Most common sub-theme
1	Equal participation	8	Social participation, self-value, equality, happiness
2	Sign Language and Communication	4	(Importance of) Sign language
3	Employment/ Vocational opportunities	4	Wish to obtain work
4	Health	4	Healthy lifestyle
5	Support to families	3	Helping the family

Deaf participants in the Solomon Islands actively participated and collaborated with the design team. Some participants travelled from other islands by boat to participate in the design. A range of sign language competencies were observed and the male members generally had much higher sign language competency as compared with the women. The gender separated discussion helped the less confident women to share their priorities. A sign language interpreter was drawn upon in the discussion with the women to help to relay information in different formats. As such a large range of priorities were identified by the participants, the ranking process proved more challenging and it meant that smaller numbers were indicated in the findings above.

The ranking process revealed that having access to **equal participation** was a key priority for the deaf community. When provided with the opportunity to participate equally, this brought about a sense of self-value and happiness, as opposed to feelings of loneliness when they were prevented from participating. **Sign language communication** was ranked and equal second with both **work** and **health**. Both men and women reported upon their contentment they felt when they were together with the deaf community and able to communicate in sign language. Many members were **job seeking** and they described difficulties in securing employment. **Health** was raised as an important priority for deaf people and women in particular felt a responsibility to lead by example and promote a healthy lifestyle that included eating fresh food and maintaining a clean and tiny home and garden, with rubbish cleared away. Ranking third, deaf people discussed their wish to support their **family**, both financially and practically. Providing financial support was proving difficult as many of the participants experienced difficulty in securing employment, despite the fact that some of them had acquired a trade at San Isidro (Training Centre for Deaf Adults) and one member had graduated from APTC. When the women met in a different room to discuss their priorities, one of the women raised violence against deaf children, with one member explaining below,

> *'Parents often smack their deaf child, and when I see them do that, I want to protect them. They smack her when she does not speak. I want to teach them about being deaf. So that she can keep playing and smile. I want to teach them and protect her.' (SIDA member, Solomon Islands).*

One deaf participant reported of his feelings of rejection by his family, related to stigma,

> *'In the islands, 2003, a baby was born whose parents threw him out. I was that baby. My parents did not want me back. The baby was me, and my parents eventually took me back when they had some awareness. I helped out around the house. Painting, cutting wood, I enjoyed it. I am good at cutting wood. My mother has died and have relatives around the place. On my island, horses were blown away and cut in half in a heavy storm. Bananas and other trees were flooded away and there was nothing to eat after. So, I had to come here…' (Deaf person [name withheld], San Isidro Training Centre, Solomon Islands)*

Stakeholder key findings

Table 5: Solomon Islands quick findings by stakeholders

Key findings	Theme	Mentions	Most common sub-theme
1	Education	21	Access to quality education, equal access
2	Sign Language Interpreters	19	Lack of interpreters Need training to equip interpreters Family members interpret in home sign
3	Sign Language and communication	9	Deaf children need access to sign language Teachers and staff need access
4	Health	8	Don't get right health treatment Miss out on health prevention information
5	Safety and violence	6	Deaf girls at risk of sexual assault. Use of home signs makes giving statements to police & court a challenge.

Education was the main theme identified by stakeholders in Solomon Islands with 21 mentions. Stakeholders were particularly concerned about deaf children's access to quality education, stating that they do not have equal access. Given the vast number of inhabited islands, it was reported that most deaf children try to attend their local school but stop attending after a while due to the lack of access to sign language. The

Ministry of Education reported that teachers urgently require training so that they can provide an inclusive education to deaf children.

> *'Maybe good to know what schools are doing well - maybe map what schools are inclusive. But still the ongoing issue is that teachers can't sign. Teachers and interpreters need to sign.'* (Ministry of Education, Solomon Islands)

> *'A manual for teaching deaf children would help. To help teach teachers learn how to include deaf children.'* (Ministry of Education, Solomon Islands)

While there is Red Cross Special School that educates around 70 deaf children, it is situated in Honiara and only accessible for deaf children that live on the bus route. This results in inaccessible school options for the rest of the deaf children that are situated across the multiple islands of Solomon Islands. The Red Cross school is situated in a disaster-prone area and is subject to flooding, resulting in school closure approximately one week per month. Despite the principal not currently working in the role, teachers and interpreters are dedicated and sign well. However, the police and courts also draw on their interpreting services (due to a shortage of interpreters), which results in teachers' classes being left unattended for several days at a time. Students that graduate as adults are said to have the equivalent of grade 2 to 4 level of literacy and numeracy, with some reaching grade 5, as noted by San Isidro Training Centre teachers.

San Isidro Training Centre provides a four-year curriculum to deaf adults that includes half a day of literacy and numeracy (targeted to each individual's educational level). The other half of the day includes sewing, domestic and gardening skills for women and carpentry and gardening for men. Many of the adults that attend the centre have received no education during their childhood. The deaf participants appeared happy and supported, yet, the location is quite remote and isolated. San Isidro staff report that after the four-year course, most deaf students have difficulty gaining employment due to attitudinal barriers. They also report that they have difficulty returning home to their villages as they have since acquired sign language but are unable to use it and end up moving to Honiara to be closer to other deaf people so that they can communicate.

Sign language interpreters receive the second highest mention by stakeholders, with 19 mentions. The most significant sub-themes revolve around the fact that there aren't enough interpreters and the interpreters that are available require access to training to equip them to carry out their role. The majority of the time, family members interpret for deaf family members in home sign or 'bush' sign. Whilst home sign is better than nothing, this is of concern as home sign is usually very limited in vocab and restricts deaf children and adults' full participation. **Sign Language** or the absence of sign language is raised as the third most significant priority for stakeholders with nine mentions. There was a request for support to deaf children to learn sign, along with teachers and staff at other organisations.

> *'Sign language is always evolving but we have a limitation. We are behind and it's a hand-icap. We need more resources and sign language training.' (San Isidro, Solomon Islands)*

The lack of sign language is a significant gap in Solomon Islands with most deaf children and adults relying on home or bush sign. Home/bush sign results in deaf people only being able to communicate with their family and some others in the village at best.

Health was the fourth priority with eight mentions. Stakeholders feel that while health services are provided to everybody, deaf children and adults may not get the health services they need due to a lack of sign language interpreter access.

> *'Health workers have difficulties in interacting with deaf people. Because of that, their health needs might not be properly met or assessed, so the treatment may be not be the right one. We provide equal antenatal care and family planning to all, at no cost. But Deaf people will miss health information. There needs to be more interpreters available.' (Ministry of Health, Solomon Islands)*

Stakeholders reported that a hospital was unable to communicate with a deaf woman in labour and the woman and her unborn baby subsequently died. It was felt that the woman was perhaps ignored due to medical staff's inability to communicate with her. Another key priority is health prevention and the lack of accessible information for the deaf community. Concerns were raised that the health of deaf people could be improved if they had access to health prevention information that the rest of the population have. Whilst the CBR program has a health and rehabilitation focus in Solomon Islands with a strength in physiotherapy, they were also focused on embedding inclusive practice across government ministries. CBR was open to strategizing different ways that CBR could be inclusive of deaf children and adults, along with their families. In the meantime, the CBR office in Honiara support the deaf association from time to time. Health prevention and access to medical treatment was also mentioned as a need,

> *'If children have a small hearing loss, they do ok for a while at school but they gradually go deaf, so then they stop school.' (San Isidro, Solomon Islands)*

Safety and violence was highlighted as the fifth priority with six mentions. Three stakeholders, including the Ministry of Justice reported that deaf girls were particularly vulnerable to sexual assault.

> *'Deaf girls are more vulnerable to mainly sexual offences. Common sexual offences done by people who are known to them. If the victim is deaf, defence lawyers need to question, but we don't have skills to ask questions in court. Maybe if we have visual materials or captions, it will help.' (Solomon Islands Ministry of Justice, Public Solicitors Office)*

> *'Child protection is a big issue for whole of Solomon but especially for the deaf and people with other disabilities.' (San Isidro, Solomon Islands)*

The Ministry of Justice have provided a free hotline for people with disabilities and their families to enable further support, but they recognise that sign language interpreter access is the most critical issue for deaf children and women. They rely on family members to interpret for deaf children and adults through home sign and they report that this proves most challenging in a court setting. When they can access an interpreter (from the Red Cross school), a lack of understanding of sign language is still challenging for the deaf person. In one situation, a victim of sexual assault spent 3 months at the Red Cross School to enable her to learn sufficient sign language so that she could then participate in the court process. The Ministry of Justice reported that judges are supportive of victims who are deaf and disabled in the court process. The Ministry of Justice also mentioned that there are offenders in detention that are deaf or disabled and they currently do not have access to sign language interpretation or any additional protection.

> *'Youth with disabilities in detention, there's a lot. One case last year, we didn't know what to do. We got in touch with PWDSI but the boy used bush signs. He was held at one of the provinces. Sometimes we use the family who do bush sign in court, but we know it is not ideal.' (Solomon Islands Ministry of Justice, Public Solicitors Office)*

Access to **employment** was noted five times, with most noting that deaf adults are job seeking and that vocational training (outside of San Isidro) is inaccessible to them.

> *'Deaf children and adults need equal opportunity to education and work. They need to be recognised by society. Deaf children have a lot of gifts to contribute. They have a high level of practical intelligence and their interest is very high. They just need opportunity to develop the gifts that they have.' (San Isidro, Solomon Islands)*

Design team observations:

In each setting, the design team encountered many volunteers that are supporting deaf people. These included many volunteer sign language interpreters with one who makes and sells craft in order to be able to continue interpreting. One sign language interpreter provided free interpreting services to a deaf student throughout her full-time teaching degree. The deaf association was established by two volunteers who have

continued to support the association in order for deaf people to be able to meet and socialise.

Several Ministries, including the Ministry of Justice suggested that all of the staff learn sign language to help overcome the communication barrier for deaf children and adults in accessing services. Whilst they are expressing good will and basic grasp of sign language would certainly be helpful, it would be a more expensive option. Ministries such as the Ministry of Justice or Health require access to sign language that is quite technical. The provision of interpreter access would greatly assist with accessibility and is a more affordable option.

Samoa

Deaf Association Samoa (DAS)

Table 6: Samoa quick findings by deaf adults

Key findings	Theme	Mentions	Most common sub-theme
1	Deaf communities/ association	5	Deaf leadership
2	Equal participation	5	Equality Self-value Social participation Sports
3	Sign language and communication	4	Sign Language Loneliness
4	Education	2	
5	Social protection	2	

A large group of deaf adults were supported by NOLA to travel from rural locations and neighbouring islands to meet with the design team. As with all of the participatory activities, we explained the photo tool but also explained that if a photo doesn't describe what they would like to prioritise, they are welcome to draw their own picture or describe their priority in sign. Women from the women's group drew three pictures that they felt were not well represented in the photos. They then asked the design team to write a description under each photo. These pictures were:

1. Sign language communication.

2. Alone/lonely with family. Our families can't sign.

3. Happy with deaf friends. Deaf community.

The **deaf community** was highlighted as an equal priority to **equal participation**. The deaf association is led by a Fijian deaf man who relocated to Samoa with his family and chose to leave his paid job in order to support the SDA full-time. Deaf leaders in SDA comprise of mostly young adults who are very keen to progress the association. Deaf members and leaders emphasised the value and importance of the deaf association. Like Solomon Islands Deaf members, Samoan deaf members reported that when they are able to **participate on an equal basis**, they feel self-worth. An example of participation in their community was via sport. Sign language was ranked as the second most important priority for deaf children and adults in Samoa. They discussed the need for **sign language**. Women in particular, described the loneliness they feel when they are with their families, due to the fact that their families cannot sign. They then discussed their feelings of happiness and comfort when they are together with their deaf friends that they meet at the Deaf Association.

> *'At home, I often think about what needs to be done for deaf people: I would visit deaf people in their homes. I understand how it feels to be deaf in the villages; I'm alone, I can't sign with others. When I try to talk to people, they don't understand. I would like to have a number of people help the deaf association, to get support from them, to help us communicate.' (Samoa Deaf Association).*

Access to **Education** and **social protection** were also ranked as being important to deaf children and adults in Samoa.

Side note

Whilst not ranked by the group, the women then went on to discuss their families and they initiated a conversation about family violence. Many of the women self-reported that they have been beaten and then one participant disclosed that she had been beaten that morning by her father. She then showed the group her injured finger, which appeared to be broken. While this injury required medical attention and was referred to the President of DAS and Office Manager at NOLA, this revealed the real concern of violence within the home that many deaf women face. Men later reported to the team at a social event that domestic and family violence is a significant issue in Samoa.

> *'Governments want to stop violence because it affects cognitive growth of children. It can affect comprehension and communication. If parents beat up their deaf child, it will damage them psychologically and they will be unable to communicate coherently. I feel sorry for them.' (Deaf Association of Samoa)*

Stakeholder key findings

Table 7: Samoa quick findings by stakeholders

Key findings	Theme	Mentions	Most common sub-theme
1	Education	24	Teachers need to learn sign language Access to quality education, equal access
2	Sign Language Interpreters	10	Need training to equip interpreters Lack of interpreters Specialist training needed
3	Sign language and communication	9	Community members to learn sign language Home signs and lack of sign language at home
4	Community awareness	8	Society is disabling, increase focus on inclusion Churches are aware and inclusive
5	Safety and violence	7	Deaf girls and youth are at risk of sexual assault. Domestic violence issue for deaf women

Education was the most important priority identified, with 24 mentions. Within education, six respondents highlighted that teachers need to learn sign language. Currently there are three special schools that include deaf children. These are Senese (secondary only, as part of a range of services offered to deaf children), Loto Taumafai and Aoga Fia Malamalama.

'Deaf children are brilliant! They just need communication.' (Loto Taumafai, Samoa)

Fia Malamalama specializes in teaching children with global delay or intellectual disability. The principal reports that some deaf children are admitted there and it could be because they have a cognitive delay due to a lack of sign language access. Access to quality education was mentioned, along with the need for resources and training for teachers. Senese provides Teacher's assistants as interpreters to mainstream schools, funded by the Ministry of Education. However, despite the availability of funding, both Senese and the Ministry of Education report that there is a shortage of teacher's assistants that can sign and interpret. The Ministry of Education noted that deaf student's progress in mainstream education is limited and they require not only sign language interpreters, but Teachers of the Deaf to support access to education. The Ministry of Education also highlighted other challenges related to teaching styles and deaf children's access as mentioned below,

'Rote learning is what happens in Samoa and this is what happens for deaf children. Deaf kids don't understand. So deaf kids have very low literacy levels. They have never been exposed to early childhood education (ECE) and miss out on the pre-literacy.' (Ministry of Education, Samoa)

'I hope to see in next year or two, an awareness program, and more deaf children entering education and tertiary institutions.' (NOLA, Samoa)

'We need more support to include deaf children in local schools i.e. interpreter support and educational role. For that to happen, the Ministries need to work together with Village connections, Women's committee and churches. Church ministers have so much authority to share information with members. I believe that between the church and village council, if the gap is bridged, it will help the support to happen.' (Loto Taumafai, Samoa)

'The need for specific expertise in the education of the deaf is of high need to ensure Deaf and hard of hearing students have access on a substantively equal basis.' (Donna Lene, Former Director of SENESE and current Senior Advisory Visiting Teacher for Deaf and Hard of Hearing, Australia)

One parent hopes that his deaf son will be the first to attend university in Samoa however, currently, there is no interpreter access available at university. Two parents expressed their frustration at the low standard of education offered to deaf students both in special and mainstream school and they reported that no deaf students have yet been able to sit for formal exams that are recognised by the government of Samoa. One parent laments that their child has missed out on an opportunity to access quality secondary education and feels that 'it's too late for her now.'

Some deaf children that have accessed education via Samoa Sign Language and specialist support are now emerging as current leaders in the deaf community, as noted below,

'The Deaf adults that have had access to education are now leading their self-advocacy groups and with social media, they are more connected and interacting. I am grateful to Faaolo [Nuanua O Le Alofa] for making this happen! It's wonderful now that there are Samoan Deaf and Hard of Hearing role models.' (Donna Lene, Former Director of SENESE and current Senior Advisory Visiting Teacher for Deaf and Hard of Hearing, Australia)

Sign language interpreter access was the second priority identified by stakeholders, with ten mentions. The most common sub-theme was the need for interpreter training, to professionalise the role. This would assist to overcome the key challenge mentioned in the education discussion above. Sign Language Interpreters have set up an organisation and are very keen to support each other but report that they need to learn more. Sign Language Interpreters feel uncomfortable about the serious responsibility of being called to interpret at court when they don't have any qualifications or registration.

'The Deaf Association of Samoa is association going really well in terms of addressing their needs. There is still work to be done in terms of justice, deaf people need to not just seek justice but be recognised and have access to a sign language interpreter support before, during and after (police, court, recovery).' (Nuanua O Le Alofa, Samoa)

Combined with NOLA and DAS's increased advocacy role, interpreters have noticed the increased technical demands required in their work, but are concerned they do not have the necessary skills to successfully carry out their work.

'The deaf society has really grown; Deaf people are aware they have a voice and have the rights to stand up for themselves. So, we have to follow them wherever we go, so we need to interpret in Ministry of Education, and other ministries, but this is not always easy for us.' (SASLIA, Samoa)

Sign Language and communication was the third most common theme, with nine mentions. The major focus was the need for more people in the community to learn sign language but there are no courses. The Ministry of Commerce, Industry and Labour provided the following suggestions,

> *'For each ministry to invest in learning sign language. That's the only way each ministry can make it easier to learn. Definitely we support the idea of a sign language interpreter course in Samoa. Whether it's run by APTC or another course. For me, I want to learn Sign Language, but there's no courses. I would happily go and attend it.' (Ministry of Commerce, Industry and Labour, Samoa)*

> *'Like all other citizens of Samoa, I want to see the deaf children and adults to have the same access and benefits. I'd like to see them reaching out to the community about sign language and other services that they need. I'd like to see training and education providers have some necessary measures to ensure that deaf children and adults can access them on equal participation with others.' (Nuanua O Le Alofa, Samoa)*

The second most common sub-theme identified was the need for deaf children to learn sign language from a very young age. Senese reports that children are only referred to them when they are seven or eight years old and they wish deaf children could be identified as babies so that they could immediately focus on sign language communication and fit hearing aids where appropriate. Whilst Senese has an early intervention team, there is only one pre-school age deaf child accessing the service. Senese reports that deaf children are not identified early enough, and as a result, are referred to Senese when they are between six and eight years old.

> *'Early Intervention is the key, there's no capacity to identify them and then to support them. We don't have the resources or professional expertise to deal with these children.' (SENESE)*

Early identification of deaf children needs to occur through early screening services with clear links to early intervention services. Within this, parent support, awareness and education is vital and this can be jointly supported via parent support groups, as has been previously demonstrated in Samoa.

> *'There needs to be support to the families. Even if we put a Teacher Assistant [as a sign language interpreter] in the classroom, the child goes home and no one communicates with them.' (SENESE)*

There is now an Ear, Nose, and Throat surgeon in Samoa and the start of a service being localised under government health auspices. In addition, a volunteer Australian audiologist and surgeon visits the island of Savaii intermittently and provides support to deaf children and adults via the Royal Australasian College of Surgeons.

Community awareness was identified as the fourth most common theme, with eight stakeholders noting that community is a disabling barrier. More work is needed to raise awareness in the community. While Apia Protestant Church has provided a sign language interpreter service for many years, two stakeholders mentioned the need for more churches to become inclusive of deaf people. **Safety and violence** was the fifth most common theme, with seven stakeholders mentioning this concern. Two mentioned the high risk of sexual assault on deaf girls in particular and that domestic violence was also a prevalent concern for deaf women. Samoa Victim Support reported that children with disabilities are overrepresented in their shelter. Samoa Victim Support stated that Judges are treating the sexual assault of deaf children and children with disabilities seriously.

Design Team Observations

DAS is a new deaf association emerging with the help of a deaf Fijian leader who has relocated with his family to Samoa. Young deaf people in Samoa appear to be very enthusiastic about the DAS and they have been involved in leadership roles. They support new members with low competence in sign language to understand information by relaying information in different ways. The Fijian leader provides organisational development advice formed by his time at FAD. They are working to form a Sign Language committee, a sports committee, and an interpreter booking service within DAS.

All of the ministries in Samoa reported that were motivated to make their policies and services inclusive. Multiple ministries requested feedback on their ideas and were looking for further ideas and support to include deaf people in a range of services such as elections, disaster preparedness, education and human rights.

'We really wants to collaborate to serve all the people of Samoa, it doesn't matter if you have a disability, if you are a citizen, you have the same rights as anyone else. It's the systems that let people down, so it's up to us in government to put systems in to ensure that people with disabilities get to enjoy life. The pinnacle of all this is seeing a person with a disability walking up to the ballet station on their own and getting that paper and voting on their own without anyone interfering.' (Office of the Electoral Commissioner, Samoa)

Fiji

Fiji Association of the Deaf (FAD)

Table 8: Fiji Quick findings by deaf adults

Key findings	Theme	Mentions	Most common sub-theme
1	Deaf communities/ association	15	Empowerment, Oceania Deaf region, World Federation of the Deaf, leadership, deaf rights, capacity building, organisation, collaboration, deaf culture, deaf-led events, dignity and respect, grassroots development.
2	Sign language and communication	6	Family, Communication, language, responsibilities, counselling.
3	Access to services	4	General access.
4	Education	4	Awareness on illicit drugs and sexual abuse amongst deaf community, deaf awareness amongst education providers.
5	Children	4	Children (Youth, Children, child-care).

The consultation with FAD members was held after work hours, as many of the leaders have jobs and wished to participate. Of note, there were less women than men and we wondered whether women were not able to be relieved of domestic and family duties in the evening or whether there were safety concerns about travelling at night. The FAD ranked the **deaf communities/association** as the highest priority with 15 mentions. Within this, deaf members talked passionately about their desire to build deaf leadership and capacity across Fiji but also across the Pacific. **Sign language communication** was ranked second. Deaf members reported that they would like to access deaf children and adults to be able to access counselling through sign language for their mental health and wellbeing. General **access to services** was highlighted as a requirement for the deaf community, and in order to access services, deaf members report that they require access to information. The following example was shared by a participant,

> *'The Fijian government announced the provision of free bus transport for people with disabilities. The Ministry of Social Welfare informed local DPOs but did not tell deaf people, so many deaf people didn't know that they can access free bus transport.' (FAD, Fiji)*

Education was ranked an equal third priority. Education included not only the importance of deaf children attending school, but the need for families and deaf members to access education and awareness about drug use and abuse, child abuse and sexual abuse. There was an overall concern about deaf children and their right to not only attend education but to protection and safety from abuse.

> *'Many families abandon deaf girls who get pregnant, so they come to FAD for help. Most girls get pregnant after being tricked by hearing boyfriends into having sex.' (FAD, Fiji)*

Intersectionality were mentioned and participants reported that deaf members from the LGBTQI+ community are vulnerable to violent attacks.

> *Individuals with intersectionality (LGBTQI+) experience more violence. They social together and can get attacked, police often don't treat cases seriously.' (FAD member, Fiji)*

Table 9: Fiji quick findings by stakeholders

Key findings	Theme	Mentions	Most common sub-theme
1	Education	25	Access to quality education, equal access. More Teachers of the Deaf.
2	Sign Language Interpreters	25	Lack of interpreters. Need training to equip interpreters. Specialist training for different sectors.
3	Employment	14	Discrimination in employment. Low rates of employment amongst deaf.
4	Government	9	Focus on implementing the CRPD.
5	Sign Language and Communication	6	Wish to see more sign language knowledge and use in community and work places.

Stakeholders in Fiji held equal importance for improvements in **education** and **sign language interpretation** with 25 mentions each. With regards to education, the key sub-themes mentioned were the need for deaf children to have equal access to quality education, regardless of deaf children's location.

'My vision is deaf children should be able to go to school, with the support of their parents or people who support them. Deaf children are often over protected and they often don't have access to education.' (FDPF member, Fiji)

Currently there are seventeen special schools in Fiji, five of which include deaf children, with two in Suva, Gospel School for the Deaf and Hilton Special School. Both schools have hostels whereby deaf children from more remote locations are able to board so that they can attend school. Currently, both hostels are at capacity and this prevents them from accepting more deaf children at their schools.

The Ministry of Education reported that they require a 'continuous supply of sign language interpreters and teachers' in schools and they support the following educational policy for deaf children,

'The Ministry of Education consulted with Fiji Association of the Deaf (FAD) a couple of years ago to ask what was the best method of education for deaf children. FAD recommended that all deaf children attend a 'deaf' school for at least two years to facilitate sign language communication, an understanding of deaf culture and deaf identity. After this point, deaf children could move into a supported mainstream setting. The Ministry of Education support this model wherever possible, with the exception of deaf children in remote locations, where attending a local school is the only option. Secondly, access to teaching resources and additional teachers of the deaf were required to assist in the provision of quality education.' (Litea Navila, Advisor for Special and Special Education with the Ministry of Education)

Deaf people are now accessing tertiary education in limited numbers with the support of scholarships made available via DFAT to deaf students and this will be discussed further below.

With regards to **sign language interpretation**, there are 46 registered sign language interpreters across the country, however there is an overall shortage of available interpreters. The Fiji National University only has sufficient funding to provide interpreter access for one deaf student and the disability advisor is lobbying to access to more funds. The University of the South Pacific has a disability resource centre (DRC) that books interpreters for five deaf students studying at Pacific TAFE and USP. Training and a qualification in sign language interpretation was identified as a base requirement for all interpreters. In addition, interpreter skill is required to grow as deaf people expand their participation and learning in different environments. The deaf student's courses at USP range from early childhood to law and interpreters are reportedly struggling to keep up with new technical vocabulary as well as a comprehension of the subject matter. Whilst one interpreter may learn new vocabulary in sign language, the interpreter booked for the next lecture may not know the agreed signs. This is particularly challenging for students but also for interpreters, most of which have not undertaken tertiary study before. The DRC wishes to assign two deaf staff to work with students and interpreters and film specific terminology that can be kept in a video bank at the DRC. This would assist all interpreters with preparing for lectures and learning specific signs.

*'We want to develop a **sign bank resource** as a resource for interpreters. We could film them signing specific signs. We need a special project and additional funds with a deaf staff member. We want to expand DRC into other USP campuses in different countries.' (Disability Resource Centre, USP)*

Employment was identified as the third most prevalent theme by stakeholders. For deaf people that are engaged in employment, discrimination was reported to be rife, with an underpaying of deaf employees compared to their hearing counterparts. Secondly, securing employment was described as a challenge to many deaf people with stigma being reported as the biggest barrier. A DPO in Fiji reported that 'employers do not accept them or hire them because of their disability.'

A range of factors were reported to be needed to provide pathways to employment for deaf people. This includes deaf young people and children having a sense of confidence in themselves, having access to deaf role models who work and opportunities to partake in different types of work experience whilst at school. Opportunities to discuss what is involved in securing and maintaining employment was also identified as important. In addition, having access to vocational and educational training was required, as many of these pathways are currently inaccessible.

> *My vision is that deaf people will be able to access any services that they require - especially employment. A number of deaf people have graduated in IT. However, many are not being employed in their field and they end up going into construction. Universities need to be able to work with industry to support graduates from diverse educational backgrounds. Sometimes a major barrier could be employers' attitudes. Most universities have career advisers, and at USP we encourage them to talk to employers about employing persons with disabilities.*
> *(Associate Professor Ann Cheryl Armstrong, USP, Fiji)*

There were nine mentions about the need for **government** to align their legislation and policy with the CRPD. Ministries themselves reported that they feel they should learn sign language to improve accessibility. Finally, aside from the Ministry of Education, government ministries were required to budget for sign language interpreters to enable access and increased participation of deaf people. **Sign language and communication** received six mentions, suggesting that, more community members need to be aware of sign language and know how to sign with deaf members of the community.

Findings for other Pacific Island Countries

DPOs

Vanuatu

Please refer to Part A) for an in-depth study of Vanuatu's situation regarding deaf children and adults. **Sign language** development is urgently needed to support deaf children and adults' participation in their families, communities, education, employment and all aspects of life. Sign language development is further restricted by **transport** costs,

> *'The cost of transport out of towns such as Port Vila or Luganville is prohibitive for Deaf people. It's extremely expensive to get around and as a result, it's very difficult to allow Deaf people to get together on a regular basis. It's in my opinion, costs for transport is the biggest reason why there is no consistent sign language such as Vanuatu Sign Language.' (Deaf Aotearoa NZ)*

Nelly Caleb (from DPA) reported that Vanuatu Skills have funded transport for deaf people to meet and this has occurred twice, to date. In addition, a deaf camp is being organised in May with support from DPA and Vanuatu Skills.

Tonga

The Tonga Family Health Association, Ministry of Internal Affairs and the Fefo'aki Leka (DPO) representative reported that the last census found a large number of deaf children and adults in Tonga, with 29,273 identified as having a hearing impairment. However, there is no **sign language** used at all. All three stakeholders report that since an Australian volunteer Teacher of the Deaf left in 2007, there's been no access or use of sign language. The government representative reports,

> *'there are two deaf children in Ha'ateiho kindergarten, one in Kolovai Primary and one in Ma'ufanga Primary School. For the rest, there is no access to **education**, they stay home.'*
> *(Ministry of Internal Affairs, Tonga)*

The DPO member noted that 'If there was communication and accessibility, deaf children would go to school but they are left at home, because communication is very limited.' **Stigma** is reported to exist in communities regarding deaf children and adults. An ENT is reported to visit Tonga and some children now have access to hearing aids though information was not available as to how these aids were serviced and maintained. The Tonga National Vision Impairment Association has offered to share their space with deaf people, to encourage the deaf community to develop an organisation. Currently there are seven deaf community members that are known to the Vision Impairment DPO.

Timor-Leste

A new deaf organisation call KDTTL (Association for Deaf Timor-Leste) established last year, according to Timor-Leste's National level DPO, Raes Hadomi Timor Oan (RHTO). With the second largest population of deaf people (of PDF's country members), Timor-Leste is challenged by the fact there are two **sign languages** used in the country. One is American Sign Language that has been taught in a deaf school by a teacher from overseas. This has complicated the relationships between the deaf community and DPOs. Ra'es Hadomi Timor Oan (RHTO) president reports,

> *'We (National DPO) ask deaf people from the school to come but they are not coming. In some (local) DPOs there are some deaf members, so we have **some** diversity. We really want to have national sign language in Timor-Leste.' (**RHTO**, Timor-Leste)*

On a positive note, the **Access to Justice** Project has brought about the following outcome,

> *'Deaf women have had access to justice for the first time. Deaf girls are getting sexual abused and were able to testify in court using sign language for the first **time.** The school helped facilitate sign language. The offender has gone to jail for nine years.' (RHTO, Timor-Leste)*

Papua New Guinea

Please refer to Part A) for an in-depth study with examples drawn from PNG. PNG sign language is regarded the fourth national language of PNG, the only country in the Pacific (outside of NZ) to do so. PNG is reportedly close to launching an PNG Sign Language (PNGSL) dictionary, with support from Callan Inclusive Education and Support Services. Whilst this is remarkable progress, PNG ADP are now asking for support to undertake the next steps to move beyond national recognition to **implementation**, to enable increased access and participation for the deaf community. With a population of over 8 million people, it can be assumed that they have the largest population of deaf people amongst PDF's Pacific members.

As mentioned in Part A, the Callan Services National Unit, together with the Callan Studies National Institute provides specialist support to deaf children and adults with regards to education (via the IERCs), sign language interpreter training, deaf teacher assistant training, inclusive and special education teacher training, sign language development and audiology services. Bilingual education is offered to deaf children via the IERC's that are situated in 22 provinces. It is hoped that the government will support the initiatives particularly in relation to **education**. In addition, Deaf Aotearoa NZ hopes that the Department of Religion, Youth and Community Development will commit to resourcing PNG's **Deaf community**.

Tuvalu

> **Climate change** and disaster preparedness were key themes identified by the deaf representative from Tuvalu. Deaf children have been reported to have been left during flooding events such as a king tide or tsunami. The deaf leader has tried to **raise awareness** about the right of deaf children to seek **safety** during a flooding event. In addition, the deaf leader reported a general community resistance to learning **sign language**, along with an absence of **interpreter access**.

'Families need to communicate with their deaf child using the sign language but many families oppose this. I tell them their child has a right to learn sign language. The problem is a lack of funding for parents to learn sign language. Another key issue is the lack of interpreter access', (DPO member, Tuvalu)

Federated States of Micronesia (FSM)

FSM is reported to have **no services**, **supports** or **sign language interpreters** for deaf children or adults.

'All the deaf people go to the US, that's the only option. If they don't move, they only get basic ASL (American Sign Language) by a special education teacher. There is nothing for deaf adults and there are no interpreters.' (DPO, Federated States of Micronesia)

Another member reported that not everyone with a disability has the option to move to the USA. There are only options to move to the USA if they already have family living there. If they don't, there are no accessible services in FSM.

Marshall Islands

Similar to FSM, Marshall Islands is reported by their DPO member to have **no services, sign language interpreters** or **support** for deaf children or adults,

'There are a lot of deaf children on our islands, and we hope to provide lots of training for staff. We do not have a budget for hearing aids, but there is no sign language in the islands at the moment. We are always looking for teachers in special education and volunteer interpreters.' (DPO, Marshall Islands)

Palau

There is limited **sign language** access and **educational support** to deaf children in Palau. According to the DPO member, deaf children and their families relocated to the United States if they are able to. If they are not able to move, then they stay in Palau 'do not do anything after high school.'

'We had a teacher in the silent language but she died of cancer 4-5 years ago so we have no teacher at the moment. There is a new teacher but she is in training in Australia. For students who live in the outer islands, they have a visiting teacher service in special education once every 1 to 3 months as needed.' (DPO, Palau)

Nauru

The DPO, Nauru Disability Organisation reported the need for **sign language interpreter** access, including **access to information**,

'We have deaf children and adults. I think it's very important, as only a few people know how to do the Sign Language. Deaf people need access to the messages, via the media, health, teachers, police.' (Nauru Disability Organisation)

Kiribati

Te Toa Matoa (DPO) reported that the deaf community is in the process of creating a **deaf association** at the moment, through the affiliation with Te Toa Matoa. Within Kiribati, there is a special Sunday school that promotes sign language skills. The **special school** has trained teachers that can use I-Kiribati sign language (KiriSign). According to the *Report of the Independent Review of the Kiribati Disability Inclusive Development Program* (DFAT, 2017), an Australian volunteer has supported the development of a KiriSign Dictionary to support families of deaf children to learn to communicate in KiriSign. Te Toa Matoa requested training in **sign language** so that they can better include deaf members.

Whilst Kiribati has a similar population size to Tonga, there seems to be one school that is inclusive, yet it's likely that deaf children residing in the outlying islands remain isolated. More information is needed to determine the current situation for deaf children and adults in Kiribati.

Niue

The DPO representative reported that there is only one deaf person living in Niue at the moment. He is 89 years old. Any children that are deaf have moved to New Zealand to access services.

Cook Islands

The deaf leader from Cook Islands reports that they are in progress of establishing a **deaf association** however **transport** is a barrier for deaf people, and there is no funding for the association's space. The deaf leader is currently working so she can save money to buy a space for the deaf association.

> *'Cook Island sign language is from NZ, and I have been trying to teach teachers at the special school sign language but they learn very slowly. There is only one interpreter, but she is not very good. There is a male interpreter from NZ who works at the Jehovah's Witness church but he does not work in the community.' (Deaf leader, Cook Islands)*

Travel was reported to be either expensive or deaf people and their families are too scared to allow deaf people, especially women to travel alone. These transport barriers provide an additional challenge for deaf people trying to secure **employment**.

> *'I regularly talk to 5 deaf people who are on different islands. One time, I found one girl who cannot sign because her aunty keeps her at home and not free to go about. I found her because a villager told me. There is no one on her island who can interpret. Mangai island has a lot of deaf people there but it is very expensive to get there, it is around NZ$300 by plane.' (Deaf leader, Cook Islands)*

There are **social protection** benefits from the government but the level is reported by the deaf representative, to be much lower for deaf people as compared to people with other disabilities. The deaf representative reported that there is no deaf **school**, only a class with mixed disabilities, and the teacher is not fluent in **sign language**.

Guam

Sam Ilesugam, the executive director of Guma' Mami, Inc. reports the following information about deaf children and adults living in Guam,

> *'Guam is an unincorporated territory of the United States of America and given that USA has not ratified the UN Convention on the Rights of Persons with Disabilities, Guam follows USA's American Disabilities Act and Individuals with Disabilities Education Act.* **The Americans with Disabilities Act requires public and private services and employers to be accessible to all people, regardless of disability. When dealing with people who are Deaf, Deaf-blind, or hard of hearing, this means that communication must be accessible.** *For the schools, the Individuals with Disabilities Education Act also requires schools (primary, secondary & tertiary) to ensure students are accommodated access to educational services.*
>
> *Despite all these laws, it is still a great challenge for deaf individuals to access services, particularly as adults. Sign languages services is still very* **limited** *in the community. Educational institutions are in a much better position to provide sign language services than the rest of the community. There's also a disparity of* **access** *to sign language in federally funded programs vs. locally funded programs. Because of the US federal government's monitoring of civil rights of beneficiaries of their funded programs, service providers places greater effort in ensuring access to sign language services.*

*Due to the Special Education Program, sign **language** services are readily available to children in the education system and other federally funded children services. Adults, on the other hand, do have access but with greater limitation.' (Guma' Mami, Inc., Guam)*

The main priorities for deaf children and adults in Guam are identified below by Guma' Mami, Inc.,

- Access to **vocational services/employment** opportunities
- Access to **assistive devices**
- **Communication** with the general public
- **Disaster preparedness**

The following resources were highlighted as needed to support these priorities,

- Greater access by the general public to **sign language services**. For example, one has to go through the Guam Community College to learn basic (American) sign language. That means you have to register as a college student and pay tuition as a student to enroll in **sign language classes**. There are no free or more affordable community programs to learn sign language. In addition, community access to sign language interpreters is very limited.
- Have more **community organizations for the deaf**. So far, there's one group that is affiliated with a church.
- Ensure **disaster and emergency warnings** (including natural disaster evacuations) are accessible to the deaf.
- Greater **advocacy** efforts (Sam Ilesugam, Executive Director of Guma' Mami, Inc.)

The design team was not able to meet with representatives from Tokelau or Wallis and Futuna.

Summary of remaining Pacific Island Countries including broad Pacific comments.

While there is significant progress in some areas and countries, the brief priorities mentioned above indicate that access to screening, identification, early intervention, sign language, education, sign language interpreters, access to information, employment and availability of deaf organisations are generally unavailable for the deaf population. Deaf Aotearoa New Zealand discusses the fact that most Pacific deaf people are excluded from church,

> *'Many Deaf people are deeply religious and many want to go to church with their families, but no interpreter is available. Deaf people want to be part of their religious activities particularly on **Sundays**, but often feel left out. From a social context, being involved with the church is very significant for people from the Pacific'. (Deaf Aotearoa New Zealand)*

The lack of availability of services is compounded by transport barriers that are beyond the reach for most deaf children and adults, and their families. Transport prohibits deaf adults from meeting and developing their sign language. Of concern was Timor-Leste, due to their large population size and current split in sign languages that is reducing access for deaf people. In addition, Tonga has a significant population of hard of hearing and deaf people, and like Vanuatu, no sign language or services exist.

> *'Pacific Island Countries need the formalisation of sign language. It's important to organically develop but we need to formalize it, to enable deaf people to participate more in everyday life.' (PIFS)*

An absence of sign language restricts the participation and empowerment of deaf children and adults in their everyday lives and this leads to vulnerabilities, as Dear Aotearoa reports,

> *'In many instances, I've noticed communicators (they are not qualified interpreter hence using the term communicators) often try to 'help' Deaf people in all aspects of their lives including political movements... While the **communicator's** intentions could be valid, but it's not helping Deaf people to feel empowered ... It's critical for communicators to step back to allow Deaf people to own their local issues and to feel confident and empowered for the decision-making process. (Deaf Aotearoa New Zealand)*

Families were reported to be the biggest asset to deaf children, if they are provided with support.

> *Parent empowerment is still the greatest resource these countries have and this needs to be incorporated to achieve higher levels of actual inclusion. This is a process for sure. The Pacific nations need to have more champions coached to lead a strategic pathway in education and advocacy. (Donna Lene, Former Director of SENESE and current Senior Advisory Visiting Teacher for Deaf and Hard of Hearing, Australia)*

Different education models were raised and contested. Whilst very positive educational stories were reported, discussions also included concerns about the lack of specific supports (including sign language interpreters and teachers of the deaf) available to deaf children in inclusive education models in some countries, where in others, standards and expectations in special schools were reported to be not challenging enough to enable deaf children to reach their potential. The most significant concern for the design team is, most Pacific deaf children do not have access to any language from birth to age five. Deaf children are then unable to learn literacy when they start school. Overall, it is reasonable to suggest that given the reports above, all of the Pacific Island Countries are at different stages, but in significant need of support and resources in order to enable deaf children and adults to access their human rights.

Findings from the Regional organisations

Table 10: Quick findings by Regional organisations

Key findings	Theme	Mentions	Most common sub-theme
1	Education	14	Access to quality education Deaf children from outer islands missing out
2	Government commitment - Legislation	8	Legislative Policy includes Deaf people's rights More focus on CRPD implementation Closer coordination between ministries
3	Sign language	7	Deaf children need access to Sign Language Sign Language recognition by governments
4	Sign Language Interpreters	5	Lack of interpreters Need training to equip interpreters
5	Health	5	Deaf do not get right health treatment Miss out on health prevention information

Access to education remains a strong need as identified by regional organisations. Second, regional organisations need to recognise and supports governments' responsibility to align policy and legislation in order to facilitate access for deaf people. The need for deaf children to be identified early so that they and their family can access sign language was also highlighted as a considerable priority so that deaf children can start school with a solid language base on par with their hearing peers.

Summary of combined Pacific findings

Figure 5: Visual description of the top five priorities for deaf people in the Pacific Region.
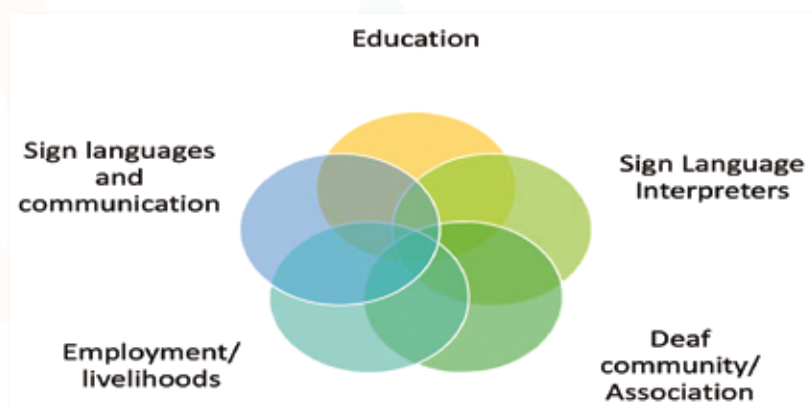
The combined findings, collected from 161 participants across the Pacific are listed in order of priority: education, sign language interpreters, deaf communities/association, employment/livelihoods and sign language communication.

Table 11 below provides a quick summary of the combined top ten findings across the Pacific. The table illustrates that priorities for deaf children and adults are diverse and spread across a range of life areas.

Findings one to five will be discussed in detail below Table 11. The table of complete findings can be found in Annex E.

Table 11: Quick summary of top ten findings for the Pacific region

Key findings	Theme	Mentions	Most common sub-theme
1	Education	142	Equal access to quality education. Teachers need sign language.
2	Sign language interpreters	92	Shortage of sign language interpreters. Training required to equip interpreters to carry out task.
3	Deaf community/ association	76	Cross-disability DPOs need support to work closer with Deaf DPOs and include deaf & provide interpreters. In the process of trying to create deaf association.
4	Sign language communication & family	57	More community to learn sign language. Sign language needs legal recognition from government. Deaf people need to teach sign language.
5	Employment/ livelihood	54	Support for job seeking to get job. Low rates of employment amongst deaf population. Discrimination in employment.
6	Government commitment	33	Focus on implanting CRPD and governments to raise awareness of deaf peoples' rights.
7	Support to families	33	Sign language support, resources and awareness.
8	Community awareness	31	Society is disabling, awareness of need for deaf children to go to school.
9	Safety/abuse/ violence	28	Deaf girls and women at risk of sexual assault and violence. Domestic violence is prolific.
10	Health	25	Deaf people don't have access to health services and miss out on treatment.

Education is ranked as the most pressing priority for Pacific Island Countries with 134 mentions. Within education, deaf children's need to access quality education (defined as accessing education on an equal basis with their peers) was of upmost importance. Overall, stakeholders felt that deaf children did not have this opportunity available to them in most of countries that participated.

> *'Deaf children do not usually have a foundation of language which creates a significant limitation on their ability to access education. Literacy requires a language to be based off. Many teachers do not understand this and try to start teaching literacy when the child has limited or even no foundation of language.' (Rachel Brindal, Teacher of the Deaf who previously worked in Tonga and Samoa)*

The second most important sub-theme in education was that teachers need to learn sign language. This would alleviate some basic concerns about deaf children accessing education in outlying islands, however, basic sign language would be insufficient to deliver quality education and other options need to be further investigated so that deaf children have access to education via sign language. There is an overall shortage of trained Teachers of the Deaf, along with deaf teachers' assistants and sign language interpreters in special and mainstream school settings.

There were 89 mentions of the need for **sign language interpreters**. Sign language interpreters are the central access requirement for deaf children and adults to participate and this access requirement is denied to them in most instances across the Pacific. A lack of sign language interpreter access has resulted in dire consequences for deaf children and adults and there were reports of two pregnant deaf women who died in Solomon Islands and Fiji with a summation that their health needs were not met due to a lack of communication access. An absence of any sign language interpreting qualifications places untrained working interpreters in precarious positions, such as interpreting vital information in court cases. The responsibility is felt deeply by interpreters and they reported time and again that they feel unprepared for such serious responsibilities.

> *'Us interpreters are not sure of our role in some situations and have many ethical dilemmas, for example, a deaf woman in a public hospital requested only a specific interpreter and refused others, but that interpreter was not available. The deaf woman died. The hospital didn't know what to do. We didn't know what to do.' (SLIAF, Fiji)*

Many interpreters take on hours of unpaid volunteer work supporting deaf people. They may accompany deaf people to medical appointments, interpret for advocacy meetings or even entire courses so deaf people can access the same opportunities afforded to hearing people. The availability of volunteer interpreters however, does not meet the significant need that is currently preventing deaf children and adults from participating in their day to day lives.

Aside from Fiji who has had an established **Deaf association** for some time, Deaf communities and associations are just emerging in some Pacific Islands whilst many PICs do not have any deaf association at all. This may suggest why there were 54 mentions of deaf associations. The notion of deaf communities is challenging in the Pacific when deaf people are dispersed over remote and rural island locations. Yet the importance of community and having a deaf space is vital to deaf people. Deaf communities enables a sharing of space by which to communicate at ease, further develop sign language and provide peer support (Kusters et al 2017). As the majority of deaf adults in the Pacific have had very little or no access to education, the task of establishing a deaf association with a constitution and various roles is a challenging task. In most settings, deaf people have required support from volunteers to establish an association.

Figure 6: Deaf Association of Samoa members, Josephine Tunai and Cassandra Sua communicating in Samoan Sign Language.

The most significant sub-theme however was the need for cross disability DPOs to include deaf people and provide sign language interpreter access. Up until recently, Deaf people, (amongst other minority groups) have been absent from DPO activities and in many countries, they still are. This absence results in advocacy activities that are not relevant to them or perhaps well intended but not reflective of the priorities that deaf people have. Still to this day, there are very few deaf people indeed on cross-disability DPO boards across the Pacific, with only one in Fiji and one in Samoa. At the present time, DPOs ability to include deaf people and enable a deaf space is limited.

Deaf Fijians also feel a sense of responsibility to support deaf people and organisations in countries across the Pacific. However, they are unable to provide the support they would have liked to due to limited resources and capacity.

> *'I see that all the Pacific islands have a common fruit; Banana. Before the banana ripens, it shows the green colour which means the Pacific Island country needs more training on education (from early intervention to tertiary education) and then employment. The green banana turns yellow which means that it is Pacific island country's turn to help other emerging Deaf community and organizations in the other Pacific countries. Then 13 associations will be developed and will be members of the World Federation of the Deaf. This is the goal we want to see happening for the Pacific Islands countries.' (FAD, Fiji)*

The fifth most prevalent finding was **sign language communication** with 43 mentions. Stakeholders call for more community members to be aware of sign language and to learn sign language. Deaf children and their families require access to sign language from a very young age to ensure that they have an equal opportunity to reach their development potential – just like any other child. More resources were requested to aid understanding and knowledge of sign language, such as a video sign language dictionary that could be accessed online or on DVD in contexts where internet access is not available. Importantly, there was a call to Pacific Island Countries to recognise their national sign language as a language,

> *'When I ask governments about sign language, most countries say "we don't have a recognised sign language so we can't do anything about it." It's a real gap.' (Amy Delneuville, UNICEF, Fiji)*
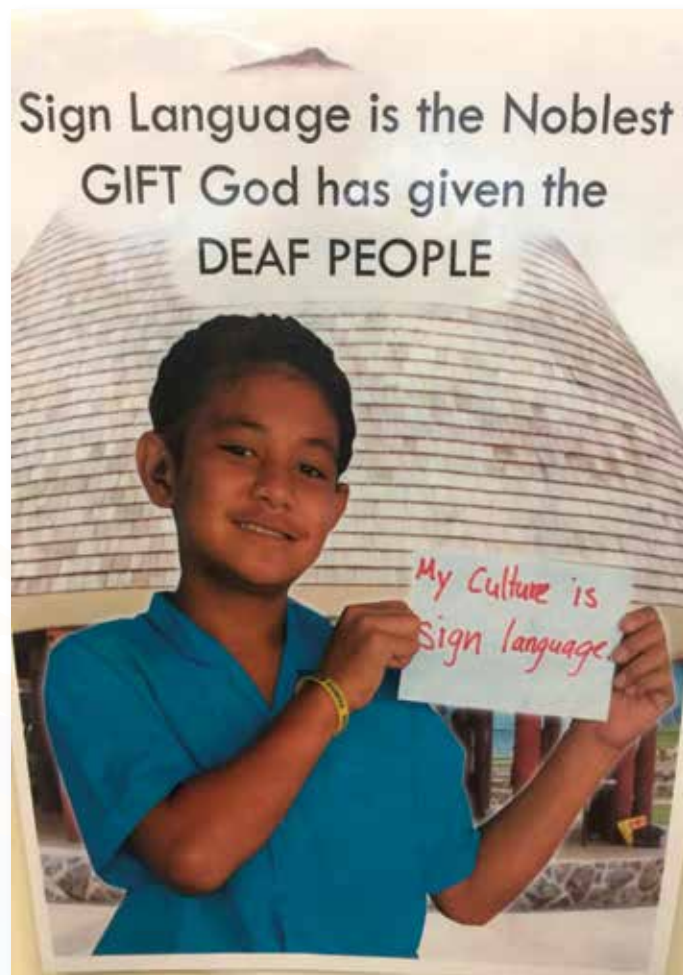
Figure 7: A poster promoting sign language awareness in Samoa shown at the Ministry of Education.

Employment and livelihoods ranked fourth, with 48 mentions. Across the Pacific, many deaf people reported to the design team that they are job seeking, or they have given up applying for work and remain at home. Stakeholders reported that deaf people require support to secure employment or a livelihood. Different forms of support for job seekers was suggested (see the description in the Fiji report) and will be discussed further in the recommendations. Certainly, the pathway from school to vocation is not a clear one for deaf people in the Pacific. For deaf people that have participated in employment or livelihoods, there were reports of experiences of discrimination. This often took the form of less pay on the basis that the worker was deaf and was reported more often in Fiji.

Discussion of the findings

The findings laid out the priorities for deaf children and adults across the Pacific. The findings correlate with knowledge gleaned from the desk review but add further depth and breadth of what was known. This section discusses what these findings mean for deaf people, governments and donors and how these findings can inform recommendations in tangible ways that suit each context.

Education

The challenges of educating deaf children and adults have been discussed at length during this collaborative design. Concepts of inclusive education have been discussed, along with special education. These terms mean different things to different stakeholders. At the end of the day, deaf children, deaf adults and their families have unequivocally told the design team that they desire access to quality education. Access to sign language is a pre-requisite prior to starting education, to enable children to access literacy. Essentially, it is preferable that deaf children need to be amongst other deaf (and hearing) children in a deaf space where they can develop sign language and develop an understanding of deaf culture. They need to be taught by a teacher/interpreter that has more sign language than they do, that can differentiate their teaching to the child's ability and extend their learning. The desk review noted that Deaf children see education as the key to

achieving their future aspirations (Jenkin et al. 2017a), yet there are still significant barriers that impede their access. Further investigation is required to understand what quality education means for deaf children and how this can be achieved across Pacific Island Countries with logistically challenging multiple island contexts and limited resources.

The table below maps education findings to international and regional frameworks.

Table 12: Mapping of Finding 1 to International and Regional frameworks

Key finding	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
1: Education	• Article 24: Education	• GOAL 4: Quality Education	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication • Goal 5: Expand early intervention and education of children with disabilities	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities	• Inclusive education and skills	• Advocacy • Social and Economic Partnerships

Sign Language Interpreters

A glaring need and long overlooked across the Pacific, interpreters provide access to communication between deaf people and the community. If there is sign language interpreter access, deaf people can participate in education (with some other key supports), access health services and information, participate in community events, church, employment and livelihoods. They can have access to disaster preparedness information and exercise their political participation. Via sign language interpreters, Pacific deaf people would be able to contribute their ideas, skills and productivity, the burden and isolation of exclusion would be lifted from not only them, but their family. However most importantly, deaf people have a right to access information via sign language interpretation.

> *'We need to go beyond the language of needs. We need to think about equality and non-discrimination. It's not a case of charity. It's the Right to information – in all aspects of life.'*
> *(Human Rights and Anti-Discrimination Commission, Fiji)*

The challenge of multiple sign languages is not as significant as it may seem and need not get in the way of delivering a Pacific wide course if this was deemed as the most practical solution, especially as deaf practitioners can also work between sign languages (Adam et al. 2012). Sign language interpreters have a base competency level prior to entering interpreter training for both deaf and hearing people. The course and the curriculum focuses on ethics, code of conduct, role plays, practical demonstrations and specialised signs for different sectors (such as health, law and academic). A sign language interpreter course would reinforce the important value of interpreters maintaining their home country's sign language as an integral part of their countries' culture.

The table below maps sign language interpreters' findings to international and regional frameworks.

Table 13: Mapping of Finding 2 to International and Regional frameworks

Key finding	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
2: Sign Language Interpreters	• Article 9: Accessibility • Article 21: Freedom of expression and opinion, and access to information	• GOAL 4: Quality Education • GOAL 9: Industry, Innovation and Infrastructure GOAL 10: Reduced Inequality	• Goal 1: Reduce poverty and enhance work and employment prospects • Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities (Access to language is key to social, cultural, and economic life)	• Enabling infrastructure and accessible water, sanitation and hygiene Inclusive education and skills	• Core Business - Inclusion, voice, compliance • Advocacy

Deaf associations

Deaf associations are an important feature of providing a much-needed community to deaf members. As most deaf children and adults regularly experience stigma and communicating with people (that don't sign) through lip reading, gesture and note taking is exhausting, deaf community space provides a safe haven of support and open sign language communication for both deaf women and men.

> 'When I am home with my family in my village, I feel lonely. When I get together with other deaf people, life is PERFECT!' (Deaf female member of Solomon Islands Deaf Association)

Each deaf association visited by the design team demonstrated leadership and kindness to all deaf members regardless of their sign language competency. Each deaf leader volunteered to work as language brokers and relay information in different visual formats to help all members to participate as best they could. Beyond the very important value of socialising and support, deaf associations can develop (depending on the stage of development) to then strongly influence policy and lobby for change. In the interim, direct hands on support was identified as a strong need to support deaf organisations to develop knowledge and practice.

> 'Deaf members need the Solomon Islands Deaf Association to be strong, but at the moment the association is quite weak. They don't have the capacity to run to it, so those that interpret, we run the organise it. It's ok in the short term, but in long term, we need to capacity building to help them. We need someone physically here, and sitting with the deaf [board and members] and working side by side with them.' (Independent advocate, Solomon Islands).

Fiji Association of the Deaf (FAD) provides strong leadership to its members and advocacy. It was clear to the design team that the FAD feel a strong sense of responsibility to support their deaf Pacific counterparts.

All deaf associations require support from their cross disability DPO and this level of support varies greatly across the Pacific. Many DPOs are aware they need to include deaf people but don't know how. Some DPOs that have not historically included any deaf people are now opening up their space and welcoming deaf people. However, access remains an issue for many so deaf people can only participate to a limited extent. Despite strong encouragement by PDF to remember to include deaf adults in cross-disability DPOs, some mentoring support is required to enable this to occur.

The table below maps Deaf associations findings to international and regional frameworks.

Table 14: Mapping of Finding 3 to International and Regional frameworks

Key finding	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
3: Deaf community/ association	• Article 21: Freedom of expression and opinion, and access to information	• GOAL 10: Reduced Inequality	• Goal 2: Promote participation in political processes and in decision-making	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services • Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development	• Objective 3: Healthy and resilient communities	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• DPO Capacity Support • Social and Economic Partnerships

Sign language communication and family

The desk review discussed the fundamental need for the establishment of sign language communication, and how this need is not met in far too many occasions across the Pacific. The gap leads to families developing home or 'bush' sign. This level of communication may be restricted to every day commands such as 'sit down', or 'go to the plantation'. Whilst this is helpful, it is inadequate and deaf children are often unable to communicate with anyone else, least of all at school. Deaf children end up remaining at home with a range of human rights denied to them, and without access to a deaf space. Support to enhance sign language communication with deaf children, deaf adults and their families is challenging in remote and island locations, but it can be done. In fact, Samoa has previously run a deaf community based early intervention program that was funded by CBM (Germany) and run by a deaf advisor, two deaf staff and a sign language interpreter (in 2005-2006). This program provided sign language support to families in their home and the parents were inspired by two deaf staff that held paid jobs, were engaged as teachers of sign language and could take basic notes. Through this program, deaf children were encouraged to attend ECCE or either of the deaf schools at the time and it supported the entire family to learn sign language. Support was provided to children and families living in the island of Savaii one week per month.

Readers and donors may wonder why there can't be a universal sign language or a Pacific sign language. This has been posed by many well intended people. As mentioned in Part A, sign language needs to be developed organically between deaf people and inherently woven with the country's cultural values and practices. Imposing a language from outside would be equivalent to asking a country to stop using their spoken language and only speak English, and the World Federation of the Deaf has expressed concern about this[7][8]. Despite the dangers, this has occurred many times in developing countries by well-meaning foreigners, resulting in a fractured deaf community and further isolation. For example, the DPO for Timor-Leste reports that the country currently has two sign languages in use and one of these languages is American Sign Language, that is being taught in a school. Having a national sign language even in small populations of Pacific Island countries will not isolate deaf people from communicating with their deaf peers from neighbouring Pacific countries, and adds to global linguistic diversity. Because of the visual nature of sign languages, most Deaf people have an uncanny ability to switch to another sign language within two or three days so travelling and meeting deaf people or accessing education/training in other countries only enhances their deaf identity and friendships.

7   http://wfdeaf.org/news/wfd-statement-on-standardized-sign-language/
8   http://wfdeaf.org/wp-content/uploads/2016/11/Statement-on-the-unification-of-sign-languages-_January-2007_1.pdf

The table below maps sign language, communication and family findings to international and regional frameworks.

Table 15: Mapping of Finding 4 to International and Regional frameworks

Key finding	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
4: Sign Language Communication and family	• Article 21: Freedom of expression and opinion, and access to information	• GOAL 10: Reduced Inequality	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities		• Core Business - Inclusion, voice, compliance • Social and Economic Partnerships

Employment/livelihoods

Many deaf people are included in their family livelihood activities and businesses, particularly in rural areas, however they have more generally limited options for yielding income. Yet, like all people, deaf children and adults like to have a choice and also wish to support their families financially. Some deaf people would like to expand into customary art and craft, while others would like to study law. Many deaf people move to capital cities to be closer to other deaf people as they have a fundamental need to communicate. This then restricts options for participating in their family livelihoods. Significant barriers are encountered in deaf people's pathway to employment, in access to employment, obtaining equal pay and retainment of employment. Government ministries are aware that while their policies may not discriminate, support to obtain and retain employment may not be accessible. Government ministries/bureaus of labour are open to suggestions and clearer support strategies need to be investigated with consideration of targeted programs that are accessible via sign language interpretation to deaf adults with low literacy.

The table below maps Employment/Livelihoods findings to international and regional frameworks.

Table 16: Mapping of Finding 5 to International and Regional frameworks

Key finding	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
5: Employment/ Livelihood opportunities	• Article 27: Work and employment	• GOAL 1: No Poverty • GOAL 8: Decent Work and Economic Growth	• Goal 1: Reduce poverty and enhance work and employment prospects	• Goal 1: Promote Livelihood opportunities through inclusive economic development and decent work	• Objective 1: Economic growth	• Inclusive education and skills	• Social and Economic Partnerships

Mapping of all findings to key International and Regional Frameworks

For the full table linking all findings, refer to Annex F.

Design team observations

It is pleasing to see a growing awareness of people with disabilities and their rights in Pacific Island Countries. This shift has most likely been triggered by the tireless volunteer lobbyists in DPOS, the ratification of the CPRD (for most countries) along with the support of donors such as DFAT, NZ Aid and other organisations that have invested in disability inclusive development. Government ministries were willing and open to meeting with the design team and were openly asking for ideas and support. Government ministries were aware that they need to align their policies and legislation with the CRPD and they were consistently asking for specific support to establish how they deliver inclusive services and programs.

'We are interested in how materials can be accessible to the deaf community.' (Office of the Electoral Commissioner, Samoa).

'We really need your feedback and ideas for developing further consultations. We are open to ideas. We are not experts, so we need people like you, further guidance.' (Ministry of Natural Resources and Emergencies, Samoa).

'We would like to know what we can do, so that more deaf people can access employment.' (Ministry of Employment, Productivity and Industrial Relations, Youth and Sport, Fiji)

'We are interested how to establish frameworks to include people with disabilities, it would be good to draw from existing frameworks, so we don't have to reinvent the wheel but tweak it to suit Samoa.' (SASNOC, Samoa)

Disability is not a uniform group of people, but rather a loose collection of diverse groups of people with different impairments or disabilities. Some people who are hard of hearing may not identify with others that are deaf and vice versa. The Deaf community may consist of people with diverse communication methods. Some deaf and hard of hearing people have additional impairments, including deaf blindness. Deaf and hard of hearing people's experiences are varied, as are their interests, beliefs, gender and sexuality.

It is timely to reiterate the 'nothing without us' principle refers implicitly to the deaf community as well as the disability community. Deaf people need to be consulted directly in order for services and organisations to deliver accessible information and services. This includes leading and/or validating the accuracy of sign language interpretation.

Hearing aids and technology were barely mentioned by deaf and hard of hearing people and stakeholders. This may be because it is lower on the priority list compared with basic access and participation in life. It also may be because hearing services are not generally not available outside of a few countries. Nevertheless, deaf and hard of hearing children and adults have the right to choose and access hearing services and technology, where it is suitable. Kaspar et al. (2016) reports that,

'the implementation of re(habilitation) audiology services must consider sustainability. Indeed, the WHO recommends the provision of hearing aids only where support and maintenance services are also available. The additional challenges of hearing aid maintenance and management due to high heat and humidity in the Pacific Islands must be considered.' (Kaspar et al. 2016 p. 51)

WHO reported to the design team that hearing services supports are available upon request from national governments.

Part C: Proposed Pacific Deaf Strengthening Program Design

Introduction

There are seven recommendations designed to be implemented over two phases. The two phases of work are designed to establish sustainability of interventions. Some of the recommendations are pending further evidence to be collected during the situation analysis in Phase One. Further detail is provided in the following tables of recommendations.

Theory of Change

Investment Principles

For the design recommendations, the design team used the following investment principles:

- Ability to demonstrate a clear and substantive contribution, addressing the specific objectives and the findings.

- Plans for sustainability, in particular for activities aiming to contribute change in PIC service policy and practice

- Alignment with key strategic frameworks in the region such as CRPD, PFRPD, DFAT's Pacific Regional Aid Investment Plan 2015-19, Development for All 2015-2020, and PDF Strategic Plan 2016-2020.

- Complementing existing programs or developing new partnerships with PIC governments for more effective service delivery rather than the provision of direct services.

- Demonstrates value for money

- The time horizon for achieving progress is reasonable and plausible and there is adequate resources and technical capacity to support this

- Risk in undertaking the initiative can be managed to a satisfactory level

- Focus investments on independent PICs where there is higher populations and a high likelihood of capacity remaining in country, and lower priority for PICs with strong links with NZ, The Unites States, or France and where deaf people may be more likely to access services.

Assumptions

- PIC Governments will be committed to investing in deaf education, early intervention and other activities, for phase 2.

- Design does not assume any particular donor will invest in the design.

Theory of Change diagram

Overall Objective

More effective interventions resulting in sustainable greater educational, economic, and leadership outcomes for deaf people in the Pacific.

Specific Objectives

1. Address the lack of early identification of deafness and early intervention services.

2. Increase the availability, accessibility and skill of sign language interpreters.

3. Improve the experince and outcomes of education for deaf childrfen and invest in the training of Teacher of the Deaf and Teacher assistant training.

4. Increase sign language competency, awareness, with legal recognition and policy implementation.

5. Prevent and protect deaf children adults from violence and improve access to the justice system.

6. Strengthen Deaf leadership and enhance inclusion in cross disability DPOs.

Recommendations

These recommendations are based on the findings from the design process. As mentioned in the introduction, priority will be given to independent countries. Within these, particular countries are prioritised where services, sign language, education and interpreter services are particularly lacking. For recommendations relevant for each country, refer to Annex G.

Table 17: Design recommendations in relation to Finding 1: Education

Activity	Priority countries	Phase 1: Activity -24 months	Phase 2: Activity -24-48 months	Cost	Potential donors
Recommendation 1: Address the lack of early identification of deafness and early intervention services.					
1.1 Explore early screening services with Ministries of Health.	Solomon Islands, Vanuatu, Tonga, Kiribati, Fiji (in areas where there are no services) and other PICs where there are no screening services.	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.	Included in Technical team costs.[1]	WHO, UNICEF, NZ Aid, USAID (for US affiliated countries) with support from PIFS.
1.2 Develop or expand early intervention services.	Solomon Islands, Vanuatu, Tonga, Kiribati and Timor-Leste.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.	See Situation Analysis	DFID, WHO, UNICEF, NZ Aid, with support from PIFS.
1.3 Support families of deaf children to learn and communicate with their deaf child in sign language.	Vanuatu, Tonga, Kiribati, Timor-Leste and Solomon Islands.	Deaf Technical Team to work with DPOs and deaf associations to organise and facilitate intensive and regular Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend).	Ongoing.	DRF, Mill Neck International, Canada Fund (for Fiji, Kiribati, Samoa Tonga, Tuvalu only).

1   Costs are included in Annex J (separate document for donors). See PDF for details.

Recommendation 2: Improve the availability, experience and outcomes of education for deaf children.					
2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language).[2]	Pacific region based in Fiji[3].	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry/ Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis.		DFAT, NZ Aid, UNICEF/UNESCO, The Ford Foundation.
2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative.	Pacific region based in Fiji. Priority countries: Vanuatu, Tonga, Solomon Islands, Timor-Leste[4], Kiribati.	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (see Situation Analysis).	Dependent upon tender process.	DFAT, NZ Aid, UNICEF/UNESCO.
2.3 In the interim, strengthen teaching capacity at special schools (that have at least 5-10 deaf children) via Australian or NZ volunteers.	Fiji, Samoa, Tonga & Kiribati, Vanuatu (school TBA for Vanuatu).	Volunteer teacher of deaf (ToD) (providing roaming support where there is more than one special school). Regular training and resources from Teacher of the Deaf (from the Technical Team) in countries where there are no volunteer ToD.	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing teachers of the Deaf.	Additional disability inclusion costs to be outlined by volunteer programs.	AVI or other volunteer programs (until graduates from 2.1 have jobs at special schools).
2.4 Resource ministries and teacher capacity to teach deaf children.	Vanuatu, Tonga, Solomon Islands, Kiribati, Samoa, Fiji (and countries where there's no volunteer teacher of the deaf).	Technical Team (ToD) to develop visual teaching resources and training to support ministries and teachers to teach deaf children language and literacy.	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.	Included in Technical team costs.	DFAT, UNESCO, The Ford Foundation

2   This course could be delivered either through USP or partnership model with a provider such as the Royal Institute of Deaf and Blind Children.

4   Timor-Leste may be prevented from accessing Pacific regional training mentioned in 2.1, 2.2 and 3.1, depending on the awarded contractors' scope.

2.5 Strengthen capacity of teacher assistants (who can be either deaf or hearing) and interpreters to interpret in mainstream education via on the job support in the classroom.	Fiji and Samoa, in partnership with their respective sign language associations.	Volunteer interpreter advisor (providing roaming support where there is more than one mainstream school).	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing deaf teacher assistants/ interpreters.		DFAT, NZ Aid, DFID, UNICEF.
2.6 Employ deaf teacher assistants in classrooms where there are deaf students (to facilitate language acquisition and role modelling).	Tonga, Kiribati, Vanuatu, Solomon Islands.	Technical team to coordinate with Ministries of Education to identify and employ deaf teacher assistants.	Ministries of Education continue to increase the number of deaf teacher assistants.	Technical team role included in costs in addition to costs outlined by government ministries/bureaus.	Relevant PIC Ministry of Education.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Vanuatu, Solomon Islands, Samoa, Kiribati, Tonga, Timor-Leste	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & sign language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.	Technical team role included in technical team costs. Additional costs outlined by ECCE and INGOs.	DFAT, NZ Aid, support from PIFS, with potential to provide support within Save the Children and World Vision's ECCE roles.
2.8 Develop deaf units (to be attached to mainstream primary and secondary schools) in targeted areas identified by Phase 1 Situation Analysis.	Dependent upon UNICEF data mapping and clusters of deaf children with priority given to Solomon Islands, Vanuatu, Kiribati, Tonga.	See Situation Analysis activities for Phase 1.	Delivery of deaf units in the targeted areas, managed by Ministries of Education.	As outlined by governments post Phase 1 recommendations.	UNESCO, UNICEF, DFAT. Infrastructure: China Aid or India Aid.

Table 18: Design recommendations in relation to Finding 2: Sign Language Interpreters

Activity	Priority countries	Phase 1: Activity -24 months	Phase 2: Activity 24-48 months	Cost	Potential donors
Recommendation 3: Increase the availability, accessibility and skill of sign language interpreters.					
3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Pacific wide, offered in Fiji.	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.	To be determined following potential tender process.	DFAT, UNDP, UNESCO, DFID.
3.2 Increase the number of sign language interpreters via paid employment opportunities.	Pacific wide, beginning with priority countries Vanuatu, Solomon Islands, Timor-Leste.[5] [6]	Situation analysis to identify priority country policy entry points (including budget line) to resource interpreters. Technical team and DPOs to work with governments to provide a budget line for interpreter services.	Budget line committed by shared or individual ministries to support (potentially roving) interpreters in Solomon Islands, Vanuatu, Tonga, Kiribati and Samoa.	See Situation Analysis and Technical Team costs.	DFAT, UNDP, UNESCO, DFID.

5   3.2: Guam, FSM, Palau, Marshall Islands all report that deaf adults are isolated and excluded without access to sign language interpreters. They would benefit from support from USAID or the US Government to increase the number of sign language interpreters via paid employment opportunities.

Table 19: Design recommendations in relation to Finding 3: Deaf communities/Association

Activity	Priority countries	Phase 1: Activity 24 months	Phase 2: Activity 24-48 months	Cost	Potential donors
Recommendation 4: Strengthen Deaf leadership and enhance inclusion in cross disability DPOs.					
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Vanuatu, Solomon Islands, Tonga, PNG, Kiribati, Timor-Leste, Samoa, Fiji (outlying islands).[7]	Volunteer positions x 4 (shared with deaf association and DPO) via Australian or NZ volunteers. Develop and implement targeted training for deaf associations (Technical team). Resource key positions within deaf associations (for national members only) to maximise capacity building opportunities and advocacy activities (to be determined with PDF).	May be continued depending on further capacity support required.	To be determined by volunteer organisations. Included in technical team costs.	AVI, VSA, DRF, Mill Neck International.

7   4.1: Guam, FSM, Palau, Marshall Islands report that they require support to engage with deaf adults and access targeted training. This may be provided by Peace Corps volunteers, USAID and Mill Neck International

Table 20: Design recommendations in relation to Finding 4: Sign Language Communication and family

Activity	Priority countries	Phase 1: Activity 24 months	Phase 2: Activity 24-48 months	Cost	Potential donors
Recommendation 5: Increase sign language competency, awareness, with legal recognition and policy implementation.					
5.1 Support community members to learn and communicate in sign languages.	Vanuatu, Tonga, Solomon Islands, Samoa, Kiribati, Tuvalu, Fiji (outside of Suva).[8]	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive sign language camps & promote community held sign language classes. Coordinate sign language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.	Included in technical team costs. Camp costs to be determined by DPOs.	DRF, PDF fund, APIDS fund, other funding as required.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Vanuatu, Tonga, Solomon Islands, Kiribati, Tuvalu, Samoa (Savaii) and Fiji (outside Suva).[9]	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.	Included in technical team costs. Transport and organising costs to be determined by DPOs and Deaf organisations.	DRF, PDF fund, APIDS fund, Mill Neck International. USAID
5.3 Document and recognise national sign languages with deaf community where there is no recognised national sign language.	Vanuatu, Solomon Islands & Tonga.	See Situation Analysis, Part A.	See Situation Analysis, Part A.	See Situation Analysis, Part A.	UNESCO
5.4 Expand Fijian Sign Language visual online dictionary to meet deaf users' expanding needs and support interpreters to learn subject specific signs (i.e. Legal, health, educational, scientific signs).	Fiji.	See Situation Analysis table, Part A.	See Situation Analysis table, Part A.	Costs to be determined by USP.	UNESCO

8   5.1 and 5.2: Guam, FSM, Palau, and Marshall Islands report that their countries would benefit from increased community members to learn and communicate in sign languages. In addition they identified that deaf adults would benefit from opportunities to meet regularly. Support may be available from USAID or Mill Neck Foundation.

9   5.2: Cook Islands, Tuvalu and Tokelau reported that they would value support to deaf people to meet regularly to further develop their language. NZAID may consider supporting these countries.

5.5 Support to PIC governments to legally recognise sign languages.	Pacific wide (except for PNG) in partnership with deaf leaders/DPOs.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.	Included in technical team costs.	PDF, DRF, Mill Neck, and Human Rights agencies in the Pacific (for example Fiji Human Rights and Anti-discrimination Commission).
5.6 Support implementation of PNG sign language, post legal recognition.	PNG.	Deaf Technical Team to support Government of PNG to implement legislation through policies and budget.	PNG to implement legislative changes via policy and budget.	Included in technical team costs.	DFAT, UNDP, DFID, UNESCO, The Ford Foundation.

Recommendation 6: Prevent and protect deaf children and adults from violence (in the family and community) and improve access to the justice system.					
6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	PNG, Solomon Islands, Vanuatu Samoa and Fiji.	In partnership with PDF, Deaf Associations, DPOs, technical team and a researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	See Situation Analysis.	Refer to Annex J.	UN Trust Fund to End Violence, DRF,
6.2 Increase awareness about the rights of deaf children and women to be protected from violence.	Pacific wide.	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.	Refer to Annex J.	RRRT, UNICEF, UNFPA, UN Women.

Table 21: Design recommendations in relation to Finding 5: Employment/Livelihood

Activity	Priority countries	Phase 1: Activity -24 months	Phase 2: Activity 24-48 months	Cost	Potential donors
Recommendation 7: Increase support and access to Vocational/employment opportunities.					
7.1 Promote deaf awareness and develop relationships between deaf job seekers and Ministries of Labour/ Employment and/or job support agencies.	Fiji, Solomon Islands, Samoa.	Technical team to develop partnerships between deaf associations, Ministries of Labour or Employment and relevant job support agencies.	Delivery by governments of deaf specific employment related training activities targeted at deaf job seekers.	Included in technical team costs. See Annex J.	DFAT, USAID, ILO, TVET, DRF.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Pacific wide.	Technical team to advise and promote accessible post-school training in partnership with ILO training, TVET/Vanuatu/Tonga Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour. Technical team to work with training partners to identify key activities required for post school training providers to effectively include deaf participants. Technical team to work with training partners to identify gaps that currently prevent deaf participants from graduating & offer strategies and recommendations to providers.[10]	Delivery of accessible post school training options via current training providers.	Included in technical team costs. See Annex J.	ILO, TVET, APTC and/or Pacific TAFE with support from PIFS.

10   Examples of these recommendations may include sign language training or basic literacy and numeracy bridging courses prior to the commencement of vocational training.

Deaf Technical Team

Rationale

The majority of ministries reported to the design team that they require technical support and assistance to align policies (to the CRPD, where ratified) and deliver inclusive services to deaf people. The design team recommend a technical mechanism be established to coordinate and support key stakeholders on the recommendations above. The skills required to provide high level technical support currently do not exist in the Pacific. The team will be based in Fiji, it will be deaf led and will work in partnership with PDF and PIFS, with the support of WFD Oceania. The Managing Contractor will be based in Fiji and will oversee and report on the implementation progress. The teacher of the Deaf technical advisor will undertake specific tasks requested by teachers during the collaborative design. See Annex H for more details about the tasks outlined. The capacity building focus will aim to build capacity of two Fijian Deaf nationals to continue the technical work once the two-year period is over, with the hope that one or both of the staff will be incorporated into PDF's core advocacy activities.

Table 22: Roles and responsibilities of Deaf Technical Team

Key recommendation	Priority countries	Key activity	Potential donors
Establish a deaf technical team to coordinate key recommendations and activities and support the implementation of the situation analysis.	Pacific wide and based in Fiji.	Responsible for Activity numbers; Early Intervention: 1.1, 1.3 Education: 2.3, 2.4, 2.6, 2.7 Interpreters: 3.2, Sign Language: 5.1, 5.2. 5.5 (PDF lead), 5.6 Prevention of Violence: 6.1, 6.2 (PDF lead) Employment: 7.1, 7.2. Collaborate, where possible, with Situation Analysis researchers and activities.	The Ford Foundation or Melinda and Bill Gates Foundation in partnership with UNESCO, DFAT, UNDP, DFID,

More information about tasks to be undertaken and necessary requirements of each technical team member are found in Annex H. Costs related to the technical team are found in a separate attachment known as Annex J, made available to donors by PDF.

Situation Analysis

The situation analysis is drawing on existing quantitative data and collecting qualitative data to propose immediate and longer-term interventions.

Design proposed by USP (to be confirmed), UNICEF, Deakin University (including coordination role), and other university (that specialises in Sign Language Linguistics)[9] and in partnership with PDF.

Research Details

Proposal Title	Situation analysis of Deaf children and adults in the Pacific
Synopsis	There are significant gaps regarding the situation of deaf children and adults living in Pacific Island Countries. Deaf children and adults are not able to participate in development opportunities and enjoy their human rights due to some fundamental barriers that includes a lack of service provision. This proposal is designed to gather an evidence base by which to: **A) Promote, develop and record sign languages** **B) Promote inclusion and protection within treaty body reporting and policy alignment** **C) Foster and expand early intervention and education services**

Research Question(s)

What is the situation of deaf children and adults in the Pacific and how can governments and donors facilitate their participation in development opportunities and enact their human rights?

Further details for study areas

A) There are significant gaps regarding the presence, documentation of, and access to indigenous sign languages. Sign language provides essential language for deaf children and adults, that enables access to education and all development opportunities.

B) Stakeholders requested that the situation of deaf children in Pacific Island Countries be understood in order to meet treaty body reporting requirements and add to an analysis of educational experiences. In addition, policy mapping related to entry points for supporting the participation of deaf people is needed for the technical team, deaf organisations and DPOs in order to advocate for policy change.

C) Models of early intervention and education need to be further understood and designed within the Pacific Island Country context, in partnership with relevant government, non-government institutions and deaf people, to develop a model that delivers quality bilingual education to deaf children. Existing quantitative data requires mapping and analysis in order to make recommendations for deaf education models based on populations of deaf children.

This situation analysis is multi-pronged as there are many gaps in knowledge and all activities are required in order to provide evidence based recommendations. These recommendations are required across a range of life domains in order to foster the participation of deaf children and adults in the Pacific Island Countries.

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9   Sign Language Linguistic team to be determined, potentially the Chinese University of Hong Kong or other university specialising in supporting developing countries with recording of their sign languages.

This proposal is designed to gather an evidence base by which to:

A) Promote, develop and record sign languages

A1) Determine a sign language base, record and facilitate the organic development of sign languages.

Table 23: A1) Sign Language development

	Priority Countries	Time
A1)	Vanuatu, Solomon Islands, Kiribati, Timor-Leste and Tonga.	2 years

Brief: The recording of sign languages will support deaf people, their families and communities in the aforementioned countries to learn sign language. The resource would be invaluable to families of deaf children, schools and interpreters.

Rationale: A Sign Language Linguistics team who are experts in working with deaf communities to record indigenous sign languages are required to carry out this work.[10] The design team has explored other options with sign language linguists and suggest this task may need to be put out to tender.

A2) Record sign language development and vocabulary at a tertiary level (Fiji).

Table 24: A2) Sign Language development at tertiary level

	Priority Countries	Time
A2)	Fiji	2 years

Brief: USP aims to capture the progression of Fijian Sign Language (FJSL) as applied in the university setting. This will enable interpreters to develop their sign language vocabulary as deaf people progress their language use.

Rationale: Deaf people in Fiji are accessing a wide range of tertiary courses and the sign language vocabulary and dictionary has not expanded in line with the language development. This proves challenging for sign language interpreters who are unaware of specialised vocabulary in different sectors. Fijian Sign Language (FJSL) requires documenting as the language expands, in order to support deaf people's participation in various sectors and assist sign language interpreters to expand their vocabulary as FJSL develops.

B) Promote inclusion and protection within treaty body reporting and policy alignment

B1) Determine the self-reported experiences and priorities of deaf children. Focus includes experiences of education. Data can be used to highlight areas for human rights reform and support design of deaf education (in Part C).

Table 25: B1) Self-reported experiences of deaf children.

	Priority Countries	Time
B1)	Fiji, Solomon Islands, Tonga, Kiribati, Timor-Leste and Samoa	Part time over 2 years (staged approach, 3 countries per year)

Brief: This method will draw from previously the developed participatory and inclusive method (via ADRA funded research, the Voices of Pacific deaf children). This method will be applied and further developed to

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provide a more economical approach to research in the following countries. Deaf researchers and interpreters from each country will be trained to conduct research with 15-30 deaf children, 10 young adults and families in each country.

Rationale: A large amount of data has been collected from deaf adults via the collaborative design. However, there is a lack of qualitative data to understand the life experiences of deaf children, as reported by deaf children and their families. This has been requested by the World Federation of the Deaf[11], the Fiji Human Rights and Anti-Discrimination Commission and the Ombudsman of Samoa. Whilst quantitative data exists, qualitative data is required by governments to meet their treaty body reporting requirements and to inform human rights reform. Educational experiences will additionally help to inform education recommendations for each county in Study B). Deakin University was highlighted as they have conducted previous research with children with disabilities in Vanuatu and PNG. Costs will be more economical as Deakin can draw upon their pre-developed ethical framework and participatory tools that (were developed in partnership with DPOs and) are accessible to deaf children. The focus countries have either requested this research occur or very little is known in these countries.

See Annex I for a brief design of the B1) study.

B2) Map national policy and legislation to identify entry points for deaf specific access entitlements to be met.

Table 26: B2) Map policy and legislation.

	Priority Countries	Time
B2)	Vanuatu, Solomon Islands, Tonga, Samoa, Kiribati, Tuvalu, Timor-Leste and Fiji.	1 month per country.

Rationale: Recommendations will assist Governments to identify entry points where further technical or implementation support may be needed. Findings will assist Deaf associations and DPOs to target their advocacy efforts for policy and legislation reform to align with their CRPD obligations (with the exception of Tonga). USP are based in the priority countries and can collectively conduct the study in partnership with deaf organisations and DPOs.

Outcomes: Deaf organisations with the support of DPOs and the deaf technical team can more effectively target their advocacy activities with their national governments.

B3) Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.

Table 27: Identify entry points to protect deaf children and women from violence, abuse, exploitation and neglect.

	Priority Countries	Time
B3)	PNG, Solomon Islands, Vanuatu, Samoa and Fiji	6 months

Brief: Violence against children and women was continuously raised as a concern, both within families and the community. Findings will be shared with policy makers, organisations and DPOs to enable them to better protect deaf children and women from violence and enable them to seek justice, protection and support.

Outcomes: Ministries, NGOs and DPOs will be better equipped to protect deaf children and women from violence within families and communities. In cases where violence has occurred, deaf children and women will be better supported to access the justice system, protection and appropriate supports.

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11   See **WFD Position Paper on Inclusive Education** https://wfdeaf.org/wp-content/uploads/2018/07/WFD-Position-Paper-on-Inclusive-Education-5-June-2018-FINAL-without-IS.pdf

C) Foster and expand early intervention and education services.

C1) Draw on existing datasets to determine the prevalence and location deaf children in nine Pacific Island Countries. Correlate findings with data available from Ministries or Bureaus of Education to determine the number of deaf children attending, or excluded from education.

Table 28: C1) Determine prevalence and location of deaf children.

	Priority Countries	Time
C1)	FSM, Palau, Kiribati, Tuvalu, Tonga and Fiji, Vanuatu, Samoa and Solomon Islands	6 months

Brief: UNICEF has previously supported PICs to collect information about children with disabilities. This data requires analysis and then further collaboration with additional data sets by Ministries/bureaus of education to determine the numbers of deaf children, potential clusters of deaf children (resulting from Rubella outbreaks and so forth) and the numbers of deaf children attending or not attending school.

Rationale: This information is vital to planning where investments for deaf education are allocated. It justifies the cost for investment and enables services to be placed where deaf children are situated. UNICEF is the best fit provider for this work as they currently have access to the data sets, have pre-existing relationships with governments and are experts in quantitative data analysis.

C2) Explore the elements required in order for deaf children to access quality education. Investigate innovative methods of delivering deaf education in resource poor and multi-island countries.

Table 29: C2) Explore methods for delivery of quality deaf education.

	Priority Countries	Time
C2)	Vanuatu, Solomon Islands, Tonga, and Kiribati, Timor-Leste	5 months

Brief: A literature review is required to examine the requirements that need to be met to deliver quality education to deaf children. This includes examining innovative and cost-effective methods (that may include the combined use of technology, visiting teacher of the deaf services, deaf teacher assistants and deaf units attached to local primary schools etc.). The cost includes a visiting each country to investigate best practice methods, models and partnerships for delivery.

Rationale: Governments and donors will need to understand,

- the case for investment and innovate models that are required to help overcome the geographical and resource constraints,

- the outcomes of investing in deaf education,

- how suggested models will assist to meet their treaty body reporting and

- the costs of not delivering this service.

Deakin University has two Associate Professors that are teachers of the deaf and a third researcher that worked as a teacher of the Deaf in the Pacific. Deakin University offers over sixteen years of combined experience advising early intervention and education services for deaf children in the Pacific and Asia. This study will occur in partnership with deaf people from each priority country.

C3) Investigate entry points and partnerships for the delivery of deaf early intervention services.

Table 30: C3) Explore methods for deaf early intervention.

	Priority Countries	Time
C3)	Vanuatu, Solomon Islands, Tonga, Timor-Leste and Kiribati.	3 months

Brief: This inquiry includes a literature review to examine the requirements that need to be met, in order to deliver quality early intervention to deaf children. Many Pacific Island Countries face logistical difficulties in service delivery over multiple island locations and remote regions. This investigation will map potential entry points with ministries, NGOs, CBR programs and deaf associations in priority countries to identify the most suitable, cost effective and quality method of service delivery.

Rationale: After identification of hearing loss, early intervention is the key to acquisition of language and pre-literacy. This prevents delays in development from occurring and enables deaf children to start school on an equal basis with their peers. Early intervention provides support to families of deaf children to understand the importance of communication and sign language acquisition as a family. See C2) for the justification of Deakin University's lead in this study. This study will occur in partnership with deaf people from each priority country.

C4) Draw on UNICEF's data mapping (of prevalence and identify where deaf children are located, including the number of deaf children not attending school in 9 countries), studies B1), B2), C1), C2) and C3) put forward recommendations for service delivery.

Table 31: C4) Recommendations for deaf early intervention and education.

	Priority Countries	Time
C4)	To be advised, depending on UNICEF's recommendations.	2 months

Brief: This recommendation will be informed by deaf children (qualitative data), quantitative data, best practice models of delivery, scoping visits to determine viability and partnership options, and suited to individual country contexts to deliver educational support, and reach deaf children that are currently excluded from education.

Rationale: Combined quantitative and qualitative evidence is required to map where and how services should be provided. Developing contextually driven services that provides positive educational outcomes is the key to deaf children's future. As mentioned in C2 and C3) Deakin will draw upon their Teacher of the Deaf and Post-doc research fellow expertise, in partnership with deaf people and their representative organisations, priority government ministries and NGOs to combine the evidence and put forward recommendations.

C5) Map pathways for young deaf people, particularly the transition to technical training (TAFE) and identify cost effective enablers to foster accessibility.

Table 32: C5) Pathways for young deaf people.

	Priority Countries	Time
C5)	Fiji	4 months

Brief: Investigate educational gaps and other barriers that deaf students currently have, to then deliver bridging support to enable them to access vocational courses and achieve the course requirements. Investigate cost effective models of delivery that can be expanded to other Pacific Island Countries.

Rationale: Deaf tertiary students currently experience challenges due to missing core educational milestones in secondary school. Analysis of these challenges will help to overcome barriers currently preventing some students from completing their course requirements. USP is best placed to carry out this study in partnership with their Disability Resource Centre and current deaf students accessing TAFE.

C6) Write up of final report, gather findings from studies A, B and C and disseminate findings in accessible and traditional methods.

Table 33: C6) Final report and dissemination of findings for section A, B and C.

	Priority Countries	Time
C6)	As identified in Part A, B and C.	3 months

Brief: It is vital to capture the knowledge gained through this multi-pronged situation analysis in order to inform programs, governments and donors how to best support deaf people living in Pacific Island Countries.

Rational: Findings will be developed to target various audiences. While Deakin University will coordinate the collection of findings, all partners, including the Deaf associations and the technical team will collaborate and contribute towards the collective findings.

Administering Organisation Details

Deakin University and USP have research as a core function. Both universities have recognised ethics approval processes. UNICEF is drawing on existing data, with the permission of nine government ministries. The remaining sign language linguistic team (connected with a university) will also have research as a core function, with ethical requirements sought as necessary.

Rationale and Expected Outcomes

Deaf children and adults in the Pacific have until now, not benefited on an equal footing with other people with disabilities from development opportunities. Deaf people's voice has largely been absent from DPOs, the development agenda and they experience exclusion across all areas of life. The design team consulted with deaf people, organisations, governments and school in the Pacific to ensure that priorities for development is led from the Pacific. These findings led the formation of the situation analysis, of which findings and recommendations will have clear programmatic activities that are suited to context and have taken in consideration deaf peoples' needs and rights as well as economic justification for the recommendations.

This research is innovative as it:

- Works directly with deaf children to enable them to identify their own priorities and concerns. This participatory research adheres to community development principles ensuring the research is meaningful and led by the participants, enabling children to influence outcomes and actions from this research.

- Involves a unique partnership where Deakin University researchers (with expertise in teaching deaf children, international development and education) and USP (expertise in Pacific development and education) will provide technical capacity building support in partnership with Pacific Disability Forum (experts in disability) along with Deaf organisations and DPOs in priority countries. UNICEF brings its Pacific data expertise and the yet to be identified linguistic team will provide sign language linguistic expertise.

- Has a capacity building element at multiple points of the research, including: at the commencement of the project to support training to develop Pacific deaf researchers' skills relevant to the innovative design regarding the self-report of deaf children; the recording of sign language and exploration of early intervention and education options (in partnership with the university researchers).

Benefits and expected outcomes:

A) Sign language development in priority countries will bring deaf people together, reduce isolation, increase access to different development opportunities. For children, access to a developed sign language will enable deaf children to develop on a par with their peers. It will also provide a basis for learning literacy and accessing education. Deaf adults accessing tertiary studies will benefit from access to sign language interpreters that understand technical signs related to their field of study. Having an expanded sign bank will support sign language interpreters to adequately carry out their work and professionally develop alongside the deaf communities' development and expansion into diverse sectors of study and employment.

B) The research will address gaps in knowledge and empirical evidence of the lived experience of deaf children as identified in DFAT's 'Development for All' policy. Findings will document the lived experience of children with a disability in the Pacific. By identifying their needs and priorities, service providers and governments are more able to design, deliver or modify services to effectively meet these. This information can direct how donors can target funding to support deaf children to be included in development activities. The research will enable governments to meet their treaty body reporting requirements. Human Rights priorities as indicated by deaf children to feed into policy at a national (through the DPOs' relationships with national governments) and international level. These findings will inform human rights reporting as well as educational reform. Furthermore, raising awareness of the voice of deaf children is expected to lead to social changes, as families, schools, services and communities become aware of the capacity of these children and of their needs. In the long term, building children's capacity to speak and be listened to, increases their inclusion, participation and safety within society, with social and economic benefits (Niemann et al., 2004). Targeted entry points for policy reform (B2) points the way for Deaf organisations and DPOs to advocate for change to enable greater participation and inclusion of deaf people more generally.

C) As the Pacific Island Countries are contextually unique, exploration of appropriate education and early intervention models will inform the development of a unique model where by it delivers specific requirements for deaf children to access quality education. It will provide economic justification for the recommendations which will help governments and donors to make a case for investment. Clearer pathways for young people will help them to obtain, retain and succeed, particularly at TAFE with targeted supports pre-identified.
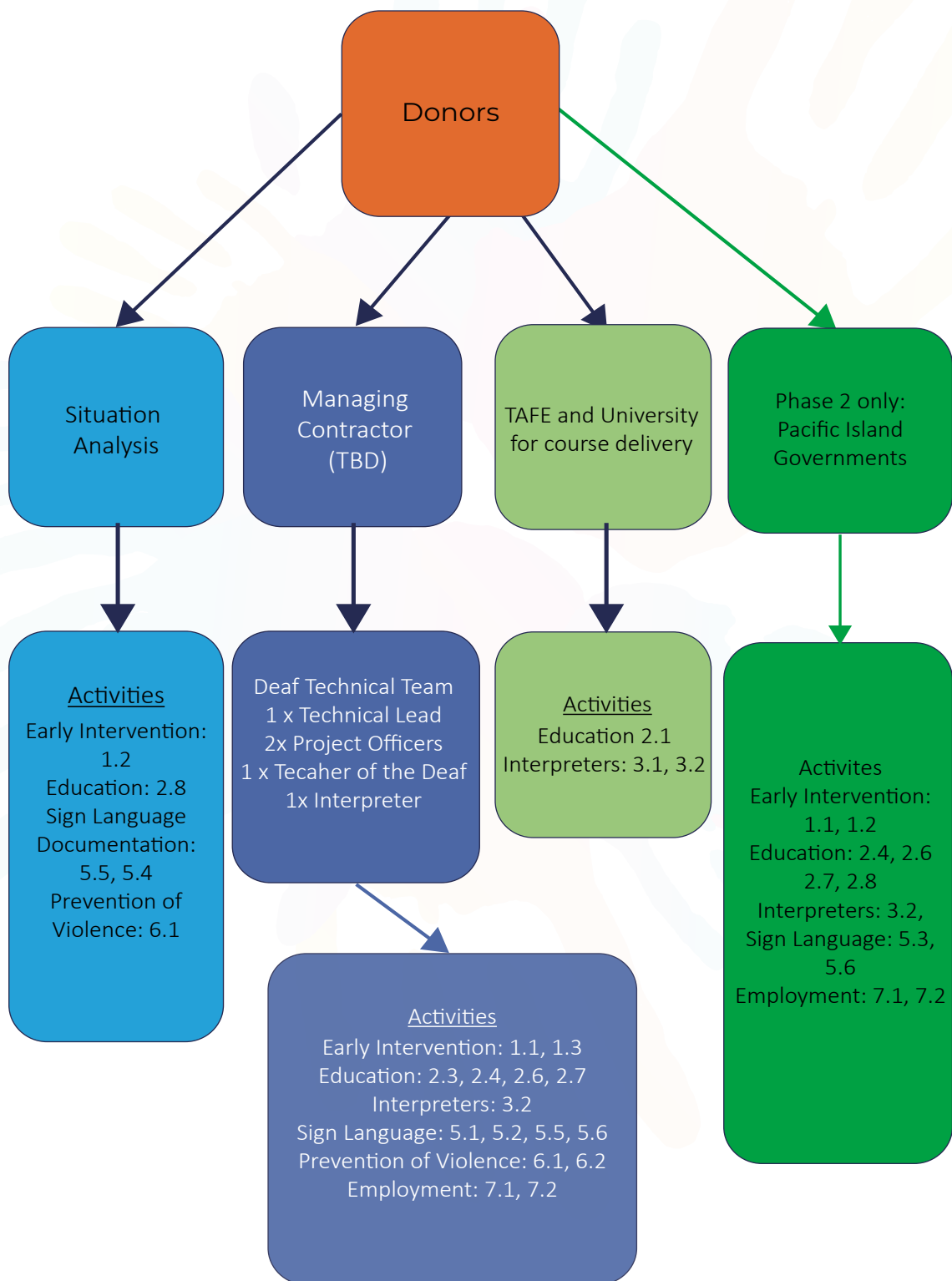
Overall, the research will provide empirical evidence that develops knowledge during the research process and forms rigorous program recommendations. It will support academic, donor and development agencies to understand the key recommendations in line with their obligations to CRPD and the Pacific Framework for the Rights of Persons with Disabilities (2016-2025).

Design Budget

Refer to Annex J for further information. Details of costs are held by PDF and will be shared with donors upon request.

Funding flows

Below is a diagram of the funding flows for the program, including the Situation Analysis.

Governance framework

Organisation	Responsibilities	Interfaces
DFAT	• Send representative at Program Steering Group. • Make financial payments upon key milestones. • Review and endorse Design Document. • Liaise with other multilateral agencies and national governments to support program.	• Program Steering Group • Multilateral and governments
Managing Contractor	• Direct supervision of Deaf Technical Team. • Provide financial and narrative reporting. • Develop annual workplans in consultation with Deaf Technical Team, PDF, and WFD Oceania. • Provide office space, equipment, and administrative support.	• Program Steering Group • Deaf Technical Team • DFAT • PDF
WFD Oceania	• Liaise with Deaf Technical Team and WFD • Provide leadership to develop and strengthen deaf organisations or deaf communities in the Pacific. • Carry out the WFD Oceania Strategic Plan, aligned with the Deaf Technical Team. • Provide communication and resources from Australia, NZ, or international levels of relevance or interest to the Deaf Technical Team.	• Program Steering Group • Deaf Technical Team
PDF	• Provide Deaf Technical Team facilitation to national or regional contacts and provide an enabling environment for the Deaf Technical Team. • Participate in regular progress reviews of the Deaf Technical Team. • Share news and resources developed by the Deaf Technical Team.	• DFAT Fiji Post • Program Steering Group • Deaf Technical Team
Program Steering Group	• Tele-meet at meetings quarterly. • Provide feedback on relevancy of inputs.	• PDF • DFAT • Deaf Technical team
Other organisations	• As required.	

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APIDS, (2011c) Capacity Development for Effective and Efficient Disabled Persons Organisations in Pacific Island Countries: Report on Fiji component of Research, Pacific Disability Forum (PDF) and Australia Pacific Islands Disability Support (APIDS).

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Annexes

Annex A: List of people consulted

Name	Position	Organisation	Country	Organisation type	Gender	Disability
Deborah Rhodes	Consultant & director	APIDS	Australia	Individual	Female	No
Robyn James	Advocate & director	APIDS	Australia	Individual	Female	No
Jen Blyth	Inclusive Development Advisor	CBM Australia	Australia	NGO	Female	Deaf
Tamara Jolly	Manager	CBM Australia	Australia	NGO	Female	No
Ipul Powaseu	Advocate	PNGADP	Australia	DPO	Female	Yes
Caroline Conlon	Advocate		Australia	Individual	Female	Deaf
Angela Murray	Representative	WASLI Oceania	NZ	NGO	Female	No
Debra Russell	President	WASLI	Canada	NGO	Female	No
Davis Ladofo'oa	Office Manager	PWDSI	Solomon Islands	DPO	Male	Yes
Naomi Tai	Project Officer	PWDSI	Solomon Islands	DPO	Female	Yes
Egan	Admin and finance officer	PWDSI	Solomon Islands	DPO	Male	No
Danielle	Volunteer	PWDSI	Solomon Islands	DPO	Female	Yes
Claude Ivuputu	President	SIDA	Solomon Islands	Deaf DPO	Male	Deaf
Ali Barnabas	Vice President	SIDA	Solomon Islands	Deaf DPO	Male	Deaf
Francis Paul	Board member	SIDA	Solomon Islands	Deaf DPO	Male	Deaf
Jodie	Member	SIDA	Solomon Islands	Deaf DPO	Female	Deaf
Liza	Member	SIDA	Solomon Islands	Deaf DPO	Female	Deaf
John Mark	Member	SIDA	Solomon Islands	Deaf DPO	Female	Deaf
Shanding	Member	SIDA	Solomon Islands	Deaf DPO	Female	Deaf
Raymond	Member	SIDA	Solomon Islands	Deaf DPO	Male	Deaf
Paul	Member	SIDA	Solomon Islands	Deaf DPO	Male	Deaf
Janice	Member	SIDA	Solomon Islands	Deaf DPO	Female	Deaf
Dr Divi Ogaoga	Director Maternal, Reproductive, and Child Health	Ministry of Health	Solomon Islands	Government	Male	No
Cathy	Inclusive Education Advisor	Ministry of Education	Solomon Islands	Government	Female	No

Name	Position	Country	Organisation	Type	Gender	Disability
Jiope Ralulu Iputu	Principal/Teacher	Solomon Islands	Red Cross SDC	NGO	Male	No
Lealyn Vunagi	Vice president/teacher	Solomon Islands	Red Cross SDC	NGO	Female	No
Nester Piko	Teacher/interpreter	Solomon Islands	Red Cross SDC	NGO	Female	No
Concy Koke	Teacher	Solomon Islands	Red Cross SDC	NGO	Female	No
Betty	Life skills teacher	Solomon Islands	Bethesda	Service Provider	Female	No
Elwin Taloimatakwa	Deputy Director, CBR Section	Solomon Islands	Ministry of Heath	Government	Male	No
Kathleen Kohata	Family services, Public Solicitors Office, PWD Legal Clinic	Solomon Islands	Ministry of Justice	Government	Female	No
Ethel Ratu	Legal team for Disability, Public Solicitors Office, PWD Legal Clinic	Solomon Islands	Ministry of Justice	Government	Female	No
Susan Mcgowan	Disability Inclusion Technical Advisor	Australia	Save the Children Australia	NGO	Female	No
Sr Ana Tawake	Principal	Solomon Islands	San Isidro Centre	Service Provider	Female	No
Ms Mary Maneka	Teacher	Solomon Islands	San Isidro Centre	Service Provider	Female	No
Anna Sasa	Interpreter and advocate	Solomon Islands	San Isidro Centre	Service Provider	Female	No
Madlyn	Teacher (and cofounder of San Isidro)	Solomon Islands	San Isidro Centre	Service Provider	Female	No
Margaret-Ann Lalago	Life skills teacher	Solomon Islands	San Isidro Centre	Service Provider	Female	Deaf
Andrew Taofi Mapuilesua	Project Officer	Samoa	NOLA	DPO	Male	No
Faatino Masunu Utumapu	Office Manager	Samoa	NOLA	DPO	Female	Yes
Louisa Isah Saupo	Communications Officer	Samoa	NOLA	DPO	Female	Yes
Elizabeth Ah Poe	Senior Disability Officer	Samoa	Ministry of Women, Children, and Social Development	Government	Female	No
Jennifer Pemila	Inclusive Education Unit Manager, Inclusive Education	Samoa	Ministry of Education, Culture and Sports	Government	Female	No

Name	Position	Country	Organization	Type	Gender	
Leota Valma	Deputy CEO, Inclusive Education	Samoa	Ministry of Education, Culture and Sports	Government	Female	No
Tuala Matthew Vaea	CEO	Samoa	Samoa Association of Sports and National Olympic Committee	Government	Male	No
Patrick Fepulea'i	President	Samoa	Samoa Association of Sports and National Olympic Committee	Government	Male	No
Leta'a Daniel Devoe	CEO	Samoa	Loto Taumafai	Service Provider	Male	No
Tusitina Novali Patu	Manager	Samoa	Special Olympics Samoa	Service Provider	Male	No
Lagi Natanielu	Principal	Samoa	Loto Taumafai	Service Provider	Female	No
Marie Bentin	Director	Samoa	SENESE	Service Provider	Female	No
Maluma Setu	Speech, Language, and Therapy Lead	Samoa	SENESE	Service Provider	Female	No
Malama Parker	Coordinator Early Learning Team	Samoa	SENESE	Service Provider	Female	No
Hannah	Volunteer Speech Therapist	Samoa	SENESE	Service Provider	Female	No
Tupaepae Simi	Coordinator Primary Team	Samoa	SENESE	Service Provider	Female	No
Sagato Vaoliko	Coordinator Secondary Team	Samoa	SENESE	Service Provider	Male	No
Hayleen	Volunteer Audiologist	Samoa	SENESE	Service Provider	Female	No
Marie Enosa	Sign Language Interpreter and hearing aid technician	Samoa	SENESE	Service Provider	Female	No
Rowena Faaiuaso-Brown	Sign Language Interpreter and hearing aid technician	Samoa	SENESE	Service Provider	Female	No
Fiu Jacinta Matulino	Assistant CEO - Industry Development & Investment Promotion	Samoa	Ministry of Commerce, Industry and Labour	Government	Female	No

Name	Role	Country	Organization	Category	Gender	Deaf
Sa'u Taupisi Fa'amau	Assistant CEO - Apprenticeship, Employment and Labour Market Division	Samoa	Ministry of Commerce, Industry and Labour	Government	Female	No
Cedrela Tamati	Principal Labour Inspector – Industrial Relations and Occupational Safety and Health (inclusive of Foreign Employee Employment Permit)	Samoa	Ministry of Commerce, Industry and Labour	Government	Female	No
Lisi Maranata Iosefa:	Principal Industry Development Officer – Industry Development and Investment Promotion Division	Samoa	Ministry of Commerce, Industry and Labour	Government	Female	No
Talele Auvaa	President	Samoa	Samoa Association of Sign Language Interpreters	Service Provider	Female	No
Rowena Faaisua-Brown	Secretary	Samoa	Samoa Association of Sign Language Interpreters	Service Provider	Female	No
Marie Enosa	Treasurer	Samoa	Samoa Association of Sign Language Interpreters	Service Provider	Female	No
Faleasi Loto	President	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Josefa Sokovagone	Vice President	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Matthew Pivola	Treasurer	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Leone Peteru	Apia area representative	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Miracle Afele	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf
Eli Sio	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Josephine Tunai	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf
Cassandra Sua	Board member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf
Pouleta Ulia	Savaii Island area representative	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Sala	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf
Soriana	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf
Ioane Tana	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Ioane D	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Ponifasio	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Male	Deaf
Tuiala	Member	Samoa	Deaf Association of Samoa	Deaf DPO	Female	Deaf

Name	Role	Organisation	Country	Category	Gender	Deaf
Vani	Member	Deaf Association of Samoa	Samoa	Deaf DPO	Female	Deaf
Josephine Tunai	Member	Deaf Association of Samoa	Samoa	Deaf DPO	Female	Deaf
Sulusamoa	Member	Deaf Association of Samoa	Samoa	Deaf DPO	Female	Deaf
Faofua	Member	Deaf Association of Samoa	Samoa	Deaf DPO	Male	Deaf
Malo	Parent		Samoa	Parent	Male	No
Faolo	Parent		Samoa	Parent	Female	No
Loukinikini Vili	Director, Human Rights	Office of the Ombudsman	Samoa	Government	Female	No
Charles Dean	Legal Officer	Office of the Ombudsman	Samoa	Government	Male	No
Lameko Asora	Assistant CEO, Disaster Management Office	Ministry of National Resources and Emergencies	Samoa	Government	Male	No
Savaira Tinai	Project Officer	Fiji Disabled People's Federation	Fiji	DPO	Female	Yes
Lanieta Tuimabu	Office Manager	Fiji Disabled People's Federation	Fiji	DPO	Female	Yes
Sisi Coalala	Coordinator Disability Policy	Fiji National University	Fiji	Service Provider	Female	Yes
Russell Neate	Director	Gospel School for the Deaf	Fiji	Service Provider	Male	No
Nirmala Mortelia	Head Teacher	Gospel School for the Deaf	Fiji	Service Provider	Female	No
Mela	Teacher assistants	Gospel School for the Deaf	Fiji	Service Provider	Female	Deaf
Laisani	Teacher assistants	Gospel School for the Deaf	Fiji	Service Provider	Female	Deaf
Sanjesh	Teacher assistants	Gospel School for the Deaf	Fiji	Service Provider	Male	Deaf
Seru	Teacher assistants	Gospel School for the Deaf	Fiji	Service Provider	Male	Deaf
Kuini	Teacher assistants	Gospel School for the Deaf	Fiji	Service Provider	Female	Deaf
Felicity	Teacher	Gospel School for the Deaf	Fiji	Service Provider	Female	No
Ane Vuetiverata	Teacher	Gospel School for the Deaf	Fiji	Service Provider	Female	No

Name	Role	Country	Organization	Category	Gender	Deaf
Joneti Rokotuibau	Teacher	Fiji	Gospel School for the Deaf	Service Provider	Female	No
Losana Rokotuni	Teacher	Fiji	Gospel School for the Deaf	Service Provider	Female	No
Merelesita Qeleni	Manager, Disability Resource Centre	Fiji	University of the South Pacific	Service Provider	Female	No
Jayshree Mangubhai	Senior Human Rights Advisor, Regional Rights Resource Team	Fiji	Secretary of the Pacific Community	INGO	Female	No
Nanise Raravisa	Head Teacher	Fiji	Hilton Special School	Service Provider	Female	No
Shiu Mati	Parent	Fiji		Parent	Female	No
Krishneer Sen	Advocate	Fiji		Expert	Male	Deaf
Lui Mario	Director, National Employment Centre	Fiji	Ministry of Employment, Productivity and Industrial Relations, Youth and Sport	Government	Male	No
Dr Rauni Tikoinayau	Occupational Therapist	Fiji	Ministry of Employment, Productivity and Industrial Relations, Youth and Sport	Government	Male	No
Tomasi Kama	Director, OHS & Workers Compensation Service	Fiji	Ministry of Employment, Productivity and Industrial Relations, Youth and Sport	Government	Male	No
Serupepeli Buka	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Male	Deaf
Alex Dunn	Vice President	Fiji	Fiji Association of the Deaf	Deaf DPO	Male	Deaf
Jill Temo	President	Fiji	Fiji Association of the Deaf	Deaf DPO	Female	Deaf
Eve Naqio	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Female	Deaf
Leona Morris	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Female	Deaf
Venasio Tamainai	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Male	Deaf
Paula Ranatawake	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Male	Deaf
Michael Din	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Male	Deaf
Cathy Naserua	Subcommittee representative	Fiji	Fiji Association of the Deaf	Deaf DPO	Female	Deaf
Emily Hazelman-Elliott	Program Manager	Fiji	DFAT	Government	Female	No
Amy Del Neuville	Child Protection Specialist	Fiji	UNICEF	INGO	Female	No

Name	Position	Country	Organization	Type	Gender	Deaf
Stanley Ganure Gwavuya	Social Policy Specialist	Fiji	UNICEF	INGO	Male	No
Ashwin Raj	Director	Fiji	Fiji Human Rights and Anti-Discrimination Commission	Government	Male	No
Mithleshni Gurdayal	Communications, Knowledge Management & Media	Fiji	Fiji Human Rights and Anti-Discrimination Commission	Government	Female	No
Angie Chand	Program Manager	Fiji	Pacific Disability Forum	DPO	Female	Yes
Seta Macanawai	Chief Executive Officer	Fiji	Pacific Disability Forum	DPO	Male	Yes
Melinia Nawadra	Social Inclusion Advisor, Disability, Gender, Childhood Obesity	Fiji	Pacific Islands Forum Secretariat	Government	Female	No
Christina Parasyn	Consultant	Fiji	Disability Rights Fund	NGO	Female	No
Fiona Mulhearn	Program Manager	Fiji	DFAT Honiara Post	Government	Female	No
Brent MacPherson	Board member	NZ	Deaf Aotearoa New Zealand	Expert	Male	Deaf
Rosalina Taulealea	President	Tuvalu		Deaf DPO	Female	Deaf
Reina Orani Tupeariki o Teapeiki	President	Cook Islands		Deaf DPO	Female	Deaf
Richard Anta	Office Manager	Marshall Islands	Republic of Marshall Islands Disabled Persons Organisation	DPO	Male	Yes
John Takisang	Office Manager	Palau	Omkesang Association Palau	DPO	Male	Yes
Lani		Palau	Omkesang Association Palau	DPO	Female	Yes
Joaozito dos Santos	Office Manager	Timor-Leste	Ra'es Hadomi Timor Oan (RHTO)	DPO	Male	Yes
Isoa Nabainivalu	Project Officer	Fiji	Fiji Association of the Deaf	DPO	Male	Yes
Teuai Tainimaki	Office Manager	Kiribati	Te Toa Matoa	DPO	Male	Yes
Ben Clare	Inclusive Advisor	Australia	Scope Global	Service Provider	Male	No
Robyne Leven	Disability Unit	Australia	DFAT	Government	Female	No
Iliesa Lutu	Senior Program Manager, Governance, Social Inclusion, and UN partnerships.	Fiji	DFAT	Government	Male	No
Bimlesh Raj	Programme Officer	Fiji	International Labour Organization	INGO	Male	No

Name	Position	Country	Organization	Type	Gender	Disability
Melton Paka Tauetia	General Manager	Tuvalu	Fusi Alofa	DPO	Male	Yes
Ofeina Leka	President	Tonga	Tonga National Vision Impairment Association	DPO	Male	Yes
Fefo'aki Leka	Office Manager	Tonga	Tonga National Vision Impairment Association	DPO	Female	Yes
Rhema Misa		Tonga	Tonga Family Health Association	Service Provider	Male	Yes
Amelia Halapua	Senior Social Policy Officer, Social Protection and Vulnerable Division	Tonga	Ministry of Internal Affairs	Government	Female	Yes
	Youth Representative	FSM	Pohnpei Consumers Organization	DPO	Female	Yes
Ebelina Tsiode	Interim President	Nauru	Nauru disability organisation	DPO	Female	Yes
Qweenie Karl	Acting Principal	Nauru	Able Disabled Centre	Service Provider	Female	Yes
Pui Hopotoa	Office Manager	Niue	Niue Tolomaki Auloa	DPO	Male	Yes
Kate Matairavula		Australia		Individual	Female	Deaf
Jacqui Iseli		NZ		Individual	Female	No
Litea Naliva	Advisor, Special and Inclusive Education	Fiji	Ministry of Education	Government	Female	No
Beth Sprunt	Advisor	Australia	Ministry of Education, Fiji	Individual	Female	No
Sally Baker	Advisor & director	Australia	Ministry of Education, Fiji & APIDS	Individual		
Rachel Brindal	Former Teacher of the Deaf in Tonga and Samoa	Australia		Individual	Female	No
Donna Lene	Former Director of SENESE and current Head of Department, Deaf Support at Indooroopilly State High School, Queensland	Australia		Individual	Female	No
Sam Ilesugam	CEO	Guam	Guma' Mami, Inc.	Service Provider	Male	No
Irene McMinn		Australia	World Federation of the Deafblind	DPO	Female	Deafblind

Annex B: Questions asked in interviews

For experts or advocates:

Q1:   What are the key priorities for Deaf children and adults in the Pacific?

Q2:   What information about deaf children and adults and their life experiences will be useful for key stakeholders in the Pacific? For example;

- DPOs
- Governments
- Service providers
- NGOs/INGOs

Q3:   Are you aware of any good designs of Situational Analysis, designs (or evaluations) you liked that were highly participatory?

Q4:   We have been asked to identify donors for our report. Do you know of any possible donors that would be interested to fund a situational analysis?

Q6:   Any other information you wish to add?

For DPOs:

Q1:   What would you like to see happen for deaf children or adults in your country?

      What is happening now?

      What are the key priorities for Deaf children and adults in your country?

Q2:   What information (about deaf children and adults and their life experiences) will be useful for key stakeholders in your organisation?

Q3:   How are deaf children or adults included in your DPO and in what capacity?

For Governments:

Q1:   What would you like to see happen for deaf children or adults in your country?

      What is happening now?

      What are the key priorities for Deaf children and adults in your country?

Q2:   What information (about deaf children and adults and their life experiences) will be useful for key stakeholders in your Ministry/Department? What type of data do you already have?

For Regional level organisations and INGOs:

Q1:   What would you like to see happen for deaf children or adults in your country?

      What is happening now?

      What are the key priorities for Deaf children and adults in your country?

Q2:   What information (about deaf children and adults and their life experiences) will be useful for key stakeholders in your organisation? What type of data do you already have?

For Service Providers:

Q1:   What would you like to see happen for deaf children or adults in your country?

What is happening now?

What are the key priorities for Deaf children and adults in your country?

Q2:   What information (about deaf children and adults and their life experiences) will be useful for key stakeholders in your organisation? What type of data do you already have?

Annex C: Example of a transcription from a video

<u>Country</u>

Video filename (Male XXX's picture of a baby eating with its mother)

A pregnant woman, once gives birth realised the baby is deaf. She is not too confused or upset. She is able to call upon support to communicate with her baby. The baby then can learn language from its parents and grow up. The deaf child will be equal to hearing children and be able to contribute to society.

Codes: Equality, social support, deaf leadership, SL, education

Video filename xxx (Female XXX's picture of girl crying)

Parents often smack their deaf child, and when I see them do that, I want to protect them. They smack her when she does not speak. I want to teach them about being deaf. So that she can keep playing and smile. I want to teach them and protect her.

Codes: Family violence, happiness, deaf leadership, social support

#	Type of organisation/ person / Organisation name	Education			Interpreters			Employment/Vocational opportunities				Deaf community/association		
		Access to quality education/equal access	More resources for mainstream schools & teachers	Need more teachers of the deaf	More interpreters needed/shortage	SL interpreter training to interpreters to equip them	Lack of interpreters means deaf miss out on opportunities in town & provinces	Support for Job seeking (inclusive of deaf graduates) to get job	Same access to employment as hearing peers	Low rates of employment amongst deaf	Discrimination in employment	Opportunity to spend time together & socialise	t/govt. to invest in their support to deaf organisati	Capacity building to develop & strengthen Deaf association (need support on the ground)
		C	D	E	F	G	H	I	J	K	L	M	N	O
4	**Solomon Islands**													
5	DPO	x	x		x									
6	Service Provider	x			x	x								
7	Advocate							x			x	x	x	x
8	Government													
9	Government	x	x		x	x								
10	Deaf DPO													
11	**TOTAL SI**	3	2	0	3	2	0	1	0	0	1	1	1	1
12	**Solomon Island mentions**	5			5			2				3	2	
13	**Samoa**													
14	DPO													
15	Deaf DPO													
16	SL Interpreters				x	x	x	x		x				
17	Service Provider	x	x		x	x	x		x					
18	Service Provider	x	x				x							
19	Government			x										
20	Government										x			
21	**TOTAL SAMOA**	2	2	1	2	2	3	1	1	1	1	0	0	0
22	**Samoa mentions**	5			7			4				0	5	
23	**Fiji**													
24	Government							x		x	x	x	x	
25	Government		x	x		x		x	x	x	x	x		x
26	Service Provider				x	x				x	x			
27	Service Provider				x	x	x					x		
28	DPO	x	x	x	x	x								
29	Deaf DPO	x		x	x	x								
30	SL Interpreters	x			x						x			
31	**TOTAL FIJI**	3	2	3	5	4	1	2	1	3	4	3	1	1
32	**Total mentions**	8			10			10				5	15	

Annex E: Table of all findings

Priorities for Deaf people in the Pacific	Total mentions
Education	142
Sign Language Interpreters	92
Deaf community/association	76
Sign language and communication	57
Employment/Vocational opportunities	54
Support to families	33
Government commitment - legislation	33
Society/Community/Church awareness	31
Safety/abuse/violence	28
Health	25
Equal participation	21
Justice	19
Children	17
Data	16
Access to services (general)	15
Governments ask for ideas/feedback/support	12
Disaster management and climate change	11
Transport	7
Right to information	6
Social Protection	5
Assistive Technology	4
Political participation	2
Access to housing	2
Women	1

Annex F: Mapping of findings to key Regional Frameworks

Findings	CRPD	SDG	Incheon Strategy	Pacific Framework for the Rights of Persons with Disabilities	DFAT Pacific AIP 2015/16 to 2018/19	DFAT DFA 2015-20 Objectives	PDF Strategy Plan Capability Framework
Education	• Article 24: Education	• GOAL 4: Quality Education	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication • Goal 5: Expand early intervention and education of children with disabilities	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities (Education is key to social, cultural, and economic life)	• Inclusive education and skills	• Advocacy • Social and Economic Partnerships
Sign Language Interpreters	• Article 9: Accessibility • Article 21: Freedom of expression and opinion, and access to information	• GOAL 4: Quality Education • GOAL 9: Industry, Innovation and Infrastructure GOAL 10: Reduced Inequality	• Goal 1: Reduce poverty and enhance work and employment prospects • Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities (Access to language is key to social, cultural, and economic life)	• Enabling infrastructure and accessible water, sanitation and hygiene Inclusive education and skills	• Core Business - Inclusion, voice, compliance • Advocacy
Deaf community/ association	• Article 21: Freedom of expression and opinion, and access to information • Article 30: Participation in cultural life, recreation, leisure and sport (includes promoting the identity development and Deaf culture)	• GOAL 10: Reduced Inequality	• Goal 2: Promote participation in political processes and in decision-making	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services • Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development	• Objective 3: Healthy and resilient communities	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• DPO Capacity Support • Social and Economic Partnerships
Sign language and communication	• Article 21: Freedom of expression and opinion, and access to information •Article 2: Definition	• GOAL 10: Reduced Inequality	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities		• Core Business - Inclusion, voice, compliance • Social and Economic Partnerships
Employment/ Vocational opportunities	• Article 27: Work and employment	• GOAL 1: No Poverty • GOAL 8: Decent Work and Economic Growth	• Goal 1: Reduce poverty and enhance work and employment prospects	• Goal 1: Promote Livelihood opportunities through inclusive economic development and decent work	• Objective 1: Economic growth	• Inclusive education and skills	• Social and Economic Partnerships

Support to families	• Article 19: Living independently and being included in the community • Article 23: Respect for home and the family	• GOAL 10: Reduced Inequality	• Goal 5: Expand early intervention and education of children with disabilities	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services		• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	
Government commitment -legislation	• Article 5: Equality and non-discrimination	• GOAL 10: Reduced Inequality • GOAL 16: Peace and Justice Strong Institutions	• Goal 2: Promote participation in political processes and in decision-making • Goal 9: Accelerate the ratification and implementation of the Convention on the Rights of Persons with Disabilities and the harmonization of national legislation with the Convention	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services • Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development	• Objective 2: Effective regional institutions	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• Core Business - Inclusion, voice, compliance • Economic Partnerships Social and Economic Partnerships
Society/ Community/ Church awareness	• Article 8: Awareness-raising • Article 19: Living independently and being included in the community Article 30: Participation in cultural life, recreation, leisure and sport	• GOAL 10: Reduced Inequality	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services		• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	
Safety/abuse/ violence	• Article 16: Freedom from exploitation, violence and abuse	• GOAL 16: Peace and Justice Strong Institutions	• Goal 6: Ensure gender equality and women's empowerment	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 4: Empowering women and girls	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• Social and Economic Partnerships

Health	• Article 25: Health	• GOAL 3: Good Health and Well-being	• Goal 4: Strengthen social protection	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities	• Accessible social protection	• Social and Economic Partnerships
Equal participation	• Article 5: Equality and non-discrimination	• GOAL 10: Reduced Inequality	• Goal 2: Promote participation in political processes and in decision-making • Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication Goal 6: Ensure gender equality and women's empowerment	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services • Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development	• Objective 3: Healthy and resilient communities	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	
Justice	• Article 12: Equal recognition before the law • Article 13: Justice	• GOAL 10: Reduced Inequality • GOAL 16: Peace and Justice Strong Institutions	• Goal 2: Promote participation in political processes and in decision-making	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services		• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• Social and Economic Partnerships
Children	• Article 7: Children with disabilities	• GOAL 10: Reduced Inequality	• Goal 5: Expand early intervention and education of children with disabilities	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 4: Empowering women and girls		
Data	• Article 31: Statistics and data collection	• GOAL 16: Peace and Justice Strong Institutions	• Goal 8: Improve the reliability and comparability of disability data	• Goal 5: Strengthen disability research, statistics and analysis	• Objective 2: Effective regional institutions		• Research & Development
Access to services (general)	• Article 19: Living independently and being included in the community	• GOAL 9: Industry, Innovation and Infrastructure		• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities		

Governments ask for ideas/feedback/ support	• Article 4 – General obligations	• GOAL 10: Reduced Inequality • GOAL 16: Peace and Justice Strong Institutions	• Goal 2: Promote participation in political processes and in decision-making	• Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development	• Objective 2: Effective regional institutions	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• Social and Economic Partnerships
Disaster management and climate change	• Article 11: Situations of risk and humanitarian emergencies	• GOAL 13: Climate Action	• Goal 7: Ensure disability-inclusive disaster risk reduction and management	• Goal 4: Include persons with disabilities in climate change adaptation measures and disaster risk management plans and policies		• Building resilience: inclusive humanitarian assistance, disaster risk reduction and social protection	• Social and Economic Partnerships
Transport	• Article 20 – Personal mobility	• GOAL 9: Industry, Innovation and Infrastructure	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services		• Accessible social protection	
Right to information	• Article 21: Freedom of expression and opinion, and access to information	• GOAL 9: Industry, Innovation and Infrastructure	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities	• Enabling infrastructure and accessible water, sanitation and hygiene	• Social and Economic Partnerships
Social Protection	• Article 28: Adequate standard of living and social protection	• GOAL 1: No Poverty	• Goal 4: Strengthen social protection	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services	• Objective 3: Healthy and resilient communities	• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities • Accessible social protection	• Social and Economic Partnerships

Assistive Technology	• Article 9: Accessibility	• GOAL 9: Industry, Innovation and Infrastructure	• Goal 3: Enhance access to the physical environment, public transportation, knowledge, information and communication • Goal 4: Strengthen social protection	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services			• Social and Economic Partnerships
Political participation	• Article 29: Participation in political and public life	• GOAL 10: Reduced Inequality	• Goal 2: Promote participation in political processes and in decision-making	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services • Goal 3: Develop leadership and an enabling environment for in rights-based disability inclusive development		• Supporting governance for equality through the implementation of the Convention on the Rights of Persons with Disabilities	• Social and Economic Partnerships
Access to housing	• Article 28: Social protection	• GOAL 10: Reduced Inequality	• Goal 4: Strengthen social protection	• Goal 2: Mainstream the rights of persons with disabilities in development strategies, national and local policies and community services		• Accessible social protection	• Social and Economic Partnerships
Women	• Article 6: Women with disabilities	• GOAL 5: Gender Equality	• Goal 6: Ensure gender equality and women's empowerment	• All goals 1-5	• Objective 4: Empowering women and girls	• Accessible social protection	• Social and Economic Partnerships

Annex G: Programmatic recommendations by PIC

Fiji

Activity	Phase 1	Phase 2
1.1 Explore early screening services with Ministries of Health.	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.
2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language), either through USP or other alternative.	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry/Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis.
2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative.	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school).
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.
2.5 Strengthen capacity of teacher assistants (who can be either deaf or hearing) and interpreters to interpret in mainstream education via on the job support in the classroom.	Volunteer interpreter advisor (providing roaming support where there is more than one mainstream school).	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing deaf teacher assistants.

3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.
3.2 Increase the number of sign language interpreters via paid employment opportunities.	Technical team and DPOs to work with governments to provide a budget line for interpreter services.	Budget line committed by shared or individual ministries to support roving interpreters in Solomon Islands, Vanuatu, Tonga, Kiribati and Samoa.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other. Note: Outside Suva only.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
5.4 Expand Fijian Sign Language visual and online dictionary to meet deaf users expanding needs and support interpreters to learn subject specific signs (i.e. Legal, health, educational, scientific signs).	See Situation Analysis, Part A..	See Situation Analysis, Part A..
5.5 Support to PIC governments to legally recognise sign languages.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.
6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	In partnership with PDF, Deaf Associations, DPOs, technical team and possibly a consultant researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	Ongoing campaign work.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.

7.1 Promote deaf awareness and develop relationships between deaf job seekers and Ministries of Labour or Employment.	Technical team to develop partnerships between deaf associations and Ministries of Labour or Employment.	Delivery by governments of deaf specific employment related activities targeted at deaf job seekers.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Solomon Islands

Activity	Phase 1	Phase 2
1.1 Explore early screening services with Ministries of Health.	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.
1.2 Develop or expand early intervention services.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.
2.6 Employ deaf teacher assistants in classrooms where there are deaf students.	Technical team to coordinate with Ministries of Education to identify and employ deaf teacher assistants.	Ministries of Education continue to increase the number of deaf teacher assistants.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.

2.8 Develop deaf units (to be attached to mainstream primary and secondary schools) in targeted areas identified by Phase 1 Situation Analysis.	See Situation Analysis activities for Phase 1.	Delivery of deaf units in the targeted areas, managed by Ministries of Education.
3.2 Increase the number of sign language interpreters via paid employment opportunities.	Technical team and DPOs to work with governments to provide a budget line for interpreter services.	Budget line committed by shared or individual ministries to support roving interpreters in Solomon Islands, Vanuatu, Tonga, Kiribati and Samoa.
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
5.3 Document and recognise national sign languages with deaf community where there is no recognised national sign language.	See Situation Analysis, Part A..	See Situation Analysis, Part A..
5.5 Support to PIC governments to legally recognise sign languages.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.
6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	In partnership with PDF, Deaf Associations, DPOs, technical team and possibly a consultant researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	Ongoing campaign work.

6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.
7.1 Promote deaf awareness and develop relationships between deaf job seekers and Ministries of Labour or Employment.	Technical team to develop partnerships between deaf associations and Ministries of Labour or Employment.	Delivery by governments of deaf specific employment related activities targeted at deaf job seekers.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Samoa

Activity	Phase 1	Phase 2
2.3 In the interim, strengthen teaching capacity at special schools (that have at least 5-10 deaf children) via classroom support to provide quality education with the use of Australian or NZ volunteers.	Volunteer teacher of deaf (ToD) (providing roaming support where there is more than one special school). Regular training and resources from Teacher of the Deaf (from the Technical Team) in countries where there are no volunteer ToD.	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing teachers of the Deaf.
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.
2.5 Strengthen capacity of teacher assistants (who can be either deaf or hearing) and interpreters to interpret in mainstream education via on the job support in the classroom.	Volunteer interpreter advisor (providing roaming support where there is more than one mainstream school).	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing deaf teacher assistants.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.

3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
5.5 Support to PIC governments to legally recognise sign languages.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.
6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	In partnership with PDF, Deaf Associations, DPOs, technical team and possibly a consultant researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	Ongoing campaign work.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.
7.1 Promote deaf awareness and develop relationships between deaf job seekers and Ministries of Labour or Employment.	Technical team to develop partnerships between deaf associations and Ministries of Labour or Employment.	Delivery by governments of deaf specific employment related activities targeted at deaf job seekers.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Activity	Phase 1	Phase 2
1.1 Explore early screening services with Ministries of Health	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.
1.2 Develop or expand early intervention services.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.
1.3 Support families of deaf children to learn and communicate with their deaf child in sign language.	Deaf Technical Team to work with DPOs and deaf associations to organise and facilitate intensive and regular Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend).
2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language), either through USP or other alternative.	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry/Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis.
2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative.	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school).
2.3 In the interim, strengthen teaching capacity at special schools (that have at least 5-10 deaf children) via classroom support to provide quality education with the use of Australian or NZ volunteers.	Volunteer teacher of deaf (ToD) (providing roaming support where there is more than one special school). Regular training and resources from Teacher of the Deaf (from the Technical Team) in countries where there are no volunteer ToD.	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing teachers of the Deaf.
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.

2.6 Employ deaf teacher assistants in classrooms where there are deaf students.	Technical team to coordinate with Ministries of Education to identify and employ deaf teacher assistants.	Ministries of Education continue to increase the number of deaf teacher assistants.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.
2.8 Develop deaf units (to be attached to mainstream primary and secondary schools) in targeted areas identified by Phase 1 Situation Analysis.	See Situation Analysis activities for Phase 1.	Delivery of deaf units in the targeted areas, managed by Ministries of Education.
3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
5.3 Document and recognise national sign languages with deaf community where there is no recognised national sign language.	See Situation Analysis, Part A..	See Situation Analysis, Part A..

6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	In partnership with PDF, Deaf Associations, DPOs, technical team and possibly a consultant researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	Ongoing campaign work.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Tonga

Activity	Phase 1	Phase 2
1.1 Explore early screening services with Ministries of Health.	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.
1.2 Develop or expand early intervention services.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.
1.3 Support families of deaf children to learn and communicate with their deaf child in sign language.	Deaf Technical Team to work with DPOs and deaf associations to organise and facilitate intensive and regular Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend).

2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language), either through USP or other alternative.	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry/Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis.
2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative.	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school).
2.3 In the interim, strengthen teaching capacity at special schools (that have at least 5-10 deaf children) via classroom support to provide quality education with the use of Australian or NZ volunteers.	Volunteer teacher of deaf (ToD) (providing roaming support where there is more than one special school). Regular training and resources from Teacher of the Deaf (from the Technical Team) in countries where there are no volunteer ToD.	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing teachers of the Deaf.
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.
2.6 Employ deaf teacher assistants in classrooms where there are deaf students.	Technical team to coordinate with Ministries of Education to identify and employ deaf teacher assistants.	Ministries of Education continue to increase the number of deaf teacher assistants.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.
2.8 Develop deaf units (to be attached to mainstream primary and secondary schools) in targeted areas identified by Phase 1 Situation Analysis.	See Situation Analysis activities for Phase 1.	Delivery of deaf units in the targeted areas, managed by Ministries of Education.

3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
5.3 Document and recognise national sign languages with deaf community where there is no recognised national sign language.	See Situation Analysis, Part A.	See Situation Analysis, Part A.
5.5 Support to PIC governments to legally recognise sign languages.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.

7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Kiribati

Activity	Phase 1	Phase 2
1.1 Explore early screening services with Ministries of Health.	Technical team to support the establishment of partnerships with relevant ministries, WHO and NGOs with costing for Phase 2.	Delivery of early screening services by government and/or non-government agencies.
1.2 Develop or expand early intervention services.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.
1.3 Support families of deaf children to learn and communicate with their deaf child in sign language.	Deaf Technical Team to work with DPOs and deaf associations to organise and facilitate intensive and regular Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend).
2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language), either through USP or other alternative.	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry/Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis.

Activity		
2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative.	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school).
2.3 In the interim, strengthen teaching capacity at special schools (that have at least 5-10 deaf children) via classroom support to provide quality education with the use of Australian or NZ volunteers.	Volunteer teacher of deaf (ToD) (providing roaming support where there is more than one special school). Regular training and resources from Teacher of the Deaf (from the Technical Team) in countries where there are no volunteer ToD.	Continued activity from Phase 1, until teachers of the deaf and interpreters graduate and Ministries of Education have budget line allocated to employing teachers of the Deaf.
2.4 Resource ministries and teacher capacity to teach deaf children.	Develop visual teaching resources and training to support teachers to teach deaf children language and literacy via the teacher of the deaf (based in the Technical team, Fiji).	Resources available online (and manual format) to support early intervention, ECCE and schools to teach deaf children.
2.6 Employ deaf teacher assistants in classrooms where there are deaf students.	Technical team to coordinate with Ministries of Education to identify and employ deaf teacher assistants.	Ministries of Education continue to increase the number of deaf teacher assistants.
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.
2.8 Develop deaf units (to be attached to mainstream primary and secondary schools) in targeted areas identified by Phase 1 Situation Analysis.	See Situation Analysis activities for Phase 1.	Delivery of deaf units in the targeted areas, managed by Ministries of Education.
3.1 Offer certificates in sign languages that leads to a 1-year Diploma/Certificate IV of sign language interpreting course (via Pacific TAFE, APTC or partnership model).	Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually.	First cohort of students graduating.

Activity	Phase 1	Phase 2
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/ Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

PNG

Activity	Phase 1	Phase 2
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.6 Support implementation of PNG sign language, post legal recognition.	Deaf Technical Team to support Government of PNG to implement legislation through policies and budget.	

		Ongoing campaign work.
6.1 Identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	In partnership with PDF, Deaf Associations, DPOs, technical team and possibly a consultant researcher, identify entry points to better protect deaf children and women from violence, abuse, exploitation and neglect.	
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Timor-Leste

Activity	Phase 1	Phase 2
1.2 Develop or expand early intervention services.	Explore cost effective methods for delivery to Pacific Island Countries. See Situation analysis.	Delivery of early screening and Early Intervention services by government and/or non-government agencies as per recommendations from the Situation Analysis.
1.3 Support families of deaf children to learn and communicate with their deaf child in sign language.	Deaf Technical Team to work with DPOs and deaf associations to organise and facilitate intensive and regular Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend).
2.1 Offer 1-year Post-graduate Diploma of Education (Teacher of the Deaf including sign language), either through USP or other alternative.

Note: depends if can access course provider | Immediate course development, recruitment of teachers and implementation of course, available to all PICs, to be delivered annually. | Budget line allocated by Ministry/Bureau of Education to employ trained Teachers of the Deaf to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school) on an ongoing basis. |

2.2 Offer a Teacher Assistant (deaf) certificate either through Pacific TAFE, APTC or an alternative. Note: depends if can access course provider	Immediate course development, recruitment of teacher assistants and implementation of course, available to all PICs, to be delivered annually.	Budget line allocated by Ministry of Education to employ trained Teacher assistants to targeted areas identified by UNICEF (where there are clusters of deaf children not attending school).
2.7 Strengthen participation of deaf children in early childhood care and education (ECCE).	Technical team to form partnerships with government, ECCE & INGOS to determine activities and training needs to support deaf children's inclusion & Sign Language development in ECCE. Identify additional capacity building support as required for Phase 2.	Implement additional support to ECCE (via Teacher of the Deaf and deaf ECCE assistants) as identified in Phase 1.
3.2 Increase the number of sign language interpreters via paid employment opportunities.	Technical team and DPOs to work with governments to provide a budget line for interpreter services.	Budget line committed by shared or individual ministries to support roving interpreters in Solomon Islands, Vanuatu, Tonga, Kiribati and Samoa.
4.1 On the job capacity building to deaf leaders (possibly via deaf volunteers) and targeted training for deaf members and DPO leaders.	Volunteer positions x 4 (Shared with deaf association and DPO) via AVI or NZ aid. DRF open to funding targeted training for deaf associations.	Depends on further capacity support required.
5.5 Support to PIC governments to legally recognise sign languages.	PDF with support from technical team and deaf DPOs to advocate for legal rights of sign languages.	Ongoing campaign work.
6.2 Increase awareness about the rights of deaf children and women to be protected from violence	In partnership with PDF, Deaf Associations, DPOs and technical team, conduct an awareness campaign with adapted materials.	Production of film or media and ongoing campaign work.

Activity	Phase 1	Phase 2
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Tuvalu

Activity	Phase 1	Phase 2
3.2 Increase the number of sign language interpreters via paid employment opportunities.	Technical team and DPOs to work with governments to provide a budget line for interpreter services.	Budget line committed by shared or individual ministries to support roving interpreters in Solomon Islands, Vanuatu, Tonga, Kiribati and Samoa.
5.1 Support community members to learn and communicate in sign languages.	Deaf Technical Team to support DPOs and deaf associations to organise and facilitate intensive Sign Language camps. Coordinate Sign Language support through EI, CBR and ECCE services.	Delivery of regular sign language camps, to support intensive sign language development to families (with financial reimbursement to families to enable them to attend), with guidance from technical team.
5.2 Support deaf people to meet regularly to further develop their language and support each other.	Deaf Technical Team to support DPOs and deaf organisations to organise and facilitate regular social events for deaf members.	Deaf groups access to training to learn 'how to teach SL to children, families and community groups, with guidance from technical team.
7.2 Strengthen participation of deaf adults in post-school education to support job readiness.	Technical team to promote accessible post-school training in partnership with ILO training, TVET/Vanuatu Skills, APTC and/or Pacific TAFE and ministries/bureaus of Education and Labour.	Delivery of accessible post school training options via current training providers.

Annex H: Deaf technical team requirements

The Deaf technical team consists of 3 international staff and two locally engaged staff, based in Suva, Fiji. The team will be advising governments with policy alignment and program delivery across a range of activities mentioned in Table 22. The justification for the international staff is that the high-level expertise required currently does not exist in Pacific Island Countries. Similarly, as the team leader is deaf, a sign language interpreter's ability to interpret high level discussions does not currently exist in Pacific Island Countries. This design employs a capacity building approach, so two locally engaged deaf staff will be trained throughout the two years to provide them with the expertise and allow for future sustainability. In addition, the sign language interpreter will work with local sign language interpreters across the Pacific to provide on the job capacity building opportunities.

Position descriptions will be produced in collaboration with the design team, in partnership with PDF and the managing contractor.

1. Deaf Technical team lead

Essential Requirements:
• Must be Deaf.
• Fluent sign language user and ability to adapt to different sign languages.
• Have post-graduate qualifications in international development or equivalent.
• At least 7 years professional work in international development.
• Evidence of advising national governments.
• Experience in project management and monitoring and evaluation.
• Experience in advocacy and capacity building.
• Previous professional experience in the Pacific/Asia.
• Willingness to travel frequently to multiple Pacific Island Countries (approximately 50%).

2. Sign Language Interpreter

Essential Requirements:
• Must be a qualified sign language interpreter and be NAATI certified Interpreter or NZSTI full member (these are the only accredited sign language interpreter organisations in the Pacific).
• Fluency in Auslan or NZ Sign and spoken English.
• Previous professional experience in the Pacific/Asia.
• Previous experience working in the Pacific.
• Commitment to supporting deaf people to achieve their human rights.
• Willingness to travel frequently to multiple Pacific Island Countries (approximately 50%).
• Evidenced ability to working in a team.

3. Teacher of the Deaf technical advisor

Essential Requirements:
• Must be a qualified Teacher of the Deaf. This is a post-graduate Diploma or Masters in Education (Teacher of the Deaf).
• Must have postgraduate qualifications in International development or Bilingual education.
• Demonstrated experience in training teachers to teach deaf children language and literacy in the Pacific/Asia.
• Must be proficient in Australian Sign Language or NZ sign language.
• Previous professional experience in the Pacific.
• Ability to develop visual teaching resources .

• Demonstrated experience of effective relationship development and capacity building with national government ministries, principals and schools.
• Willingness to travel frequently to multiple Pacific Island Countries (Approximately 50 %).

The role of the TOD is to develop visual teaching resources and training to support teachers to teach deaf children language and literacy.

Brief: These activities will involve:

- Training for teachers and early childhood educators to acquire knowledge and skills to support the development of a foundation of language through sign languages

- Visual resources for individual countries that demonstrate the different purposes for early communication.

- Resources to demonstrate the importance of teaching a variety of languages to children and the facilitation skills to support this.

- Support teachers to learn how to plan a variety of experiences and then capture those experiences for reflective language opportunities.

- Bilingual literacy resources: 'readers' (books that are age and literacy level appropriate) that have both written language and a sign language (in video format).

- Training for teachers on how to teach literacy skills through bilingual manner of Sign Languages and written languages and how to use the resources specifically developed for this purpose.

- Creating picture dictionaries that are bilingual – they have the sign, the written word and a picture.

Rationale: Teachers that are currently teaching deaf children across all three countries expressed their difficulties in teaching and the need to access resources that support them to teach deaf children.

4. Technical advisors (2 x full time, From Fiji), (preferably 1 x male and 1 x female). These roles will support the Technical Team Leader and the Teacher of the Deaf roles and activities.

Essential requirements
• Must be deaf.
• Fluent in sign language and ability to adapt to various sign language competencies.
• Demonstrated experience in working with national governments.
• Demonstrated experience in advocacy and/or deaf education
• Work experience in a deaf peoples' organisation and/or DPO.
• Experience in training
• Willingness to travel frequently to multiple Pacific Island Countries (Approximately 50%)
• Team player and demonstrated ability to develop effective working relationships.

Location of Technical Team:

Positions 1, 2 and 4 will be based, working alongside Pacific Disability Forum and possibly Pacific Islands Forum Secretariat in Suva, Fiji. Position 3's core function is to support various special schools and Ministries of Education and base (within Fiji) to be negotiated.

Annex I: B1) Research Activity Design and Method

The project is based on participative and emancipatory methodologies. The research design will be significantly influenced by those the research aims to benefit. This will require a strongly collaborative approach with the identified stakeholders, being:
- Deaf Associations and DPOs Fiji, Solomon Islands, Tonga, Timor-Leste, Kiribati and Samoa,

- PDF, and
- Deakin University.

A participative and emancipatory design also seeks to empower the 'objects' of research as participants, in this case, deaf children in Fiji, Solomon Islands, Tonga, Timor-Leste, Kiribati and Samoa. Linked to this methodology is a capacity building approach, where there is both a focus on existing strengths and resources, as well as identified capacities to be strengthened, of all parties (Kenny, 2011).

Such an approach requires significant collaborative work and capacity building across the life cycle of the project. It also requires clear identification of personnel who can participate across this timeframe, and an extended timeframe suitable to enable capacities to be built. In this case, the project timeframe is two years.

The project involves a research design that can be further developed and refined to suit the particular needs, priorities, cultures and contexts of the two identified countries, Fiji, Solomon Islands, Tonga, Timor-Leste, Kiribati and Samoa. These countries have been selected following specific requests to participate in this project and to meet the requirements of treaty body reporting. Both Fiji, Solomon Islands, Tonga, Timor-Leste, Kiribati and Samoa have active DPOs, and some have Deaf Associations who provide a range of programs in each. Part of DPOs and Deaf associations' activity has been in the provision of capacity in regard to children's rights. The DPOs and Deaf Associations have both expressed support for the project and been involved in early framing discussions during the collaborative design.

The project will employ local project personnel in each country. One to two personnel will be employed (part time) in each country's DPO as well as one sign language interpreter in each country (part time) across the life of the project. These people will be involved in all aspects of the project, including actioning the findings (e.g. advocacy, meeting with service providers etc). These personnel in each country will form the main in-country research team. It is envisaged that personnel will include deaf male and female members, with management support from their DPOs. The initial project design is based around five stages, which as stated above, are to be further developed through collaborative work (largely in-country) between stakeholders. Each stage will involve at least two weeks of in-country capacity building activity involving Deakin researchers and other stakeholders (Deaf Associations and DPOs).

Stage 1: Focusing the project and research question/s.

While the broader research question is to identify the human rights priorities of deaf children in Fiji, Solomon Islands, Tonga, Timor-Leste, Kiribati and Samoa as determined by them, it is important that each country (and participating region) be able to further focus this. The first capacity building phase and collaborative opportunity involves identifying what are perceived to be localised priorities as directed largely by the DPOs and deaf organisations (where they exist). Partnerships in each country may vary. For example, the Fiji Human Rights and Anti-Discrimination wishes to partner in this activity. This phase will select target regions / villages for inclusion in the project, and commence discussions with them. The Post-doctorate research fellow and deaf researcher will visit with each office to discuss the project, research questions, recruitment of deaf researchers in each country and plan the training.

Stage 2: Developing data collection approaches and addressing ethical issues.

A key and innovative element of this research design is the focus on self-report of deaf children. This requires the development of appropriate data collection methods to enable this, drawing on the suite of tools already developed by the 'voices of Pacific deaf children' research conducted in PNG and Vanuatu. Self-report approaches will be further customised to local conditions and needs with the collaboration of in-country researchers. It is likely that self-report methods will involve a mix of qualitative and quantitative data collection with a focus on children participating in small groups to identify and express their issues (if appropriate).

Methods may include (but not be limited to): the photo library; story telling (individual accounts of personal sign language accounts); participatory photograph elicitation (beneficiaries photograph aspects of their lives, process the photographs, discuss the content and the relationships depicted in the photographs in small groups); and story in a bag (with a collection of locally available items that prompt conversation, related to the research question). It is also important that the research team engage with issues of accessibility of methods for children with diverse communication modes that may include sign language, home signs, lip reading and other visual cues. This is likely to require the involvement of primary care givers who have an understanding of the communication system of their child.

This stage requires substantial capacity building (in-country) to inform not only the development of self-report methods, but also identifying and addressing ethical issues in recruitment and data collection, including consent and safety (drawing on the ethical considerations and framework laid out in the *Voices of Pacific Children with Disability* research). Deakin researchers will be responsible for receiving ethics approval in-country, through Deakin University and any other relevant HRECS. The Deakin research team has extensive experience in receiving such Australian and Pacific ethics approvals.

Stage 3: Data collection and refinement.

In-country researchers will undertake data collection. An important aspect of this stage is the locating of deaf children. Whilst some deaf children may be attending school and easily accessible, other deaf children are often hidden from sight, this activity will require time, resources and will draw upon the researchers' longstanding relationships in-country. For example, children will be located through DPOs' and Deaf Associations' relationships with village leaders, churches, women's committees and schools, and through other contextually relevant strategies. Researchers will be required to be selecting and refining data collection methods to be appropriate to specific children with reference to their communication modes, contexts, access needs, comfort and gender sensitivities. A focus for this stage will be on seeking to attain an even balance of male and female children, through the use of appropriate methods and personnel for each group. Deakin personnel will visit during this stage to engage in collaborative discussion about how the methods are working, and areas of improvement.

Stage 4: Data analysis.

This is a major capacity building stage involving skills in data analysis. It involves selecting methods and categories of analysis, and exploring ways the data can be analysed to generate human rights information linking to treaty body reporting, including the two most relevant Conventions (CRPD and CRC). The research team (in-country researchers and Deakin researchers), along with other stakeholders (DPOs, Deaf Associations) will work together to analyse data. Where possible and appropriate, a plan for the discussion of the analysis and findings with participating deaf children will be developed, that also seeks to gain the views of children about how to address the needs identified.

Stage 5: Implementation of findings

Having established the needs and priorities of deaf children, this stage identifies or clarifies the actions that address these needs. The research team will consider options for stakeholder advocacy, and service delivery, as well as broader dissemination of results and systemic advocacy. Deakin will support the capacity of Deaf Associations, PNGADP and DPA researchers to follow up on the priorities identified by deaf children. Implementation activities will be broad and varied and will consist of the following elements:

1. Deaf Associations, will further strengthen relationships and support to parents and families. This will enable the family to support the child with their wishes. Support may include basic disability awareness, introduction of DPO members as role models for the family, advocacy, connecting parents with other parents so that they can provide peer support and share information.

2. Use recommendations to inform policy, advocate with national governments (such as Ministries of Education) and feed into National disability action plans.

3. Draw on the research process, findings, outcomes of the implementation/advocacy phase to strengthen Deaf Associations and DPOs capacity to replicate the work in other country programs.

4. Support Deaf Associations and DPOs to consider how the research process, findings, outcomes and lessons learned have strengthened the capacity of the co-researchers with disabilities as well as the DPOs to incorporate findings, include children and advocate for the human rights priorities. Support the DPOs with strategies to share this information with neighbouring and regional DPOs, as well as other INGO's. Consider disseminating findings through film, in local and national events.

5. Share lessons learned of research methods involving working with deaf children and human rights with the academic community through publications /presentations.

6. Disseminate findings using different and accessible methods, including participants, families   and communities.