



Developing and testing indicators for inclusive education in the Pacific

Final Report

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(with significant contribution from all Pacific INDIE project team members)

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Final Report Template

Australian Development Research Awards Scheme

2012 Funding Round

Purpose: The aim of this template is to provide the Australian Government and research teams with a systematic way to collect data on the outcomes of individual ADRAS research projects. Reporting includes a mix of metrics, case studies and narrative and can be tailored to suit individual projects.

The final report, as opposed to the progress reports, should emphasise the project's achievements as outcomes and/or policy impacts and contain at least one case study of where policy/practice/thinking has been influenced. Tables should include an update on data provided in progress reports.

Agreement Number	66440
Project Title Please restate the working title as specified on the Australian Aid website at: http://aid.dfat.gov.au/research/Pages/adras-awards-2012.aspx	Developing and testing indicators for inclusive education in the Pacific
Administering Organisation	Monash University
Principal Investigator	Umesh Sharma
Total Australian Aid funding received during reporting year (AUD\$)	\$388,235

1. What are the aims and objectives of the research? *Limit 150 words.*

The aim of this research was to develop a set of contextually specific indicators for inclusive education in the Pacific and guidelines for their implementation. The indicators were designed to assist countries to evaluate their efforts and develop further plans and targets for providing quality education for children with disability. Trialling the indicators occurred in Fiji, Samoa, Solomon Islands and Vanuatu, and included a process to validate a method for disaggregating education management information systems by disability. The project built capacity in a large number of education and disability stakeholders for implementation of the indicators.

The research questions were:

1. What indicators, which are practical, culturally and socially appropriate, could be used by governments across the Pacific to measure quality of education for children with disability?
 - A. What indicators are used in the Pacific to measure quality of education for children with disability and what are stakeholders' views about them?
 - B. What indicators are used globally and how useful have they been?
 - C. What do Pacific stakeholders prioritise as desirable outcomes from inclusive education and could these priorities be used to inform the development of Pacific indicators?
 - D. Are the indicators developed through the project valid in four different Pacific countries?

2. Please outline what has been achieved in relation to the research objectives and throughout the project?

Working collaboratively with the Pacific Islands Forum Secretariat (PIFS), the Pacific Disability Forum (PDF), Monash University and the CBM-Nossal Institute Partnership for Disability-Inclusive Development, The University of Melbourne, this research involved 14 Pacific Island countries providing information about the progress already made towards measuring inclusive education in the region. Subsequently, four countries (Fiji, Samoa, Solomon Islands, Vanuatu) were involved in developing and trialling a set of indicators for measuring progress towards disability-inclusive education across the region. The research project spanned three years involving a three-phase approach and culminated with the development and launch of the Pacific Indicators for Disability-Inclusive Education (Pacific-INDIE).

Outcomes from Phase 1

Following the completion of Phase 1, information from different research studies were used to develop the initial list of indicators. The total number of indicators that were developed at this stage consisted of 140.

Outcomes from Phase 2

The Pacific-INDIE was developed which included the final set of 48 indicators in ten themes. From these, twelve indicators were recommended by the research team as critical for measuring disability inclusive education in the Pacific Islands. The indicators were grouped into three categories according to the Pacific Education Development Framework (PEDF): access; quality and effectiveness; and efficiency. The research team then prepared draft guidelines for implementing the indicators across all Pacific Island countries (Sharma, Forlin, Marella, Sprunt, & Deppeler, 2015). The Guidelines are a resource designed to support Pacific Island countries in a process of developing disability-inclusive education. They have been prepared for administrators (e.g. system or regional level), senior leaders (e.g. principals) and operational staff (such as teachers) to be used in collaboration with other relevant professionals, parents and community stakeholders such as DPO, to measure advancement towards disability-inclusive education.

Outcomes from Phase 3

Each country tested different sets of indicators that were selected based on their relevance to the current context and their feasibility of collecting data within the limited timeline. The implementation planned for Vanuatu was unable to go ahead due to the devastating effects of Tropical Cyclone Pam. Focus group discussions were conducted following the trial of the indicators with Ministry staff, parents of children with disability, DPO representatives, and non-government education providers to review the indicators and guidelines. Data were analysed and used to finalise the Guidelines and to inform the development of training manuals to support the implementation of the Pacific-INDIE. Associate investigators in four countries produced brief reports based on the data collected from the participants about the usefulness of the Pacific – INDIE.

At the end of this phase Pacific-INDIE and the guidelines were finalised. Brief versions of the Guidelines were made available in local languages to enable people at all levels access to information: Fiji (Fijian and Hindi); Solomon Islands (Pidgin); Samoa (Samoan); and Vanuatu (French and Bislama).

The project findings were launched in all four countries of the Pacific (Fiji, Samoa, Solomon Islands and Vanuatu) between February and May 2016 and in Australia in August 2016. In each country the Pacific-INDIE were launched by either Minister of Education, Disability Services or Secretary from relevant Ministries. Invitees included members from various Ministries, members of local DPOs, parent advocates, university academics, members from international donor agencies (e.g. DFAT, NZAID) based in the country, school educators, service providers and local researchers.

The development of the Pacific-INDIE now offers culturally relevant indicators for decision-makers to monitor progress towards disability-inclusive education against regional and international agendas. In addition, data collected by the Pacific-INDIE can feed back into reporting required by international frameworks such as the Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs).

These indicators will assist countries to evaluate their progress towards disability-inclusive education and to develop further plans and targets for providing quality education for children with disabilities.

3. How have key stakeholders been engaged in the research?

Table 1: Engagement of external individual / groups / networks

External Individuals / Groups / Networks per Theme			
External Individual / Group / Network engaged ¹	Duration of engagement ²	What / how did engaged group contribute? ³	Changes to relationships/networks ⁴
NB: See Communication and Engagement report for further detail on these points.			
Ministries of Education: Fiji, Samoa, Solomon Islands, Vanuatu.	Three years	In Vanuatu and Samoa Associate Investigators were engaged from the Ministry of Education (MoE) as part of the research team.	Increased awareness within the Ministries of Education of inclusive education, indicators and the role of DPOs. Demonstrated ongoing commitment to implementation of disability inclusive education.
The Pacific Islands Forum Secretariat (PIFS)	Three years	PIFS is a key partner in the project. They provided feedback in developing and revising indicators and mapping the Pacific-INDIE indicators against PEDF indicators.	Increased understanding of disability inclusive education issue. PIFS is working with Monash and PDF to develop a regional framework on inclusive education for the region. Development of jointly written peer reviewed manuscripts and the guideline.
Pacific Disability Forum (PDF)	Three years	Contractual relationship for project period. Their role as part of the research team included:	Joint production of peer reviewed papers, conference presentations and case studies was highly appreciated by all parties.
Country-level Disabled Peoples Organisations (DPO's)	Three years	At least one Associate Investigator from a DPO was engaged in each country. DPOs were also involved in the development, refinement and finalisation of the Pacific-INDIE through participation in several workshops both regionally and in each country.	DPOs have been involved in a range of meetings and workshops with the Ministries of Education in each of the four countries. This has enabled relationships to form and improved both the DPOs' and the Ministries' understanding of the other agency's agenda and ways of working together.
Secretariat for the Pacific Community (SPC)	2 years	SPC Staff involved in the Pacific Education Management Information Systems (EMIS) strengthening program.	Through the SPC (and PIFS), the relationship with EMIS managers and technical staff across the region has been facilitated. This has proven useful in applying the focus of the Fiji disaggregation sub-study in other countries including Tuvalu (through input to UNICEF work) and Vanuatu (through input to Vanuatu-OpenEMIS).

¹ *Engaged:* State the name of the organisation / institution / group / network and any relevant individual or key contact personnel involved

² *Duration of engagement:* State whether the engagement is 'new' i.e. commenced during the ADRAS project or 'existing' and include the years of engagement e.g. 2009, 2010, 2011

³ *Contribution of engaged group:* Classify the contribution according to which stage in your research project the engagement has occurred. For example: Design; Implementation/fieldwork; report writing; review. Consideration of findings/recommendations; Communication / dissemination

⁴ *Change:* Outcomes in terms of changes in engagement – relationships / structures, networks including creation of new networks; formalizing relationships e.g. through MoUs;

4. What knowledge outputs or research communications have resulted from the project? How have these been used to achieve the research objectives?

Please provide the Australian Government with copies of these outputs with this progress report.

Table 1: Key knowledge Outputs

Type of output	Title/description of output	Published Y/N?	Source	
NB: See Communication and Engagement report for further detail on these points.				
Literature review / scoping study	<ul style="list-style-type: none"> - Literature review of international peer reviewed literature: <i>"Thematic areas for the development of indicators of inclusive education for the Pacific region"</i> - Literature review of Pacific literature related to inclusive education - Literature review on Out of School Children with Disability - Disability disaggregation of Education Management Information Systems (EMIS) in the Pacific – a review of system capacity 	Y	Relevant journals	4
Tool / guide / testing of tool	<p>Pacific Indicators for disability inclusive education (Pacific-INDIE): Manual for the guidelines (Part A and Part B)</p> <p>Translated brief guidelines in four local languages</p>	Y	Hard copies and electronic copies in accessible format (available from the project website)	5
Conference paper/poster/presentation	<p>Melbourne Social Equity Institute inaugural conference, symposium presentation (28/2/14). "Towards inclusive education in the Pacific – how can effective approaches be applied and measured?" Presenter: Beth Sprunt</p> <p>"Developing and testing indicators for inclusive education in the Pacific: Nothing about us without us." A symposium presented at Disability Studies in Education Conference hosted in July 2014 by the Victoria University, Melbourne. Presenters: Umesh Sharma, Joanne Deppeler (Monash University); Filipe Jitoko (Pacific Islands Forum Secretariat); Hasheem Mannan (Nossal), Joanne Webber (CBM), Roger Slee (Victoria University).</p> <p>Developing and testing indicators for inclusive education in the Pacific.</p> <p>A presentation made at Disability in Development: shaping policy and practice conference hosted by Australian Disability and Development Consortium, Canberra, 28-29 August, 2014. Presenters: Umesh Sharma (Monash University), Setareki Macanawai (Pacific Disability Forum), Beth Sprunt (Nossal-CBM).</p> <p>Pacific Indicators for Disability Inclusive Education. A presentation made at Pacific Disability Research Symposium, February, 17th, 2015, Nadi Fiji. Presenters: Kitione Ravulo, Savaira, Setareki Macanawai, Lai Merumeru and Umesh Sharma.</p> <p>Developing and testing indicators for inclusive education in the Pacific: Empowering, evidence based and effective. A seminar presented at Asia - Pacific Educational Researchers Conference (APER), Hong Kong November, 2014,</p>	Y	Conference abstracts and proceedings	10

	<p>Presenters: Umesh Sharma, Joanne Deppeler (Monash University); Chris Forlin (Hong Kong-IED), Tim Loreman (CUCA, Canada).</p> <p>Inclusive education and cultural (dis)connect in the Pacific Islands: Conclusions from a 3-year collection of studies. Congress of the Humanities and Social Sciences, Calgary, Alberta, Canada, May 28th to 3rd June, 2016. Presenters: Tim Loreman, Umesh Sharma, Filipe Jitoko and Setareki Macanawai.</p> <p>Pacific-INDIE. Pacific Indicators for Disability-Inclusive Education: a tool for implementing and monitoring inclusive education practices. A presentation at the Regional Workshop on Education Management Information Systems (EMIS), 1-3 Sept 2015. Pacific Islands Forum Secretariat & Secretariat of the Pacific Community. Presenters: Beth Sprunt & Janine Simi. Co-authors: Filipe Jitoko, Setareki Macanawai, Manjula Marella, Umesh Sharma.</p> <p>Disability disaggregation of Fiji's Education Management Information System – is the Washington Group/UNICEF children's functioning and disability module fit for purpose? A presentation at the International Centre for Evidence in Disability, LSHTM, symposium 'Disability in the SDGs: Forming Alliances and Building Evidence for the 2030 Agenda', 18-19 February 2016. Presenter: Beth Sprunt. Co-author: Manjula Marella</p> <p>Nothing about us, Without us: perspectives of people from the Pacific about inclusive education A round table symposium presented at The Inclusive Education Summit -2016, University of Canterbury, Christchurch, New Zealand, 8-10th July, 2016. Presenters: Jitoko, F., Merumeru, L., Ravulo, K., Saemene, G., Maelkota, G. & Sharma, U.</p> <p>Developing indicators for disability inclusive education in the Pacific. A presentation made at the Zero Conference, United Nations, Vienna, February, 2016. Presenters: Umesh Sharma and Setareki Macanawai.</p>			
Academic paper (journal article/working paper/book chapter/monograph)	<p>Forlin, C., Sharma, U., Loreman, T. & Sprunt, B. (2015). Developing disability-inclusive indicators in the Pacific Islands. <i>Prospects</i>, 1-15.</p> <p>Sharma, U., Forlin, C., Sprunt, B. & Merumeru, L. (2016). Identifying disability-inclusive indicators currently employed to monitor and evaluate education in the Pacific island countries. <i>Cogent Education</i>, 3, 1170754.</p> <p>Sharma, U. & Ng, O. (2014) What has worked for Bringing Out-of-school Children with Disabilities into Regular Schools? A Literature Review <i>Disability, CBR & Inclusive Development</i>, 25(2), 2014, 57-74. doi 10.5463/DCID.v25i2.355</p> <p>Loreman, T., Forlin, C., Sharma, U. (2014). Measuring indicators of inclusive education: A systematic review of the literature <i>International Perspectives on Inclusive Education</i>, Volume 3, pp.165 - 187</p> <p>Sharma, U., Forlin, C., Marella, M. & Jitoko, F. (accepted). Using indicators as a catalyst to inclusive education in the Pacific. <i>International Journal of Inclusive Education</i></p> <p>Sharma, U. Loreman, T. & Macanawai, S. (2015). Factors contributing to the implementation of inclusive</p>	Y (all papers are either published or accepted)	In relevant journals identified.	11

	<p>education in Pacific Island countries. <i>International Journal of Inclusive Education</i>, DOI: 10.1080/13603116.2015.1081636</p> <p>Sharma, U. & Michael, S. (in-print). Parental perspective about inclusive education in the Pacific. In K. Scorgie and D. Sobsey (Eds). <i>Working with Families for inclusive education</i>. Emerald Publishers, UK.</p> <p>Sprunt, B., Marella, M. & Sharma, U. Disability disaggregation of Educational Management Information Systems (EMIS) in the Pacific – a review of system capacity. <i>Knowledge Management for Development: Special Issue on Disability</i>. (accepted)</p> <p>Sprunt, B., Hoq, M., Sharma, U. & Marella, M. Validating the WG/UNICEF Module on Child Functioning and Disability for Fijian schools to identify seeing, hearing and walking difficulties. <i>Disability and Rehabilitation</i>. (accepted)</p> <p>Sharma, U., Loreman, T. & Simi, J. (accepted). Stakeholder perspectives on barriers and facilitators of inclusive education in the Solomon Islands. <i>Journal of Research in Special Educational Needs</i></p> <p>Sprunt, B., Deppeler, J., Ravulo, K., Tinaivunivalu, S. & Sharma, U. Fijian priorities for indicators of disability-inclusive education. <i>Disability and Society</i>. (submitted)</p>			
Policy document (Policy brief/research brief /recommendations /seminar)	<p>Ilaisa, G. & Willie, F. (2016) <i>Pacific Indicators for Inclusive Education (Pacific-INDIE): Strengthening and promoting inclusive education in Vanuatu</i>. Monash University, Melbourne, Australia.</p> <p>Saemane, G.L., Fa'asala, C.J., & Simi, J. (2016). <i>Pacific Indicators for Inclusive Education (Pacific-INDIE): Voices from Solomon Islands</i>. Monash University, Melbourne, Australia.</p> <p>Tinaavunivalu, S., & Ravulo, K. (2016) <i>Pacific Indicators for Inclusive Education (Pacific-INDIE): Fiji for disability-inclusive education</i>. Monash University, Melbourne, Australia.</p> <p>Loelu, A., Utumapu, F., & Pesamino, M. (2016). Ilaisa, G. & Willie, F. (2016) <i>Pacific Indicators for Inclusive Education (Pacific-INDIE): Developing inclusive education in Samoa</i>. Monash University, Melbourne, Australia.</p> <p>Developing and testing indicators for inclusive education in the Pacific</p> <p>Pacific Indicators for Disability Inclusive Education (Pacific-INDIE): Key messages for Policy Makers</p> <p>Pacific INDIE: Pacific Indicators for Disability Inclusive Education: A report submitted to Department of Foreign Affairs and Trade, November, 2015</p>	Y	Hard copies and electronic copies uploaded on the project website.	7
Website/social media/traditional media	<p>A website has been developed to specifically report the project activities and has open access to all the resources produced.</p> <p>The website is available at: http://monash.edu/education/research/projects/pacific-indie/</p>	Y	Electronic – hosted at Monash University	1
			No of total outputs:	38

Table 2: Methods of Communication

Communication per Knowledge Output				
Target Audience	Knowledge output	Communication Method ⁵	Audience Reached ⁶	Response ⁷
NB: See Communication and Engagement report for further detail on these points.				
Academics and practitioners in the field of social equity, eg. gender, disability, indigenous peoples	Melbourne Social Equity Institute inaugural conference, symposium presentation (28th February, 2014). “Towards inclusive education in the Pacific – how can effective approaches be applied and measured?”	Seminar	Academics and practitioners in the field of social equity, eg. gender, disability, indigenous peoples	Small conference with very lively discussion; subsequent request for support for inclusive education policy development work in Palestine.
Academics, researchers, disability advocates, undergraduate and postgraduate students undertaking disability studies and policy makers.	“Developing and testing indicators for inclusive education in the Pacific: Nothing about us without us.” A symposium presented at Disability Studies in Education Conference hosted in July 2014 by the Victoria University, Melbourne.	Symposium	Academics, researchers, disability advocates, undergraduate and postgraduate students undertaking disability studies and policy makers.	Interactive symposium, Participants worked in small groups and developed a few indicators that they thought would be critical for the Pacific countries. They saw the value of involving people with disabilities as active researchers.
Academics, ADRAS grant holders, policy makers and researchers.	Developing and testing indicators for inclusive education in the Pacific. A presentation made at Disability in Development: shaping policy and practice conference hosted by Australian Disability and Development Consortium, Canberra, 28-29 August, 2014.	Paper presentation	Academics, ADRAS grant holders, policy makers, DFAT officials and researchers.	Participants appreciated the systematic methodology adopted in identifying the indicators and expressed interest in seeing the final project output when available.
Researchers, academics and policy makers from Asian Pacific countries.	Developing and testing indicators for inclusive education in the Pacific: Empowering, evidence based and effective. A seminar presented at Asia-Pacific Educational Researchers Conference (APER), Hong Kong November, 2014.	Symposium	Researchers, PhD students, academics and policy makers from Hong Kong, China and India.	Positive feedback; Most of the delegates asked for copies of the presentation, papers published from the project and requested the final list of indicators (when developed) be sent to them.
Researchers mainly from the Pacific countries, country representatives of Disability Peoples Organisation, Members from Ministries of Education in the Pacific, members of NGO.	Pacific Indicators for Disability Inclusive Education. A presentation made at Pacific Disability Research Symposium, February 17 th 2015, Nadi, Fiji	Presentation	Researchers mainly from the Pacific countries and some Australian universities, country representatives of Disability Peoples Organisation, parents, members from Pacific Islands Forum Secretariat, members from Ministries of Education in the	Participants were highly appreciative of the participatory approach followed in the project. They also congratulated the key presenters (Associate Investigators) for taking the lead in the presentations.

⁵ *Communication Method:* General statement of method e.g. publication, social media, seminar, meeting, conference, teaching, course etc.

⁶ *Audience Reached:* Specify level as well as estimate proportion of intended target audience reached, where possible. Include gender breakdown

⁷ *Response:* Qualitative assessment of response or sign of attention paid to the communication by the target audience E.g. expressions of interest; requests for more information; active participation and engagement; provision of comments or feedback. May include negative responses.

			Pacific, members of non-government organisations (NGOs).	
Local Vanuatu stakeholders eg. administrators, school principals, teachers, parents	Pacific-INDIE: Strengthening and Promoting Inclusive Education in Vanuatu.	Brochure - English and in a relevant local language	Disseminated during the in-country launches of the Pacific-INDIE.	Most participants who attended the launch highly appreciated contributions by the local researchers and found the information of great value for the local contexts.
Local Samoan stakeholders eg. administrators, school principals, teachers, parents	Pacific-INDIE: Developing inclusive education in Samoa	Brochure - English and in a relevant local language	Disseminated during the in-country launches of the Pacific-INDIE.	Most participants who attended the launch highly appreciated contributions by the local researchers and found the information of great value for the local contexts.
Local Solomon Islands stakeholders eg. administrators, school principals, teachers, parents	Pacific-INDIE: Voices from Solomon Islands	Brochure - English and in a relevant local language	Disseminated during the in-country launches of the Pacific-INDIE.	Most participants who attended the launch highly appreciated contributions by the local researchers and found the information of great value for the local contexts.
Local Fiji stakeholders eg. administrators, school principals, teachers, parents	Pacific-INDIE: Fiji for Disability-inclusive Education	Brochure - English and in a relevant local language	Disseminated during the in-country launches of the Pacific-INDIE.	Most participants who attended the launch highly appreciated contributions by the local researchers and found the information of great value for the local contexts.
Ministries of Education, specifically EMIS officials and disability officers; National Statistics Offices; Washington Group/ UNICEF; Pacific EMIS strengthening program; Fiji EMIS officers	Disability disaggregation of Education Management Information Systems (EMIS) in the Pacific – a review of system capacity	Journal article	Ministries of Education, specifically EMIS officials and disability officers; National Statistics Offices; Washington Group/ UNICEF; Pacific EMIS strengthening program; Fiji EMIS officers	The response to the draft paper indicated its relevance and usefulness to people involved in EMISs in the region.
MoE officers responsible for EMISs in the Pacific, and regional EMIS strengthening program staff.	Pacific-INDIE. Pacific Indicators for Disability-Inclusive Education: a tool for implementing and monitoring inclusive education practices	A presentation at the Regional Workshop on Education Management Information Systems (EMIS), 1-3 Sept 2015. Pacific Islands Forum Secretariat & Secretariat of the Pacific Community.	Senior monitoring and evaluation and EMIS staff from MoEs from 12 Pacific countries plus regional agencies	The presentation was well received with the methodology for selection of indicators being used as an example for the refining and selection of Pacific Education Development Framework indicators during the workshop.
Disability measurement academics and practitioners; Washington Group, UNICEF, WHO, DFID	Disability disaggregation of Fiji's Education Management Information System – is the Washington Group/UNICEF children's functioning and disability module fit for purpose?	A presentation at the International Centre for Evidence in Disability, LSHTM, symposium 'Disability in the SDGs: Forming	Disability measurement academics and practitioners; Washington Group, UNICEF, WHO, DFID, LSHTM, UCL, Handicap International,	The presentation provoked a lot of discussion about the application of the WG/UNICEF child questions in administrative settings, and about the overall sensitivity and

		Alliances and Building Evidence for the 2030 Agenda', 18-19 February 2016.	SightSavers, Light for the World, CBM, etc. At least 60 people attended the session and the presentation is available online.	specificity of the tool at different cut-off levels. This is a very current issue as countries seek to establish baselines for the SDGs using this tool and understand its usefulness in administrative settings as opposed to censuses and surveys.
Leading experts, disability advocates, researchers and funding agencies on disability, inclusive education and ICT in disability sector	Developing indicators for disability inclusive education in the Pacific.	A presentation made at the Zero Conference, United Nations, Vienna, February, 2016. Presenters: Umesh Sharma and Setareki Macanawai.	Our presentation was moved to plenary session so all delegates (over 300) attended the presentation.	The presentation was top rated by the delegates using the Zero Conference evaluation app. Many delegates contacted us after our presentation and showed a keen interest to know more about the project. They were provided the project newsletter.

5. How has the capacity of the researchers, particularly those in developing countries, and other professionals to undertake research and use research findings been expanded by the project?

Table 1: Capacity building

Target	Data per Theme				
	Audience ⁸	Competency ⁹	What was done***	Sustainability ¹⁰	Formal recognition/qualification ¹¹
Staff	Tamara Jolly and Beth Sprunt	Ethics of research	Participated in Deakin University daylong workshop on ethics of research with children with disabilities in Vanuatu and PNG	The skills will be used in future research applications.	No
Students	Beth Sprunt is completing a PhD	Research	Enrolment in PhD	The approach to disaggregating Fiji's EMIS by disability is being implemented by the MoE, starting May 2016. Lessons and tools have already been shared with UNICEF for disability disaggregation of Tuvalu's EMIS; Vanuatu's EMIS is based on Fiji's EMIS and the programming for the disability disaggregation elements of the system will be transferred to Vanuatu once implementation is tested and bedded down in Fiji. Discussions with the Washington Group are ongoing regarding the application of the WG/UNICEF questions in administrative settings.	PhD (upon submission in 2017)
Students	Ms Janine Simi is completing a PhD	Research	Enrolment in PhD	In built milestones in the formal program.	PhD (upon submission in 2017)

⁸ *Audience*: May encompass a range of staff, students, government/program workers, researchers, entities, organizations, contractors and peak bodies.

⁹ *Competency [of capacity building]*: May include areas such as interest / engagement in policy issue; design / undertake relevant studies (lit review, policy analysis, regulatory analysis etc); analyse results, interpret and prepare reports; communicate / disseminate & engage with policy makers; build networks/relationships/partnerships; provide training/build capacity in others; leadership and management.

¹⁰ *Sustainability*: This may include ability to contextualise to country situations, synthesise information, apply lessons learned in Australia or overseas to new contexts, integration of courses/training into core business, applying lessons learned into new leadership roles, the continuation of program(s), use of tool(s) as a routine device to inform local and broader policy action

¹¹ *Formal recognition/qualification*: Completion of training course; Master/Doctorate/other qualification

Organisational	Pacific Disability Forum	Child Protection	Training Session on Child Protection; support in strengthening existing child protection policy	Organisational policy is improved as a result. Three PDF senior staff received the training and they work with a large # of DPOs in the region. PDF child protection policy may now be used as an example for other DPOs to draw from.	No
Organisational	Pacific Disability Forum	Program management and reporting; management of range of small consultant-type contracts.	Ongoing mentoring and support	PDF now has experience in and a clear tool for establishing daily rates for consultants with a range of qualifications and experience levels.	No
Organisational	Pacific Disability Forum	Research methods, see below for details.	Training workshop; ongoing mentoring and support during data collection via skype, phone, face-to-face.	PDF provides support to DPOs across the region and their skills in research methods will be applicable in a large range of settings.	Certificate of Attendance
Organisational	Pacific Disability Forum	Project and contract management	Direct experience in overseeing investigator tasks, Contract drafting, work planning, reporting and budgeting		No
Organisational	Associate Investigators, including 4 DPO members and 4 people with education sector backgrounds in Fiji, Solomon Islands, Samoa and Vanuatu	Qualitative research methods: key informant in-depth interviews; focus group discussions with accessible participatory methods; transcription; interpretation of analysis and co-authoring papers. Quant: survey development and implementation. Ethics processes, including informed consent.	Training workshop; Ongoing mentoring and support during data collection via skype, phone, face-to-face.	Most associate investigators are participating in other local projects.	Certificate of Attendance
Organisational	Associate Investigators, including 4 DPO members and 4 people with education sector backgrounds in Fiji, Solomon	Child Protection	Training Session on Child Protection		No

	Islands, Samoa and Vanuatu				
Organisational	Associate Investigators, including 4 DPO members and 4 people with education sector backgrounds in Fiji, Solomon Islands, Samoa and Vanuatu	Research and project management	Practical experience in interviewing and researching Work planning, budgeting and reporting	The skills developed will be useful in their ongoing work and will enhance their ability to use the skills in new projects within their own context.	No
Organisational	Associate Investigators, including 4 DPO members and 4 people with education sector backgrounds in Fiji, Solomon Islands, Samoa and Vanuatu Research partners from PIFS and PDF	Communication and networking	Presenting at the 4th Pacific Regional Conference on Disabilities as well as other conferences in New Zealand and Australia	Communicate / disseminate; build networks/relationships/partnerships	Certificate of participation by the conference committees.
Organisational	Associate Investigators, including DPO members, Ministry staff and other education sector stakeholders in Fiji, Solomon Islands, Samoa (Vanuatu did not proceed due to TC Pam)	Workshop/training	Following pilot-testing of Indicators workshop was conducted to discuss outcomes and develop country specific case-studies	Participants will act as master trainers within their context.	Certificate of Attendance
Organisational	Associate Investigators, including DPO members, Ministry staff and other education sector stakeholders in Fiji, Solomon Islands, Samoa and Vanuatu	Workshop/training	Training in implementation of final indicators using the completed manual and application to specific country context	Participants will act as master trainers within their context.	Certificate of Attendance

6. What can we learn from challenges/issues experienced throughout the project? *Limit 500 words.*

Overall, the research progressed generally to the agreed Work plan, with some minor delays as outlined.

The process of developing draft indicators, particularly through the Delphi process and a user guide was more involved than expected, and led to some delays. The indicator verification process took place during a time where Associate Investigators had competing pressures and deadlines.

Towards the end of 2014, it became more challenging to secure time with government officials for key informant interviews, as many were busy with duty travel. A joint workshop may have been a more efficient process for gathering feedback from these officials, rather than individual interviews.

The significant impact of Tropical Cyclone Pam in Vanuatu in March 2015 prevented the testing of Pacific-INDIE in phase three. The Associate Investigators from Vanuatu were involved in discussions and workshops via Skype and emails to contribute to the refinement of Pacific-INDIE and guidelines. They also developed a country-specific brochure outlining the relevance of the Pacific-INDIE to the Vanuatu context.

The Fiji Pacific-INDIE training and launch were rescheduled from February 2016 to May 2016 due to the impact of Tropical Cyclone Winston and the government-enacted emergency period.

Project timeline needed to be extended due to Cyclone Pam in Vanuatu and Cyclone Winston in Fiji. These lead to significant disruption in the project activities and required re-allocation of resources. The project team had to be flown from the Pacific to safe places to avoid the areas affected by the Cyclones. The project managers from both Monash and Nossal Institutes needed to work intensively during the extended period of the project which we had not originally planned for. A/P Umesh Sharma also needed to provide extensive input in the final year of the project and more so during the project extended timeline (during his sabbatical) to complete the activities.

Staff turnover with the local Associate Investigators and other Pacific partners, Nossal Institute (including Project leads) and Monash University was an ongoing challenge throughout project. Of particular note:

- Mr Fredrick Miller, Disability Coordinator, Pacific Islands Forum Secretariat and one of the members of our expert Delphi group, passed away in 2014. Samoan Associate Investigator Mailo Pesamino also passed away in 2014.
- Associate Investigator for Samoa, Ms Ailini Ioelu's role as an inclusive education coordinator within the Ministry was made redundant during the final phase of the project and her position as part of the project could not be replaced at such a late stage. This created an extra burden on the other Associate Investigator in Samoa for implementation of the final workshop and launch activities. Extra support was provided by research team members to ensure successful completion of project activities.

7. Was appropriate ethics approval obtained for the project? If YES then please attach evidence of approval to this report. If evidence has already been provided please state this below.

Ethics approval was obtained for the project in the first year of the project. A copy of the approval was already submitted to DFAT with the 2014 report.

Ethics approval for the Fiji sub-study on disability disaggregation of the EMIS was provided by the Fiji Ministry of Education's ethics committee (see attached approval letter, appendix 7.2), and by the University of Melbourne's Human Ethics Health Sciences Sub-Committee (see attached approval letter, appendix 7.1).

8. Financial Snapshot

Please provide a final financial snapshot of your budget and expenditure for the project below. This snapshot is in addition to the financial acquittal statement required with this report.

The financial acquittal statement should include your expenditure of grant monies for the reporting period and be signed by an appropriate delegate from your accounts/finance office. The financial acquittal statement should be on your institution's letterhead as there is no related DFAT template.

Budget Allocations (A\$) – As per proposal

	1 st Year	2 nd Year	3 rd Year	Total
Researcher/s Salary	192,607	189,694	216,956	599,258
Field Work Costs	108,661	61,614	75,225	245,500
Travel and Related Costs	47,320	0	0	47,320
Insurances	0	0	0	0
Knowledge Transfer Activities	1,200	1,236	84,278	86,714
Capacity Development Activities	49,650	47,174	11,776	108,600
Total Australian Aid Funds Received	399,438	299,718	388,235	1,087,391
Interest Earned on Australian Aid Funds	4,124	4,838	8,376	17,337
Total Income from Australian Aid	403,562	304,556	396,611	1,104,728

Total Expenditure (A\$)

	1 st Year	2 nd Year	3 rd Year	Total
Researcher/s Salary	149,621	178,749	292,593	620,963
Field Work Costs	16,047	62,718	157,025	236,951
Travel and Related Costs	8,347	35,417	6,073	49,837
Knowledge Transfer Activities	0	4,778	86,162	90,940
Capacity Development Activities	28,513	10,390	67,134	106,037
Insurances	0	0	0	0
Total Australian Aid Funds Expensed	202,529	292,229	608,988	1,104,728

Total Australian Aid Funds Un-expensed: nil

9. Certification

I certify that all the details contained in this progress report are true and that all research partners and co-investigators agree that this report is an accurate representation of the projects progress so far.

A handwritten signature in black ink, appearing to read 'Umesh' with a stylized flourish underneath.

Signed,
Associate Professor Umesh Sharma
Principal Investigator
Monash University

12th September 2016