Inclusive Education Country Profile

COOK ISLANDS

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Cook Islands Education Act 2012

Inclusive Education Policy: Cook Islands Inclusive Education Policy 2017
Assistive Technologies Guideline

Operationalizing Inclusive Education: Implementation is embedded in the Cook Islands Education Master Plan 2008–2023

Inclusive Education Standards: Cook Islands Teacher Professional Standards
Cook Islands Building Code 2019

Inclusive Education in the Budget

What does the budget cover?

$$$$ Community awareness on disability and education

$$$$ Teacher aide/assistant salaries

$$$$ Training for school staff

$$$$ Assistive devices/technologies

$$$ Outreach/itinerant support to schools by specialists

$ Infrastructure funding for accessibility modifications

-- Transport assistance specifically for disadvantaged or disabled students

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

$$$$ = A great extent

$$$ = A lot

$$ = A moderate amount

$ = A little

-- = Not at all

☑ **Special/inclusive education a mandatory part of teacher training**
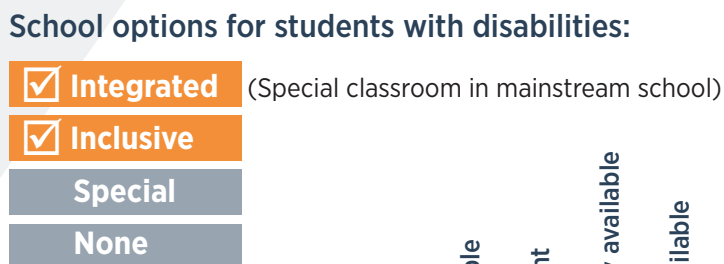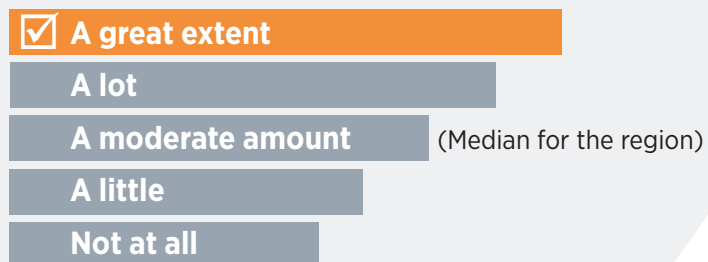
Frequency of teacher in-service training in inclusive education

☑ More than once a year
☐ Once a year
☐ Less than once a year
☐ Not sure

45% of teachers have participated in in-service training on inclusive education

☑ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

☑ A great extent
A lot
A moderate amount   (Median for the region)
A little
Not at all

School options for students with disabilities:

☑ Integrated (Special classroom in mainstream school)
☑ Inclusive
Special
None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided			✓	
Additional time is provided during assessments				✓
Personal assistance is provided during assessments (e.g. note-taking)				✓
Physical education activities are modified				✓
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)				✓
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)			✓	

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations
Exceeds expectations
☑ Equals expectations
Short of expectations   (Median for the region)
Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)					✓
handwashing facilities that are accessible and safe for all?					✓
sanitation (toilet) facilities that are accessible and safe for all?					✓
menstrual hygiene management facilities that are accessible and safe for all?					✓
a disaster response plan in place that is inclusive of all students?					✓
measures to address bullying?					✓

Encouraging retention

- Schooling is compulsory from 5 to 16 years; MoE reviews educational programmes to ensure high student engagement.
- The MoE Attendance, Truancy and School Transition Policy requires monitoring of students.

Encouraging transition

- The Student Progression Policy requires progression with age-appropriate cohorts from Year 1 to Year 11.
- Internal reporting systems via the Education Management Information System (EMIS) and Term Returns assist monitoring transition.

Supporting out-of-school children

- Bridging courses are available, although not specifically for students with disabilities. Tupuanga Rakau is a programme working on alternative learning and transitioning back into school. The Tumanava programme at Cook Islands Tertiary Training Institute (CITTI) is for early school leavers transitioning into work places.
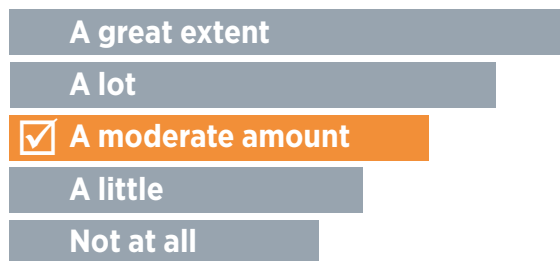
Supporting post-school pathways

- The careers advisor coordinates with schools and teachers.
- Accessibility for people with disabilities to technical and vocational education and training includes a dual pathways programme with CITTI that provides a one-year course in trades such as carpentry, electrical work, mechanics and hospitality; the courses are open to everyone.
- Life skills programmes through New Zealand Qualification Authority are implemented by all secondary schools; courses are tailored to suit the needs of each island.
- CITTI has literacy and numeracy support available to all learners, including a specific IE policy for vocational learning.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education? (e.g. student associations, school boards, parent-teacher associations)

- A great extent
- A lot
- ☑ A moderate amount
- A little
- Not at all

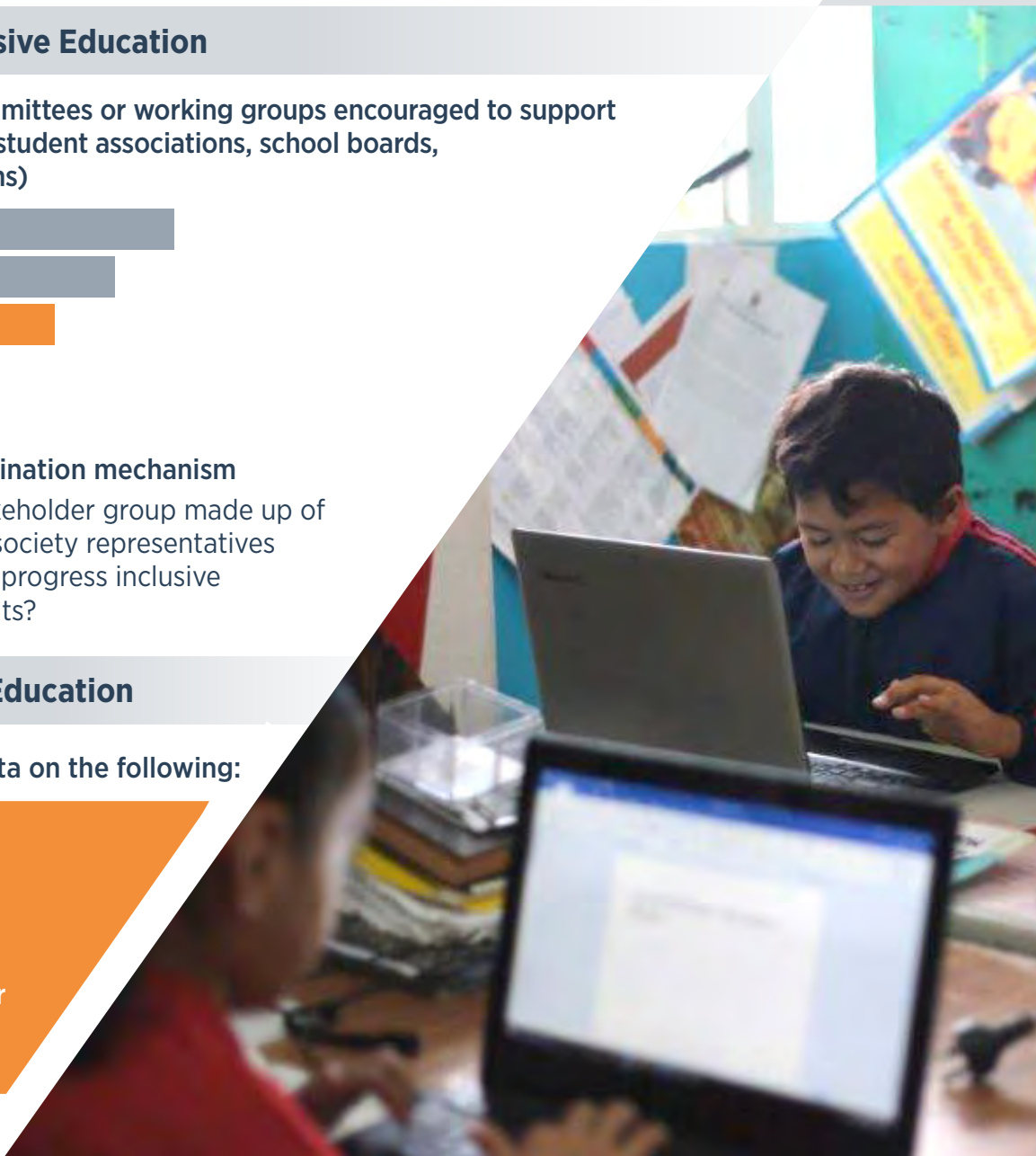### Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meet regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Students who have dropped out?
- Rural/remote ?
- Cultural, linguistic or ethnic minorities?

Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	

Available almost everywhere in the country

- Organizations of Persons with Disabilities
- Social protection/welfare services
- Medical/pharmaceutical services
- Vision services (screening, glasses, Braille services, orientation and mobility training)
- Hearing services (screening, audiology, hearing aids)
- Rehabilitation/therapy
- Mobility device services
- Counselling
- Sign language services
- Early intervention services

Looking Forward

ENABLERS:

- Awareness programmes in schools implemented by inclusive education advisors have seen positive outcomes for school staff and parents.
- Sustained relationship between Autism Cook Islands and MoE.
- Support for teacher aides by the inclusive education advisor.
- The 2017 review of the Inclusive Education Policy involved consultation with schools and communities, which provided clarity and information.
- There is a move towards assessing and planning for students' actual and apparent learning needs in schools and a move away from focusing on diagnosis alone.

CHALLENGES:

- Attitudes of teachers and leaders: low expectations of children with disabilities; perceptions that children are "dumb" or "being naughty."
- Expectations that all students with disabilities need a teacher aide.

- Getting families to support their children to become independent.
- Working with families that do not believe their child has additional needs.
- Diagnosis services.

FUTURE PRIORITIES:

- In-house support for all education advisors so they can support students with disabilities.
- Upskill ALL school leaders, then work with teaching staff and teacher aides.
- Upskill inclusive education advisors.
- Increase partnerships and communication between MoE and organizations that are active in schools.
- Improved monitoring and evaluation processes for inclusive education across the Cook Islands.
- Increase transparency between ministries and non-governmental organizations for sharing data and information.

COOK ISLANDS
Ministry of Education
Maraurau o te Pae Api'i

Inclusive Education Country Profile

FIJI

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Constitution 2013, Act 4/2018 Rights of Persons with Disabilities, Child Welfare Decree 44/2010, Human Rights Commission Decree 2009

Inclusive Education Policy: Special and Inclusive Education Policy 2016–2020 (under review)

Operationalizing Inclusive Education: The Special and Inclusive Education Policy is operationalized through an accompanying implementation plan

Inclusive Education Standards: Fiji Schools Teachers Competency Framework 2009

Inclusive Education in the Budget

What does the budget cover? *(these figures relate to pre-COVID budget cuts)*

$$$$	Transport assistance specifically for disadvantaged or disabled students
$$$	Community awareness on disability and education
$$$	Teacher aide/assistant salaries
$$$	Training for school staff
$$$	Assistive devices/technologies
$$	Infrastructure funding for accessibility modifications
$	Outreach/itinerant support to schools by specialists

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

[X] **Special/inclusive education a mandatory part of teacher training**
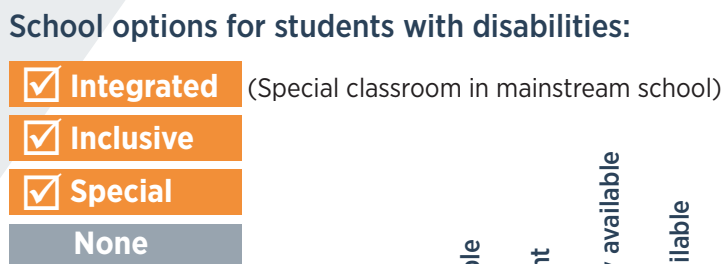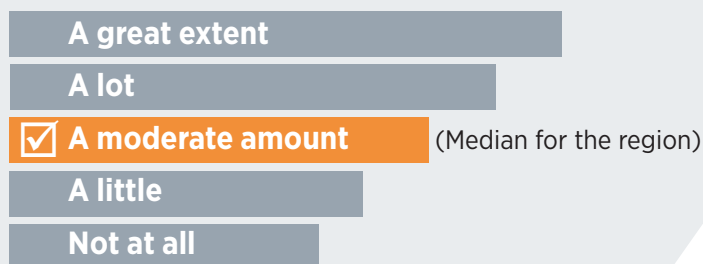
Frequency of teacher in-service training in inclusive education

- [ ] More than once a year
- [✓] Once a year
- [ ] Less than once a year
- [ ] Not sure

10% of teachers have participated in in-service training on inclusive education

[✓] **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent

A lot

☑ A moderate amount (Median for the region)

A little

Not at all

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)

☑ **Inclusive**

☑ **Special**

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided				✓
Additional time is provided during assessments				✓
Personal assistance is provided during assessments (e.g. note-taking)				✓
Physical education activities are modified				✓
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			✓	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)			✓	

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations

Exceeds expectations

Equals expectations

☑ Short of expectations (Median for the region)

Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		✓			
handwashing facilities that are accessible and safe for all?		✓			
sanitation (toilet) facilities that are accessible and safe for all?		✓			
menstrual hygiene management facilities that are accessible and safe for all?		✓			
a disaster response plan in place that is inclusive of all students?		✓			
measures to address bullying?		✓			

Encouraging retention

- School-based retention programmes to reduce the likelihood of students dropping out include strengthening parental engagement through home visits, provision of counselling for both parents and children, and the CAROLS programme (Children At Risk Of Leaving Schools).

Encouraging transition

- There are no specific programmes to support the transition of students from one year level to the next. Current practice is that students automatically progress to subsequent grades without a hurdle requirement of a final examination.
- The MoE supports and encourages special schools to transition students into inclusive schools where possible.

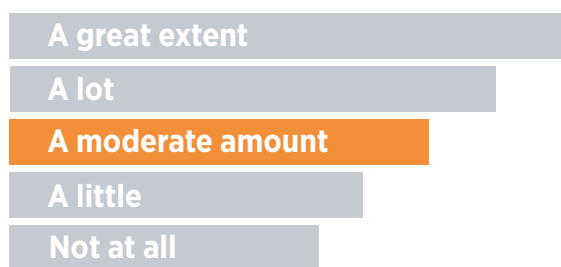### Supporting out-of-school children

- Enrolment of out-of-school children occurs based on availability of space in schools, and age appropriateness of the child. However, there is no defined MoE guideline.

Supporting post-school pathways

- Life skills training is embedded in the special schools, delivered according to Individual Educational Plans.
- Several secondary and vocational training institutions provide education that is inclusive of students with disabilities. Fiji National University runs 14 technical colleges which include students with disabilities.
- Many special schools run Work Ready programmes with local employers who provide training and employment for special school graduates.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- **A moderate amount**
- A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

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

YES
- Disability?
- Rural/remote?
- Socioeconomic status/ poverty?
- Students who have dropped out?

NO
- Cultural, linguistic or ethnic minorities?

Available almost everywhere in the country	**Available in the capital all the time**
Available in most large towns	• Vision services (screening and glasses)
	• Vision services (Braille services and orientation and mobility training)
Available in the capital all the time	• Sign language services
	• Organizations of Persons with Disabilities
Available in the capital only sometimes	• Early intervention services
	Available in the capital only sometimes
Not available	• Hearing services (screening)
	• Hearing services (audiology and hearing aids)
	• Rehabilitation/therapy services
	• Mobility device services
	• Social protection/welfare services
	• Medical/pharmaceutical services
	• Counselling

Looking Forward

ENABLERS:

• Acts/legislation and policies to promote inclusive education are in place.

• Disability data collection and entry into Fiji's Education Management Information System (FEMIS) allows schools to understand how to optimize the inclusion of students with disabilities in classrooms. This also enables the MoE to provide evidence-based resourcing to schools to support the costs of inclusion.

• There is a standard IEP and it is consistently used across special schools.

• Reasonable accommodations are applied in classrooms, including to enable the completion of exams by people with disabilities.

• The MoE has a dedicated special and inclusive education officer in the Curriculum Advisory Services Team.

• A Disability-Inclusive Education Handbook for Teachers is available in all primary and secondary schools.

• Additional staff to support special and inclusive education is provided through a partnership between the MoE and the Australian aid programme.

• Resources to support inclusive and differentiated use of the national curriculum framework are being developed in response to a curriculum review.

CHALLENGES:

• Persistent negative attitudes towards the education of children with disabilities keep them out of school.

• Special and inclusive education is managed by one person at the MoE; Collaborative input is needed across MoE.

• Skilled and confident human resources are lacking at the Ministry and in schools, which limits the effective implementation of inclusive education.

• The work required to support special and inclusive education nationally is huge and requires collaborative input across the MoE.

• Budgetary impacts of COVID are restricting the ability of schools to employ teacher aides.

FUTURE PRIORITIES:

• Curriculum needs review and redevelopment so that it can be adapted for children depending on their learning needs.

• Compliance with mandated acts & policies in schools, including the Child Protection Policy and all other policies, needs to be boosted.

• Expanded professional development in inclusive education, including online teacher training modules.

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Inclusive Education Country Profile   FEDERATED STATES OF MICRONESIA

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: FSM Public Law 14-08 "Free Appropriate Public Education" 2005
FSM Public Law 8-21 "Federated States of Micronesia Special Education Act 1993"

Inclusive Education Policy: FSM Special Education Procedural Manual Revised 2012

Operationalizing Inclusive Education: Inclusive education is embedded in the Department's annual plan and is operationalized through an inclusive education policy implementation plan

Inclusive Education Standards: FSM Accreditation Standards; FSM National Minimum Competency Standards; FSM Teacher Certification Standards; FSM Curriculum Standards and Benchmarks

Inclusive Education in the Budget

What does the budget cover?

$$	Community awareness on disability and education
$$	Training for school staff
$$	Outreach/itinerant support to schools by specialists
$$	Transport assistance specifically for disadvantaged or disabled students
$	Teacher aide/assistant salaries
$	Assistive devices/technologies
--	Infrastructure funding for accessibility modifications

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

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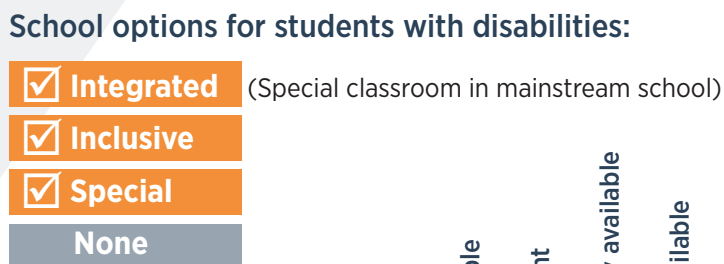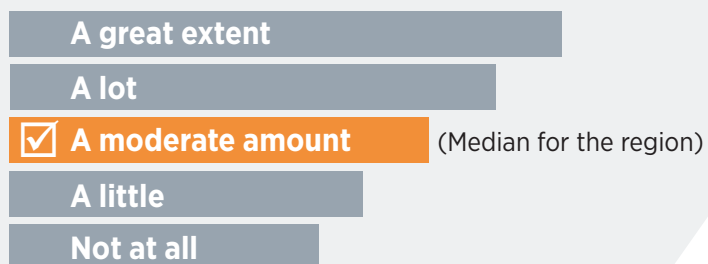☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education

☐ More than once a year
☐ Once a year
☑ Less than once a year
☐ Not sure

40% of teachers have participated in in-service training on inclusive education

☑ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

	School options for students with disabilities:
A great extent	☑ **Integrated** (Special classroom in mainstream school)
A lot	☑ **Inclusive**
☑ **A moderate amount** (Median for the region)	☑ **Special**
A little	None
Not at all	

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided		✓		
Additional time is provided during assessments		✓		
Personal assistance is provided during assessments (e.g. note-taking)		✓		
Physical education activities are modified	✓			
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		✓		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)		✓		

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

- Far exceeds expectations
- Exceeds expectations
- Equals expectations
- ☑ **Short of expectations** (Median for the region)
- Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)			✓		
handwashing facilities that are accessible and safe for all?		✓			
sanitation (toilet) facilities that are accessible and safe for all?			✓		
menstrual hygiene management facilities that are accessible and safe for all?		✓			
a disaster response plan in place that is inclusive of all students?		✓			
measures to address bullying?		✓			

Encouraging retention

- State special education programmes implement dropout prevention activities and monitor students with IEPs as part of annual Local Performance Plans (LPPs). The LPPs includes a performance indicator on "dropout."

- Vocational programmes exist in secondary schools to different extents; vocational training such as home arts/economics, agriculture, auto mechanic and construction are available to a very limited extent to all high school students including those with disabilities.

Encouraging transition

- State special education programmes implement transition support services to students with disabilities. Beginning at age 14, students with IEPs must have an Individual Transition Plan that maps out academic and vocational goals, their study course, and how they will transition from secondary school to college, employment, self-employment or independent living.

Supporting out-of-school children

- Education is compulsory to age 14. However, there are few educational supports provided to out-of-school youths, and these rarely include youth with disabilities.

Supporting post-school pathways

- Existing programmes provide some level of support to prepare people with disabilities for post-school education, training and work. Technical, vocational education and training and life skills courses are available. However, these programmes need support from community, the private sector and civil society, to ensure effective transition.

- Cross-sectoral coordination needs to be established and consistently implemented and monitored.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- ☑ **A moderate amount**
- A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Students who have dropped out?
- Disability?
- Ethnicity?

NO
- Socioeconomic status/poverty?

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Available almost everywhere in the country	**Available almost everywhere in the country** • Social protection/welfare services • Vision services (screening and glasses) • Vision services (Braille services and orientation and mobility training) • Hearing services (screening) • Hearing services (audiology and hearing aids) • Mobility device services • Counselling • Sign language services • Early intervention services
Available in most large towns	
Available in the capital all the time	**Available in the capital all the time** • Rehabilitation/therapy services
Available in the capital only sometimes	**Available in the capital only sometimes** • Organizations of Persons with Disabilities • Medical/pharmaceutical services
Not available	

Looking Forward

ENABLERS:

• Parents, school administrators and teachers (both general and special education) who are supportive and always ready to help and engage in inclusive education activities.

• Ongoing funding and availability of resources and technical assistance from United States DOE (Office of Special Education Programs) and development partners such as UNICEF, UNESCO, SPC, PIFS, USP, PDF, UNFPA, APTC and others.

CHALLENGES:

• Funding is made available under terms of political-economic relationship with another country and is not guaranteed. Limited fiscal resources from within FSM are allocated to support inclusive education.

• Insufficient personnel owing to limited funding. Insufficient personnel trained in specialized fields.

• Services from birth to age two are not structured or funded.

• Services to people with disabilities beyond age 21 are not structured or funded. Coordination of vocational and independent living skills ends at age 21, with no systemic or government supports beyond.

FUTURE PRIORITIES:

• Establishing mechanisms (accountability of policy-makers) to enforce existing policies (state and national).

• Inclusive education should be clearly understood by all stakeholders to ensure full commitment and support.

• Update FSM National Policy on Disability.

• Actions at the grassroots level (state and national) such as awareness meetings, planning, etc.

• Organize a disability coordinating council (follow up on President's National Advisory Council on Children).

Inclusive Education Country Profile

KIRIBATI

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Kiribati Education Act 2013

Inclusive Education Policy: Kiribati Inclusive Education Policy 2015

Operationalizing Inclusive Education: Inclusive education is embedded in the Ministry's annual plan and is operationalized through an inclusive education policy implementation plan

Inclusive Education Standards: Kiribati National Teachers' Service Standards Framework 2017–2019 Kiribati National Infrastructure Standards for Primary Schools 2011

Inclusive Education in the Budget

What does the budget cover?

$$$$	Community awareness on disability and education
$$	Infrastructure funding for accessibility modifications
$	Teacher aide/assistant salaries
$	Training for school staff
$	Assistive devices/technologies
$	Outreach/itinerant support to schools by specialists
$	Transport assistance specifically for disadvantaged or disabled students

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

$$$$ = A great extent

$$$ = A lot

$$ = A moderate amount

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☑ **Special/inclusive education a mandatory part of teacher training**
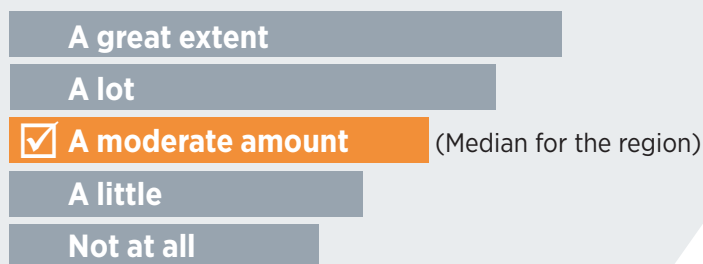
Frequency of teacher in-service training in inclusive education

☐ More than once a year
☐ Once a year
☑ Less than once a year
☐ Not sure

20% of teachers have participated in the Kiribati Teachers College (KTC) in-service training on inclusive education

☑ **Teacher assistants and sign language interpreters are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent

A lot

☑ A moderate amount   (Median for the region)

A little

Not at all

School options for students with disabilities:

Integrated   (Special classroom in mainstream school)

☑ Inclusive

☑ Special

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided			✓	
Additional time is provided during assessments		✓		
Personal assistance is provided during assessments (e.g. note-taking)		✓		
Physical education activities are modified			✓	
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		✓		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)		✓		

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations

Exceeds expectations

☑ Equals expectations

Short of expectations   (Median for the region

Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)			✓		
handwashing facilities that are accessible and safe for all?			✓		
sanitation (toilet) facilities that are accessible and safe for all?			✓		
menstrual hygiene management facilities that are accessible and safe for all?			✓		
a disaster response plan in place that is inclusive of all students?				✓	
measures to address bullying?					✓

Encouraging retention

- Various strategies include MoE inclusive education officer working with principals, teachers and teacher assistants in Individual Education Plan (IEP) development; hearing screening and testing; teacher assistant training; training of island education coordinators (IECs) and teachers on identification tool and teaching strategies, student expulsion policy, no display of students results, no prize-giving or awarding marks for students but use of checklist; and curriculum reform.

Encouraging transition

- IEPs and Individual Transition Plans (ITPs) for all students with disabilities.

Supporting out-of-school children

- Kiribati Institute of Technology (KIT) offers a bridging course that is not a direct entry course. Selection is via community consultation using ChildFund Youth Workers to determine suitable applicants from across communities. KIT has a Certificate I in Vocational Preparation, being trialled on Abemama with some of the local recent bridging graduates.
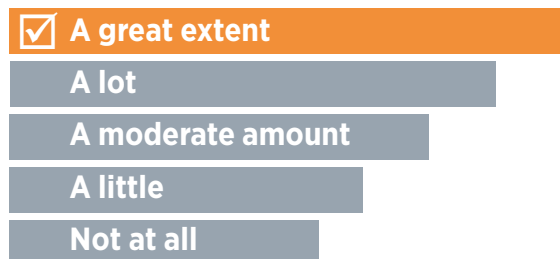- Teachers of Kiribati Community Studies (KCS) need inclusion training; more attainable skills should be taught, such as sewing, cookery, carpentry.

Supporting post-school pathways

- Programmes to help people with disabilities for post-school education include technical vocational education and training, life skills, bridging courses, work preparation and literacy and numeracy.
- MoE inclusive education officer disseminates KIT application forms to schools where students with disabilities are enrolled. Years 11–13 are eligible to apply.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- ☑ **A great extent**
- **A lot**
- **A moderate amount**
- **A little**
- **Not at all**

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meet regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Rural/remote?

NO
- Socioeconomic status/ poverty?
- Students who have dropped out?
- Cultural, linguistic or ethnic minorities?

Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	

Available almost everywhere in the country
• Social protection/welfare services

Available in the capital all the time
• Sign language services
• Organisations of Persons with Disabilities
• Medical/pharmaceutical services
• Rehabilitation/therapy

Available in the capital only sometimes
• Vision services (screening, glasses, Braille services, orientation and mobility training)
• Hearing services (screening, audiology, hearing aids)
• Mobility device services
• Counselling

Not available
• Early intervention services

Looking Forward

ENABLERS:
• Incorporating Sustainable Development Goals, CRPD, CRC, CEDAW, KV20 and MoE ESSP Goal 4 in the plan.
• External support.
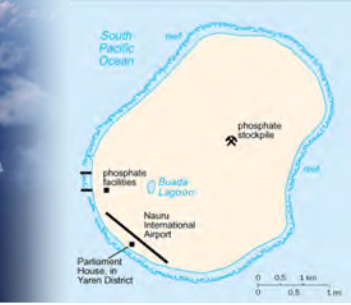• Improving database on disability to have valid data.

CHALLENGES:
• Geographical spread and remoteness.
• Limited financial, human and material resources; insufficient teachers with inclusive education knowledge and skills; insufficient devices for students with disabilities; and inaccessible infrastructure.
• Domestic violence including gender-based violence.
• Stigma and discrimination based on disability.
• Some families are not supportive of programmes initiated for their children with disabilities.

FUTURE PRIORITIES:
• Activation of the policies that have been developed but are yet to be realised.
• Improved communication between schools and ministry.
• MoE to improve communication with schools regarding survey forms sent to schools to ensure everyone conforms and reliable data is secured.
• Update and develop more policies to support inclusive education.
• Update and build capacity of teachers in inclusive education and other areas for example the KCS subject, which combines arts, enterprise and technology.

Inclusive Education Country Profile

NAURU

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Education Act 2011

Inclusive Education Policy: Nauru Inclusive Education Policy and Guidelines 2017

Operationalizing Inclusive Education: Implementation guidelines are embedded within the Inclusive Education Policy. Inclusive education implementation is incorporated within the Department of Education's Annual Plan.

Inclusive Education Standards: National Quality School Standards Framework Code of Ethics
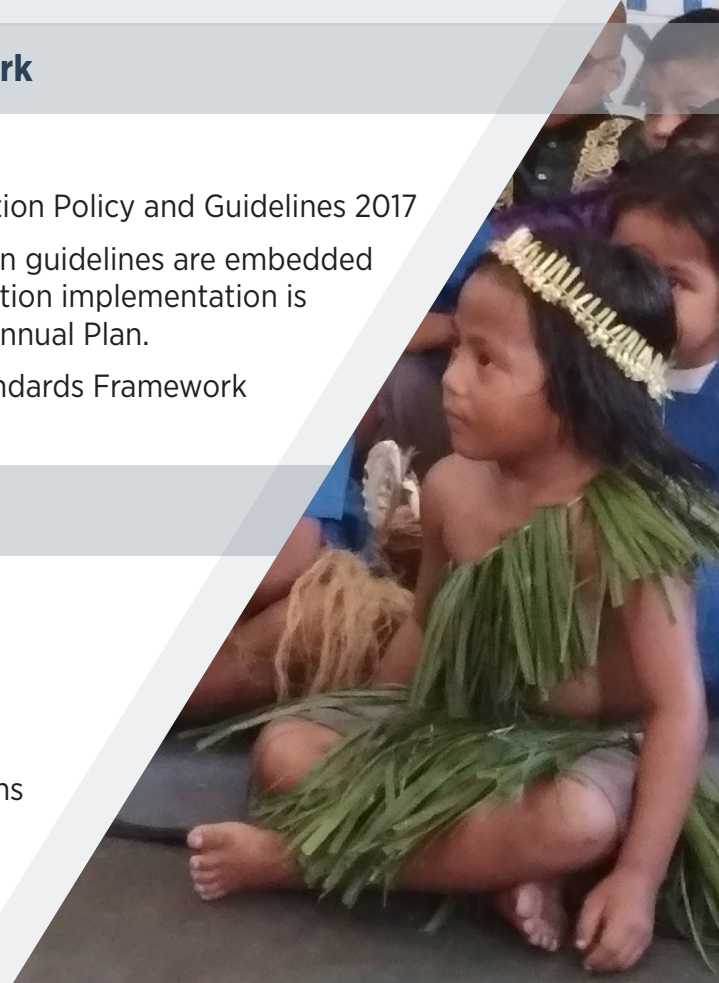
Inclusive Education in the Budget

What does the budget cover?

$$$$	Teacher aide/assistant salaries
$$$$	Training for school staff
$$$$	Infrastructure funding for accessibility modifications
$$$$	Outreach/itinerant support to schools by specialists
$$$$	Transport assistance specifically for disadvantaged or disabled students
$	Assistive devices/technologies
$	Community awareness on disability and education

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

☒ Special/inclusive education a mandatory part of teacher training
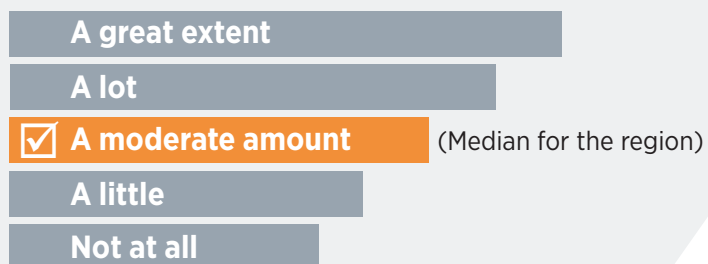
Frequency of teacher in-service training in inclusive education

☑ More than once a year
☐ Once a year
☐ Less than once a year
☐ Not sure

80% of teachers have participated in in-service training on inclusive education

☑ Teacher aides/assistants are part of the workforce

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent

A lot

☑ **A moderate amount**   (Median for the region)

A little

Not at all

School options for students with disabilities:

Integrated   (Special classroom in mainstream school)

☑ **Inclusive**

☑ **Special**

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				☑
Lessons are modified or reduced in complexity based on individual student		☑		
Enlarged printed materials are provided			☑	
Additional time is provided during assessments	☑			
Personal assistance is provided during assessments (e.g. note-taking)	☑			
Physical education activities are modified			☑	
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		☑		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	☑			

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations

Exceeds expectations

Equals expectations

☑ **Short of expectations**   (Median for the region)

Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		☑			
handwashing facilities that are accessible and safe for all?			☑		
sanitation (toilet) facilities that are accessible and safe for all?			☑		
menstrual hygiene management facilities that are accessible and safe for all?	☑				
a disaster response plan in place that is inclusive of all students?					☑
measures to address bullying?			☑		

Encouraging retention

- Enrolled students with disabilities generally do not drop out because there are more opportunities for them at school than at home.
- Community classes are not currently available for students with disabilities, their carers or parents. The community desires further learning opportunities to promote inclusion, and interaction between schools and the Nauru Disabled People's Organisation (NDPO).

Encouraging transition

- Currently, there is minimal support to enable students with disabilities to transition from home to formal schooling, between school levels and then in preparation for post-school work activities.

Supporting out-of-school children

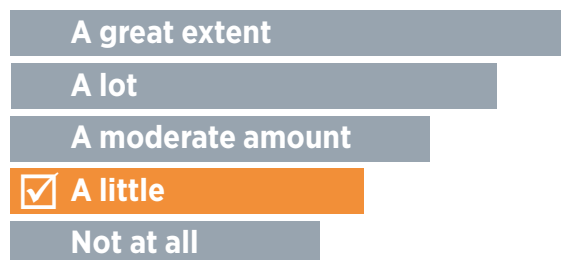- Measures are required to support out-of-school children with disabilities. These could include the creation of an office for persons with disabilities to ensure that the rights of students are recognized and interventions are provided, and a life skills programme for out-of-school youths with and without disabilities.

Supporting post-school pathways

- Technology, vocational and education training operates for all school leavers in Nauru. However access to these for people with disabilities is extremely limited. Work needs to be done to enable them to become inclusive.
- A small number of adults with disabilities continue to attend the Able Disable Centre. An important enabler of this is the provision of transport for learners with physical disabilities.
- Currently, there are no post-school options and/or work experience programmes effective in Nauru.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- A moderate amount
- ☑ A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES • Students who have dropped out?

NO
- Socioeconomic status/poverty?
- Disability?
- Rural/remote?
- Cultural, linguistic or ethnic minorities?

	Available almost everywhere in the country
Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	

Available almost everywhere in the country
- Organizations of Persons with Disabilities
- Social protection/welfare services
- Vision services (screening and glasses)
- Hearing services (screening)
- Sign language services
- Counselling
- Medical/pharmaceutical services

Available in the capital only sometimes
- Hearing services (ear nose and throat specialists)
- Rehabilitation/therapy services (general physiotherapy)
- Mobility device services

Not available
- Vision services (Braille services and orientation & mobility training)
- Early intervention services

Looking Forward

ENABLERS:
- Establishment of the Ministry for Disability, as its mandate is to ensure the rights of people with disabilities are acknowledged and relevant interventions are provided to enhance inclusive environments and equitable inclusive education for all.
- Recognition and coordination of community stakeholders to ensure that the rights of all learners are addressed.
- Bilateral partners support the development of inclusive education.
- The public service is enabling capacity-building in this area.
- A large proportion (at least 80%) of teachers have participated in the Professional Development Program on Inclusive Education.

CHALLENGES:
- Stigma associated with disability prevents interest in, understanding of and advocating for inclusive education.
- The Nauru Sustainable Development Strategy 2009–2025 does not mention inclusive education in the social or education sectors.
- There is a lack of technical expertise and there are very few specialists in disability and inclusive education.
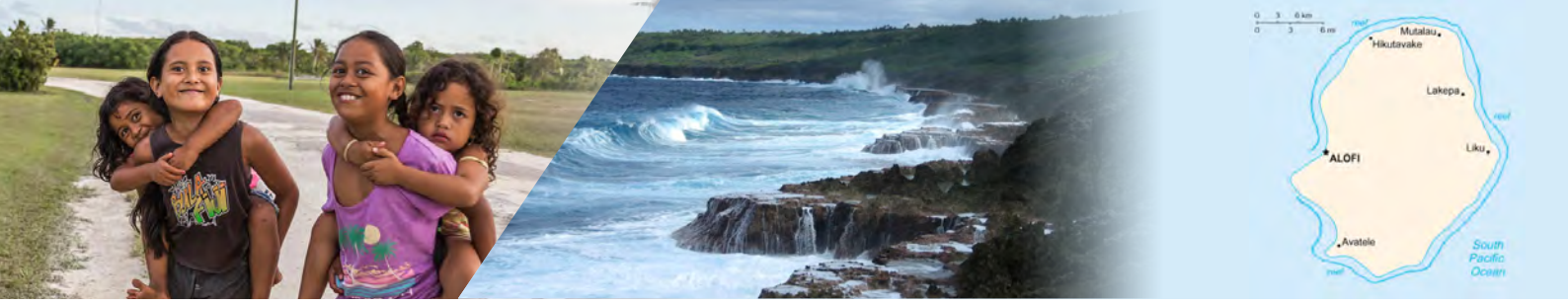
FUTURE PRIORITIES:
- Strengthen efforts to advocate for inclusive education in schools and society.
- Improve collaboration between stakeholders to address the wide range of students with learning needs, students with disabilities and gifted students.
- Teacher education and professional development opportunities to upskill local Nauruan teachers in inclusive education pedagogies.
- Further professional support to enable diagnostic assessments and interventions.
- Introduction of early childhood Intervention programme that caters for children from birth to school age, staffed by specialist early special education professionals.
- Introduce and strengthen transition between different levels in schools and from school.
- Implement a systems approach of transitionary planning to prepare secondary students with disabilities for post-schooling pathways.

REPUBLIC OF NAURU

DEPARTMENT OF EDUCATION and TRAINING
"Preparing Nauru for Tomorrow"

Inclusive Education Country Profile

NIUE

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Education Act 1989 18(d)

Inclusive Education Policy: Niue Department of Education Inclusive Education Policy 2012

Operationalizing Inclusive Education: Inclusive education is embedded in the Department of Education's annual plan

Inclusive Education Standards: Standards for the Niue Teaching Profession

Inclusive Education in the Budget

What does the budget cover?

$$$$	Teacher aides and special needs/intervention teachers
$$$	Transport assistance
$$	Training for school staff
$$	Assistive devices/technologies
$$	Outreach/itinerant support to schools by specialists
$$	Infrastructure funding for accessibility modifications
$	Community awareness on disability and education

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

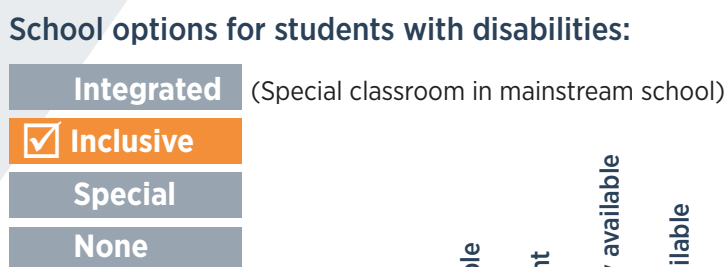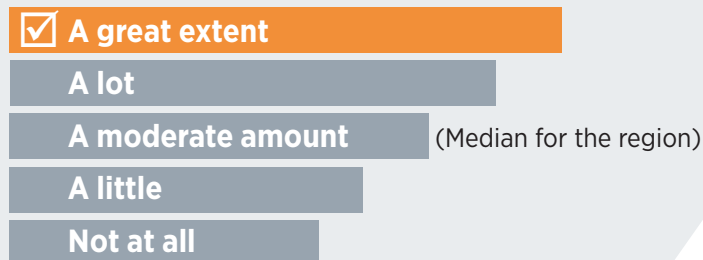☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education

☐ More than once a year
☑ Once a year
☐ Less than once a year
☐ Not sure

70% of teachers have participated in in-service training on inclusive education

☑ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

☑ **A great extent**

A lot

A moderate amount (Median for the region)

A little

Not at all

School options for students with disabilities:

Integrated (Special classroom in mainstream school)

☑ **Inclusive**

Special

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided				✓
Additional time is provided during assessments				✓
Personal assistance is provided during assessments (e.g. note-taking)			✓	
Physical education activities are modified				✓
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			✓	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)			✓	

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations

Exceeds expectations

☑ **Equals expectations**

Short of expectations (Median for the region)

Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)				✓	
handwashing facilities that are accessible and safe for all?					✓
sanitation (toilet) facilities that are accessible and safe for all?					✓
menstrual hygiene management facilities that are accessible and safe for all?			✓		
a disaster response plan in place that is inclusive of all students?					✓
measures to address bullying?					✓

Encouraging retention

- Students can discuss their issues with the School Counsellor. Students dropping out of school is not an issue; as soon as students miss school without any notice the Special Needs Teacher or the Principal visits the home and talks to parents. However, going forward, it is better to offer vocational programmes for students from year 9 onwards not keen to participate in mainstream classes, such as Creative Arts, Entrepreneurship, Life Skills.

Encouraging transition

- To transition from primary to secondary school, at the end of Year 6 students undertake orientation over a few days at Niue High School.

- A transitioning programme is required for overseas Niue students enrolling at Niue schools. Over the past three years, 20 students have enrolled in secondary school and between 5 and 10 at Niue Primary School. The numbers increase every year.

Better dialogue is required with these families to ensure clear expectations.

Supporting post-school pathways

- Thought is going to adding food, nutrition, clothing and textiles (FNCT) and horticulture/agriculture to technical and vocational education and training opportunities at Niue High School.

- Currently there are no bridging courses available; there are plans to introduce work preparation courses as a transition from secondary school to workforce.

- Government implements the Youth Employment Scheme (YES), where students from Years 12–13 work with the private sector during the school holidays.

- There is a need to design a suitable course to cater for the occasional students who wish to finish school from Years 10, 11 and 12.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- ☑ **A lot**
- A moderate amount
- A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:
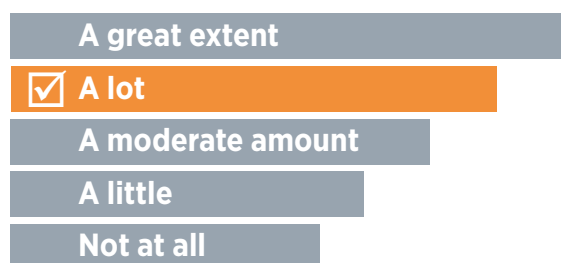
YES
- Students who have dropped out?
- Cultural, linguistic or ethnic minorities?
- Rural/remote?
- Disability?

NO
- Socioeconomic status/poverty?

Available almost everywhere in the country

Available in most large towns

Available in the capital all the time

Available in the capital only sometimes

Not available

Available almost everywhere in the country
- Vision services (screening and glasses)
- Hearing services (screening)
- Hearing services (audiology and hearing aids)
- Organizations of Persons with Disabilities
- Early intervention services
- Social protection/welfare services
- Medical/pharmaceutical services
- Counselling

Available in the capital all the time
- Mobility device services

Available in the capital only sometimes
- Vision services (Braille services and orientation & mobility training)

Not available
- Sign language services
- Rehabilitation/therapy services

Looking Forward

ENABLERS:
- The current UNESCO Social Protection Pilot Joint programme is enabling collaboration between the Departments of Education and Justice, Lands, Survey and Community Services and NTAA and DRG.
- All students regardless of disability, ethnic background, religion or belief attend the same school and have access to all learning – curricular and extra-curricular.
- Appointment of intervention teachers and special needs teachers.

CHALLENGES:
- Lack of funding; no special allocation in the DoE budget.
- Lack of qualified personnel to implement the various phases of inclusive education, such as monitoring and evaluation and data collection.
- Not many public places are disability-accessible, including Niue High School.
- Lack of ratification of the Convention on the Rights of Persons with Disabilities.
- More explanation about inclusive education is required in the Review of the Education Act 1989.

FUTURE PRIORITIES:
- Finalize the Draft Inclusive Education Policy.
- Enhance access to assistive devices for students with disabilities.
- Special budget for students with disabilities to be made available in the DoE recurrent budget
- Include the teaching and learning of Niue basic values of compassion, gratitude and respect (fakaalofa, fakaaue, fakalilifu) in how we deal with real-life situations and in the context of Niue inclusive education.
- Need to strengthen the role of the school committee (parent-teacher association) to cope with current challenges, to be a competent body that promotes and implements inclusive education in the community it represents.

Inclusive Education Country Profile

PALAU

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Special Education Legislation – RPPL 3-9 1989

Inclusive Education Policy: Special Education Policy & Procedures 2008

Operationalizing Inclusive Education: Special and inclusive education efforts are included in Ministry of Education's annual plans

Inclusive Education Standards: School Handbook, Teacher Certification, Assessment Policy Framework

Inclusive Education in the Budget

What does the budget cover?

$$$$	Community awareness on disability and education
$$$$	Teacher aide/assistant salaries
$$$$	Training for school staff
$$$$	Outreach/itinerant support to schools by specialists
$$$$	Infrastructure funding for accessibility modifications
$$$$	Transport assistance specifically for disadvantaged or disabled students
$	Assistive devices/technologies

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

☒ Special/inclusive education a mandatory part of teacher training
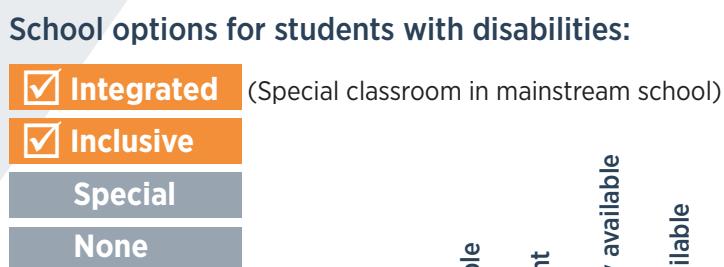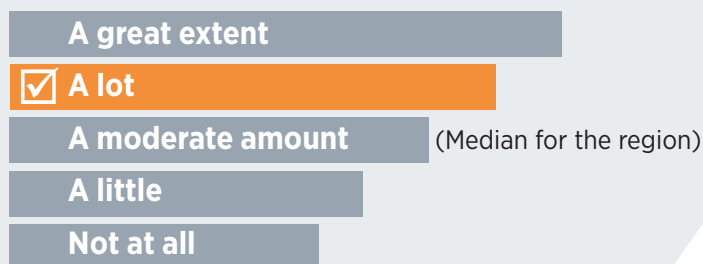
Frequency of teacher in-service training in inclusive education

☐ More than once a year
☑ Once a year
☐ Less than once a year
☐ Not sure

55% of teachers have participated in in-service training on inclusive education

☑ Teacher aides/assistants are part of the workforce

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
☑ A lot	
A moderate amount	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)
☑ **Inclusive**
Special
None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided				✓
Additional time is provided during assessments				✓
Personal assistance is provided during assessments (e.g. note-taking)				✓
Physical education activities are modified				✓
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	✓			
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)				✓

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
☑ Equals expectations	
Short of expectations	(Median for the region)
Far short of expectations	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)				✓	
handwashing facilities that are accessible and safe for all?				✓	
sanitation (toilet) facilities that are accessible and safe for all?				✓	
menstrual hygiene management facilities that are accessible and safe for all?				✓	
a disaster response plan in place that is inclusive of all students?					✓
measures to address bullying?					✓

Encouraging retention

- Several strategies are in place to minimize the risk of students dropping out. These include free bus transport to help students travel to and from school every day throughout the school year, and quarterly progress reports for each student to identify and address any issues.
- To participate in sport activities, students are required to maintain a grade point average of 2.0, which can motivate students to stay in school and maintain their grades.
- Where students are at risk of dropping out, schools contact parents about prolonged unexcused absences through phone calls and home visits.

Encouraging transition

- The MoE conducts an 8th Grade Transition Workshop for two days in April each year for students and parents to participate in awareness and information activities that help ease their transition to high school.
- Students with disabilities participate in a more individualized transition process: a transition meeting is conducted between the student's current school and the new school. This meeting involves school administrators, teachers, special education specialists from both schools, the student, parent/s and related service providers as appropriate.
- Palau Community College offers vocational training programmes that individuals with disabilities can access after high school.
- Individuals with disabilities access support from the Workforce Innovation and Opportunity Act Programme, such as "On the Job Training" for six months, and receive monetary support for the duration of the time.

Supporting out-of-school children

- Palau Community College's Adult High School programme and the MoE's HiSet programme provide opportunities for out-of-school students to receive diplomas that are equivalent to a regular high school diploma.

Supporting post-school pathways

- A "College Night" is held twice a year for 12th graders and their parents to orient them to course options.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- A moderate amount
- ☑ A little
- Not at all

Inclusive education coordination mechanism

- ☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Students who have dropped out?
- Cultural, linguistic or ethnic minorities?

NO
- Socioeconomic status/poverty?
- Rural/remote?

Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	
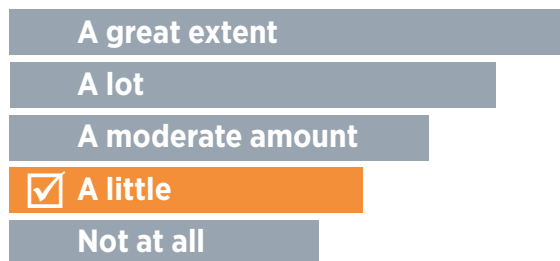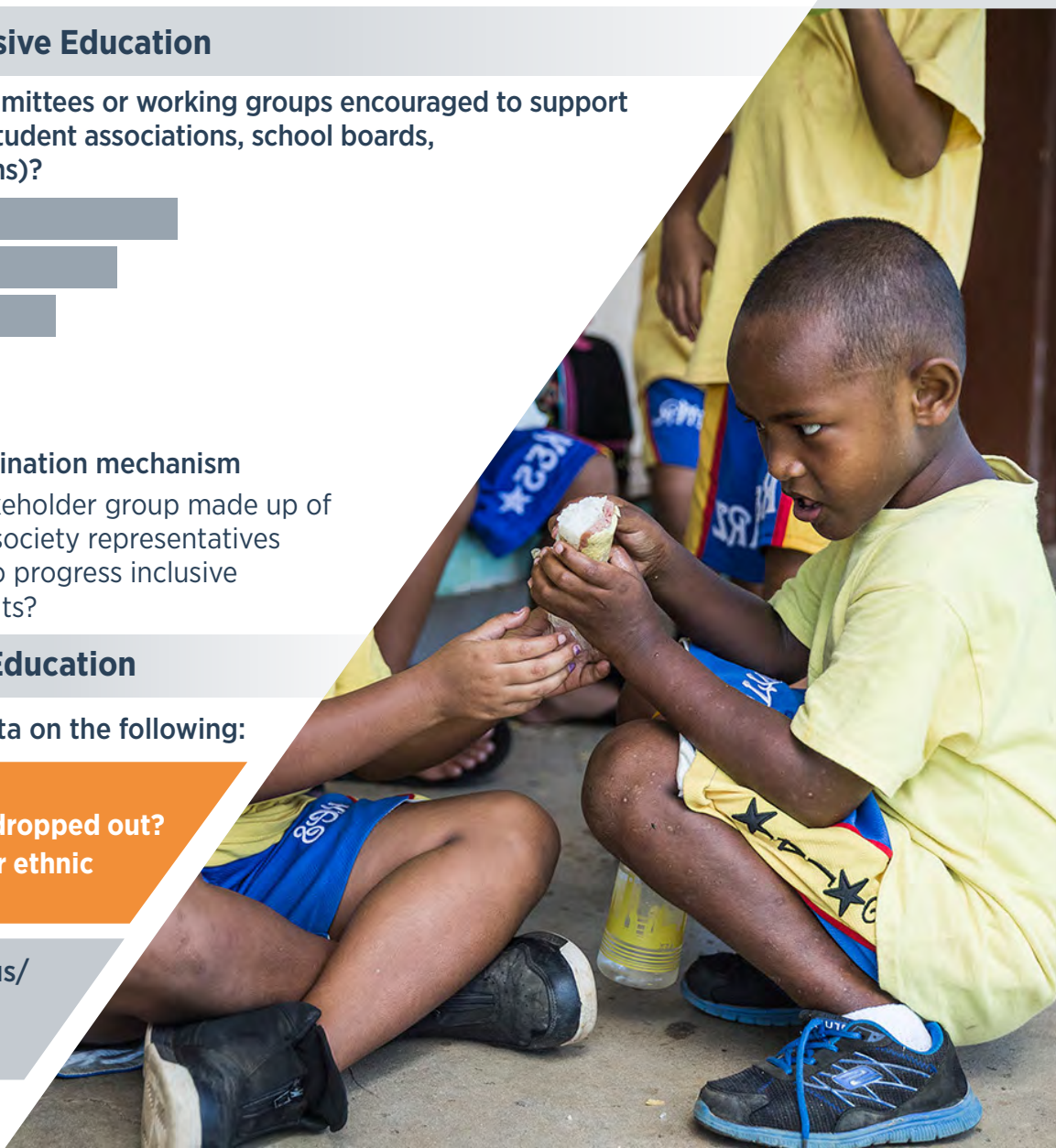
Available almost everywhere in the country
- Organisations of Persons with Disabilities
- Rehabilitation/therapy services
- Social protection/welfare services
- Medical/pharmaceutical services
- Counselling

Available in the capital all the time
- Vision services (screening and glasses)
- Hearing services (screening)
- Sign language services
- Mobility device services

Available in the capital only sometimes
- Vision services (Braille services and orientation & mobility training)
- Hearing services (audiology and hearing aids)
- Early intervention services

Looking Forward

ENABLERS:
- Partnership with parent groups and advocacy groups to promote community awareness.
- United States federal grant assistance on disability.
- Palau complies with the United States' Individual with Disability Education Act (IDEA).
- Several programmes enable the retention of students at school and minimise dropping out.
- There is consistent use of Individual Education Plans to support the learning and progression of students with disabilities.
- Reasonable accommodations are available for most students with disabilities in most schools, and most schools are accessible.

CHALLENGES:
- Limited resources.
- Individual attitudes towards and acceptance of children or individuals with disabilities.
- Limited awareness of other services and support available to assist children with disabilities in the community.
- Youth with disabilities often stay home after completing high school, with minimal access to tertiary education or work.

FUTURE PRIORITIES:
- Address challenges and involve Organizations of Persons with Disabilities in helping improve inclusive education.

Inclusive Education Country Profile

PAPUA NEW GUINEA

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Constitution of the Independent State of Papua New Guinea - National Goals and Directive Principles

Inclusive Education Policy: Inclusive and Special Education Policy and Minimum Standards 2020

Operationalizing Inclusive Education: Special and inclusive education is embedded in the Department of Education's annual plan and is operationalized through an inclusive education policy implementation plan

Inclusive Education Standards: Inclusive and Special Education Policy and Minimum Standards 2020

Inclusive Education in the Budget

What does the budget cover?

$$$	Community awareness on disability and education
$$	Training for school staff
$$	Outreach/itinerant support to schools by specialists
$$	Assistive devices/technologies
$	Infrastructure funding for accessibility modifications
--	Transport assistance specifically for disadvantaged or disabled students
--	Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

☑ **Special/inclusive education a mandatory part of teacher training**

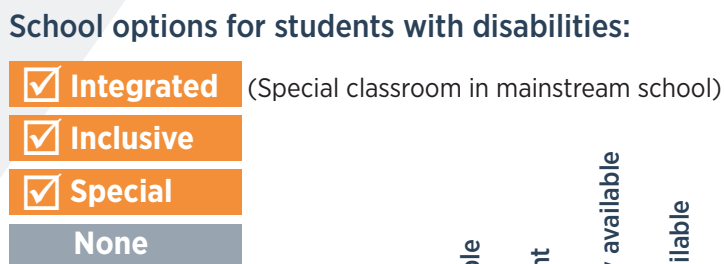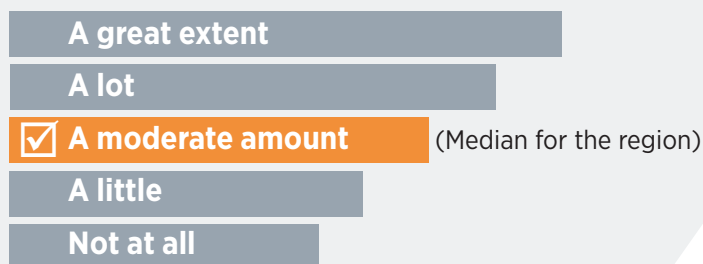**Frequency of teacher in-service training in inclusive education**

☐ More than once a year
☑ Once a year (One year course)
☐ Less than once a year
☐ Not sure

3% of teachers have participated in in-service training on inclusive education

☑ **Teacher aides/assistants are part of the workforce but do not receive government salaries**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
A lot	
☑ A moderate amount	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)
☑ **Inclusive**
☑ **Special**
None

Use of Individual Education Plans? ☑ (currently only used by teachers in IERCs)

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				☑
Lessons are modified or reduced in complexity based on individual student				☑
Enlarged printed materials are provided				☑
Additional time is provided during assessments				☑
Personal assistance is provided during assessments (e.g. note-taking)			☑	
Physical education activities are modified			☑	
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			☑	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)			☑	

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
☑ Equals expectations	
Short of expectations	(Median for the region)
Far short of expectations	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		☑			
handwashing facilities that are accessible and safe for all?			☑		
sanitation (toilet) facilities that are accessible and safe for all?		☑			
menstrual hygiene management facilities that are accessible and safe for all?		☑			
a disaster response plan in place that is inclusive of all students?		☑			
measures to address bullying?			☑		

Encouraging retention

- The No Child Left Behind Policy requires all students to complete Grade 12. The Child Friendly School Policy and School Improvement Plans support this aim.
- TV telecasting of different subjects and grades to remote schools supports retention.

Encouraging transition

- High schools are in all districts, reducing the need to relocate to continue schooling.
- Boarding accommodation in secondary and tertiary institutions such as Technical and Vocational Training and Education (TVET) and Flexible Open Distance Education (FODE) is provided.

Supporting out-of-school children

- Under the National Literacy Policy, students who leave school for various reasons can re-enrol the following year.
- Bridging courses in College of Distance Education (CODE) centres are open to students with disabilities.
- Life skills are mainly provided by the Inclusive Education Resource Centres (IERCs) and community-based rehabilitation officers.

- Department for Community Development & Religion (DfCD&R) and NDoE literacy and numeracy training programmes for youth and mothers are open to students with disabilities. However, programme reach is limited in rural and remote areas.

Supporting post-school pathways

- TVET colleges and CODE centres are in every province; TVET institutions accept students with disabilities; however teachers have insufficient training and experience in teaching students with disabilities.
- Each province will establish two or three IERCs to support students with disabilities in higher education.
- DfCD&R provides grants for persons with disabilities for income-generating projects. However, access to the funds has been minimal and services rarely reach rural and remote communities.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- ☑ **A lot**
- A moderate amount
- A little
- Not at all

Inclusive education coordination mechanism

☒ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Rural/remote?

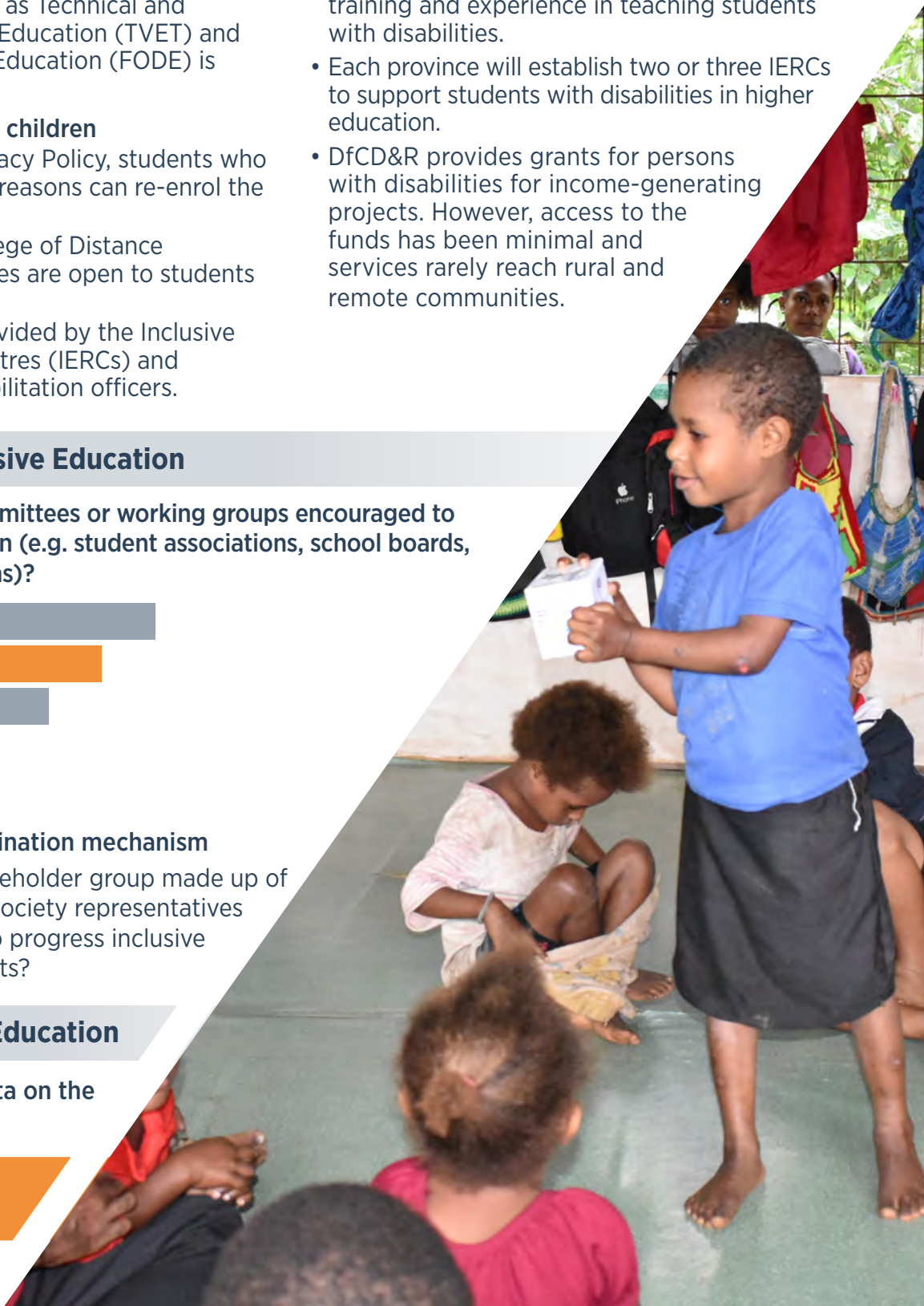|	Available in most large towns
Available almost everywhere in the country	• Vision services (screening and glasses)
	• Vision services (Braille services and orientation & mobility training)
Available in most large towns	• Hearing services (screening)
	• Hearing services (audiology and hearing aids)
	• Rehabilitation/therapy services
Available in the capital all the time	• Mobility device services
	• Counselling
	• Sign language services
Available in the capital only sometimes	• Social protection/welfare services
	• Early intervention services
Not available	

Available in the capital all the time
• Organizations of Persons with Disabilities

Not available
• Medical/pharmaceutical services
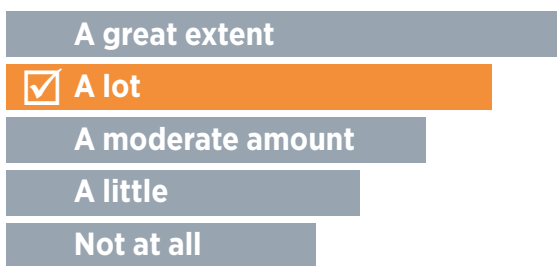
Looking Forward

ENABLERS:
- Enabling legislation and policies including National Constitution's five National Goals and Directive Principles; Convention on the Rights of Persons with Disabilities; National Education Plans Inclusive Education Policy; National Disability Policy and Lukautim Pikinini Act.
- PNG sign language dictionary.
- Individual Education Plan approved by Teachers Board of Studies, to be used in mainstream schools and IERCs after nation-wide training.
- Standards-Based Curriculum has been made inclusive.

CHALLENGES:
- Services are provided only in IERCs and through Organizations of Persons with Disabilities (OPD). Only a small percentage of persons with disabilities are served under the NDOE IE program; less in rural areas.
- Insufficient professional development for teachers and OPD coordinators on inclusive education and specialized disability areas.
- Operational grants are limited.
- Pathways to independent living need strengthening.
- Limited resources in IERCs; vehicles required to deliver services to rural areas.
- Limited funding for inspections has resulted in low performance of teachers in IERCs.
- Poor coordination between government departments and private organizations.
- Low community awareness on disability and availability of programmes.

FUTURE PRIORITIES:
- Greater capacity for inclusive education in all levels of education.
- Teacher training – inclusive education courses to cover more content and practicum; availability of disability-specific training.
- Positions in model schools for teacher aides and for inclusive education teachers in mainstream schools.
- Increase inclusive education funding for resources, teaching and learning materials, training and awareness.
- Children with disabilities enabled to sit national examinations with relevant adaptations and accommodations.
- Tertiary institutions provide quality education for persons with disability.
- Legislation for employment of persons with disabilities.
- National Advisory Committee for Disability to ensure coordination between government departments and private organizations.
- Financial training for principals and IERC coordinators on use of inclusive education funds.
- Enrol out-of-school children in IERCs to prepare for integration into mainstream schools.
- Increase enrolment of student with disabilities in CODE centres and TVET institutions.
- Revive the National Inclusive Education Committee.
- Increase accessibility in schools.

Department of Education

Inclusive Education Country Profile
MARSHALL ISLANDS

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Marshall Islands Public Law 2013–23
Marshall Islands Public School System Act 2013

Inclusive Education Policy: Special Education Policies and Procedures 2014

Operationalizing Inclusive Education: Special and inclusive education is operationalised through the Ministry's annual plan

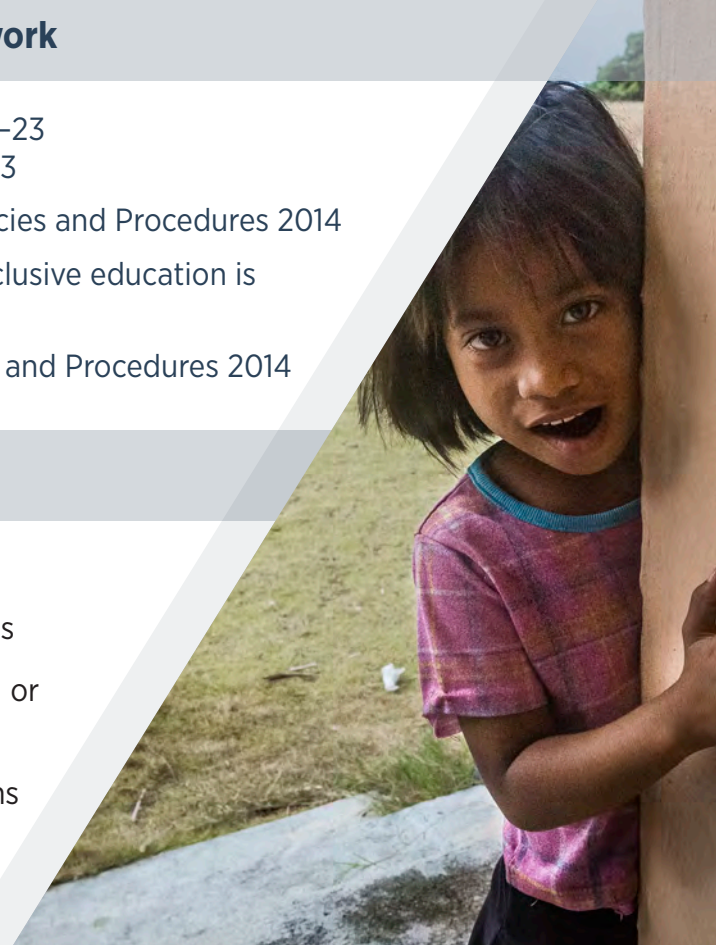**Inclusive Education Standards:** Special Education Policies and Procedures 2014

Inclusive Education in the Budget

What does the budget cover?

$$$	Outreach/itinerant support to schools by specialists
$$$	Transport assistance specifically for disadvantaged or disabled students
$$	Infrastructure funding for accessibility modifications
$$	Community awareness on disability and education
$$	Training for school staff
$$	Assistive devices/technologies
--	Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the Ministry of Education (MoE) budget:

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

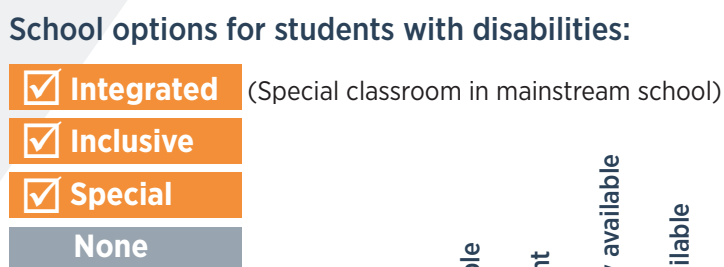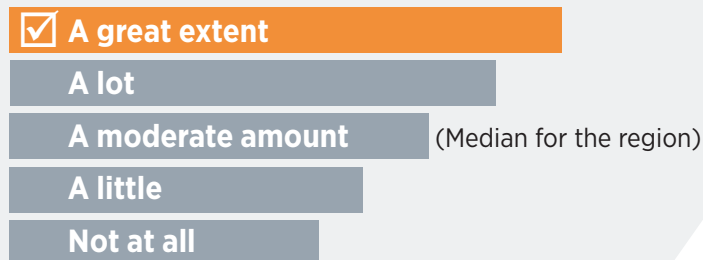[X] **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education
- [ ] More than once a year
- [✓] Once a year
- [ ] Less than once a year
- [ ] Not sure

75% of teachers have participated in in-service training on inclusive education

[X] **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

☑ **A great extent**

A lot

A moderate amount (Median for the region)

A little

Not at all

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)

☑ **Inclusive**

☑ **Special**

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				✓
Lessons are modified or reduced in complexity based on individual student				✓
Enlarged printed materials are provided				✓
Additional time is provided during assessments				✓
Personal assistance is provided during assessments (e.g. note-taking)				✓
Physical education activities are modified			✓	
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			✓	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)				✓

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations

Exceeds expectations

☑ **Equals expectations**

Short of expectations (Median for the region)

Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)				✓	
handwashing facilities that are accessible and safe for all?				✓	
sanitation (toilet) facilities that are accessible and safe for all?				✓	
menstrual hygiene management facilities that are accessible and safe for all?				✓	
a disaster response plan in place that is inclusive of all students?					✓
measures to address bullying?					✓

Encouraging retention

- Dropping out is prevented by training for parents to enable their involvement in promoting school attendance, weekly home visits when a child does not come to school and public awareness-raising at multiple points during the year.

Encouraging transition

- Transition support begins at age 14 and continues on to age 16. Transition plans enable students to continue attending school, and to transition to work and/or life skills.

Supporting out-of-school children

- Out-of-school children are located and supported to re-enter schools.
- A truancy office has been established.

- Partner agencies conduct outreach to find out-of-school children/youth, and report to the MoE's Special Education Office. Special education teachers at their local sites also follow up on out-of-school children.

Supporting post-school pathways

- Locally available technical and vocational training and education programmes do not yet implement inclusive education. There is a need for training on the policy and what is required to enable the implementation of inclusive education by all partner agencies and programmes.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- ☑ **A lot**
- A moderate amount
- A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES • **Disability?**

Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	
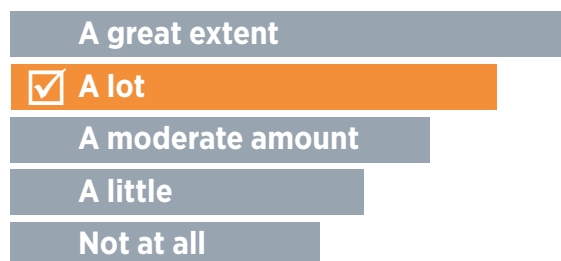
Available almost everywhere in the country
- Vision services (creening and glasses)
- Mobility device services
- Medical/pharmaceutical services

Available in most large towns
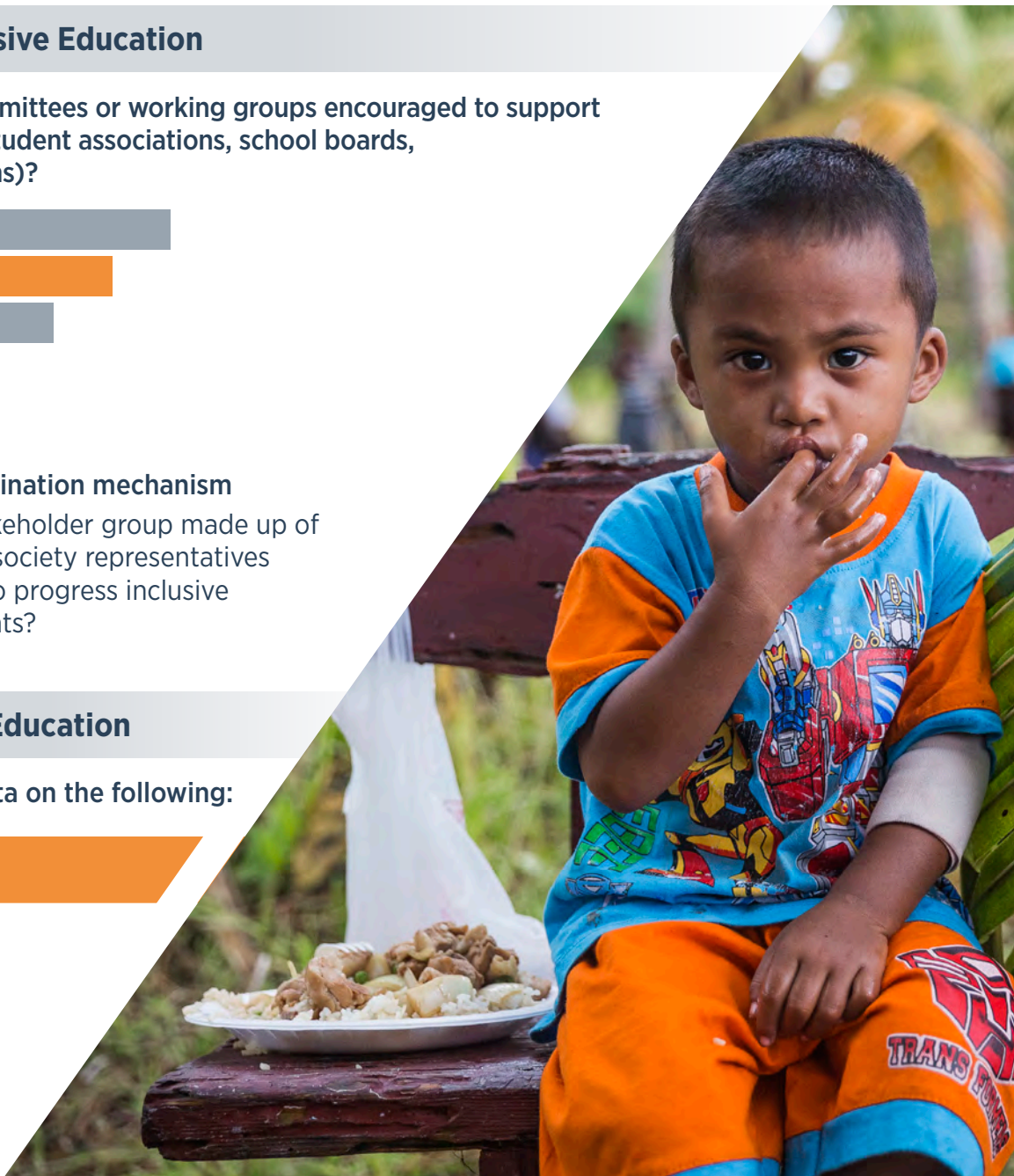- Hearing services (screening)
- Hearing services (audiology and hearing aids)
- Sign language services
- Rehabilitation/therapy services
- Early intervention services
- Social protection/welfare services

Available in the capital all the time
- Vision services (Braille services & orientation and mobility training)

Don't know
- Organizations of Persons with Disabilities

Looking Forward

ENABLERS:
- High-level commitment is strong: in 2018, RMI was the first US-affiliated island that met new performance requirements outlined in US special education legislation.
- The existing policies are good but need real enforcement.
- The rehabilitation service provides free mobility aids which enables inclusive education.
- Half of RMI's special education teachers employed by the public school system have Associate Degree qualifications or higher.
- The RMI special education programme develops an Individual Education Plan for each student, which is followed by the special education teacher for that student.
- Braille and mobility instruction and basic augmentative communication can be provided to students as needed and specified in their Individual Education Plan.

CHALLENGES:
- Limited resources and accessibility of schools.
- Limited capacity-building for parents of children with disabilities.
- There is only one, not officially qualified, sign language interpreter supporting deaf high school students. Further support for deaf students, particularly high school students, is required.

FUTURE PRIORITIES:
- Funding for accessibility, resources and capacity-building for parents and personnel.
- Increase support service availability for children with disabilities.

Inclusive Education Country Profile

SAMOA

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Constitution 1962, Education Act 2009, Samoa National Child Care Protection Bill 2016

Inclusive Education Policy: Samoa Inclusive Education Policy for Students Living with a Disability 2014

Operationalizing Inclusive Education: The Inclusive Education Policy is operationalized within the Education Sector Plan and annual implementation plans

Inclusive Education Standards: Ministry of Education Sports and Culture (MESC) Minimum Service Standards

Inclusive Education in the Budget

What does the budget cover?

$$	Community awareness on disability and education
$$	Training for school staff
$$	Assistive devices/technologies
$$	Infrastructure funding for accessibility modifications
$	Outreach/itinerant support to schools by specialists
--	Transport assistance specifically for disadvantaged or disabled students
--	Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the MESC budget:

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

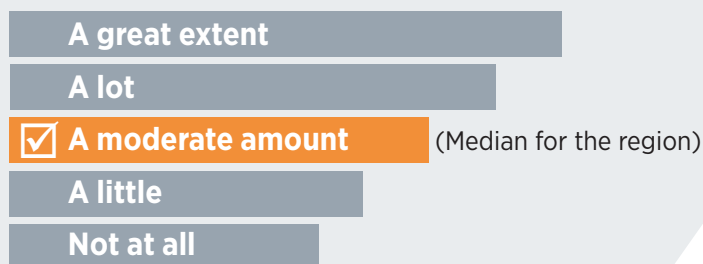[x] Special/inclusive education a mandatory part of teacher training

Frequency of teacher in-service training in inclusive education

[ ] More than once a year
[ ] Once a year
[x] Less than once a year
[ ] Not sure

10% of teachers have participated in in-service training on inclusive education

[x] Teacher aides/assistants are part of the workforce

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

- A great extent
- A lot
- ☑ **A moderate amount** (Median for the region)
- A little
- Not at all

School options for students with disabilities:

- Integrated (Special classroom in mainstream school)
- ☑ **Inclusive**
- ☑ **Special**
- None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher		✓		
Lessons are modified or reduced in complexity based on individual student		✓		
Enlarged printed materials are provided		✓		
Additional time is provided during assessments	✓			
Personal assistance is provided during assessments (e.g. note-taking)		✓		
Physical education activities are modified		✓		
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		✓		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)		✓		

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

- Far exceeds expectations
- Exceeds expectations
- Equals expectations
- ☑ **Short of expectations** (Median for the region)
- Far short of expectations

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		✓			
handwashing facilities that are accessible and safe for all?		✓			
sanitation (toilet) facilities that are accessible and safe for all?		✓			
menstrual hygiene management facilities that are accessible and safe for all?		✓			
a disaster response plan in place that is inclusive of all students?			✓		
measures to address bullying?	✓				

Encouraging transition

- Loto Taumafai, a special school, supports transition of students with disabilities between year levels.
- A partnership programme between MESC and schools enables discussions about community engagement, transition and areas for improved education with parent-teacher associations and school committees.

Supporting out-of-school children

- The Samoa Children Initiative, led by the Ministry of Women, supports child vendors who are not in school, or who vend after school hours.
- The Ekalesia Faapotopotoga Kerisiano Samoa pastoral care programme supports children who are out of school to prevent them from getting involved in bullying, gang violence and domestic violence.
- Technical and vocational education and training (TVET) and Oloamanu programmes cater for children who have dropped out of school, introducing basic literacy and numeracy skills.

- Out-of-school children are supported by home visits, which incorporate a thorough assessment and the development of strategies to improve access to education.
- An internship programme led by the Ministry of Women in partnership with the Small Business Hub and Samoa Chamber of Commerce targets school dropouts to address the high number of unemployed youth.

Supporting post-school pathways

- Bridging courses are offered at the National University of Samoa.
- Literacy and Numeracy courses are offered at Australia Pacific Training Coalition (APTC).
- APTC has a partnership with Samoa's Persons with Disability Organisation NOLA, developing accessible post-school pathways and strengthening numeracy and literacy among people with disabilities.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- ☑ A moderate amount
- A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Students who have dropped out?

NO
- Socioeconomic status/ poverty?
- Rural/remote?
- Cultural, linguistic or ethnic minorities?

Available almost everywhere in the country	**Available almost everywhere in the country** • Sign language services • Organizations of Persons with Disabilities • Rehabilitation/therapy services • Early intervention services
Available in most large towns	**Available in most large towns** • Medical/pharmaceutical services
Available in the capital all the time	**Available in the capital all the time** • Vision services (Braille services and orientation & mobility training) • Hearing services (screening)
Available in the capital only sometimes	**Available in the capital only sometimes** • Vision services (screening and glasses) • Hearing services (audiology and hearing aids) • Mobility device services • Counselling
Not available	**Not available** • Social protection/welfare services

Looking Forward

ENABLERS:
- A strong and supportive legislation and policy framework.
- A strategic planning framework and process with strong emphasis on inclusive education.
- Expanding dedicated human resources for inclusive education.
- Absorption of the costs of inclusive education into the local budget to reflect government commitment.
- Strong relationships with and support from development partners to progress inclusive education.
- Memoranda of understanding and agreements between stakeholders across the inclusive education sector, including government ministries, universities and training providers, service providers and other sector partners.
- MESC supports Inclusive Education Champion Schools by supporting select schools to adopt an inclusive approach, including the use of Inclusive Education Plans to measure students' progress for transition.

CHALLENGES:
- Policy enforcement.
- Political will and leadership commitment.
- Resources – human and finance.
- Engagement of community-level stakeholders.
- Awareness of and commitment to inclusive education.
- Limited support for TVET and life skills programmes.

FUTURE PRIORITIES:
- Develop the information system so that it collects and reports on students with disabilities.
- Enforcement of legislation and policies.
- Strengthened partnership and collaboration at all levels.
- Capacity development/training for service providers.
- Increase local budget to support inclusive education.
- Conduct annual review process of policy progress.
- Develop a monitoring and evaluation framework for the inclusive education policy.

MINISTRY OF EDUCATION, SPORTS AND CULTURE

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Inclusive Education Country Profile   SOLOMON ISLANDS

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: A revised Education Act is ready to go to parliament

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

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

Inclusive Education Standards: Standards for School Leaders and Teachers Standards for Schools
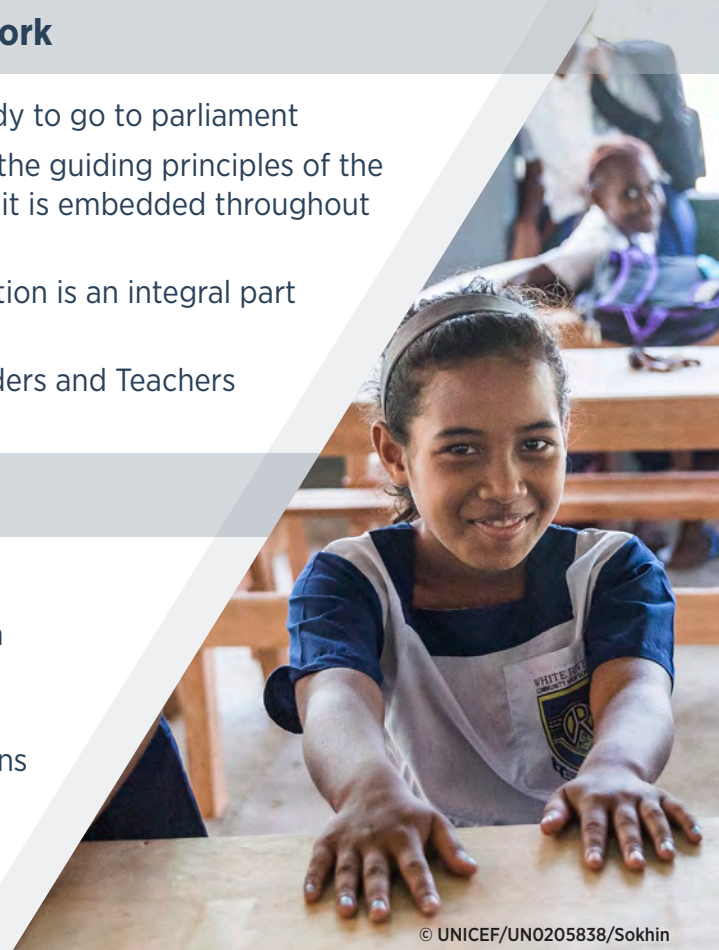
Inclusive Education in the Budget

What does the budget cover?

$$$	Community awareness on disability and education
$	Training for school staff
$	Infrastructure funding for accessibility modifications
--	Assistive devices/technologies
--	Outreach/itinerant support to schools by specialists
--	Transport assistance specifically for disadvantaged or disabled students
--	Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the Ministry of Education and Human Resources Development (MEHRD) budget:

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

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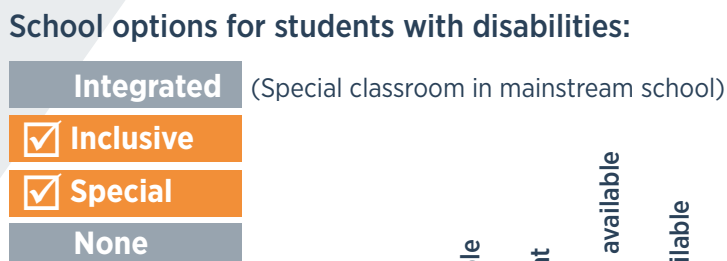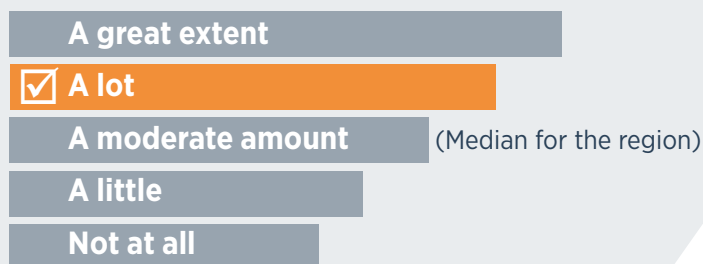☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education
☐ More than once a year
☐ Once a year
☑ Less than once a year
☐ Not sure

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

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

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
☑ **A lot**	
A moderate amount	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

Integrated	(Special classroom in mainstream school)
☑ **Inclusive**	
☑ **Special**	
None	

Use of Individual Education Plans? ☑ (in special schools but will expand to mainstream)

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher		✓		
Lessons are modified or reduced in complexity based on individual student		✓		
Enlarged printed materials are provided		✓		
Additional time is provided during assessments		✓		
Personal assistance is provided during assessments (e.g. note-taking)	✓			
Physical education activities are modified	✓			
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	✓			
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	✓			

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
Equals expectations	
☑ **Short of expectations**	(Median for the region)
Far short of expectations	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		✓			
handwashing facilities that are accessible and safe for all?			✓		
sanitation (toilet) facilities that are accessible and safe for all?			✓		
menstrual hygiene management facilities that are accessible and safe for all?		✓			
a disaster response plan in place that is inclusive of all students?				✓	
measures to address bullying?					✓

Encouraging retention

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

Encouraging transition

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

Supporting out-of-school children

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

Supporting post-school pathways

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

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- A moderate amount
- ☑ A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

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

YES
- Disability?
- Students who have dropped out?
- Rural/remote?

NO
- Cultural, linguistic or ethnic minorities?
- Socioeconomic status/ poverty?

Available almost everywhere in the country	**Available almost everywhere in the country** • Medical/pharmaceutical services • Counselling
Available in most large towns	**Available in most large towns** • Vision services (screening and glasses) • Organizations of Persons with Disabilities • Social protection/welfare services
Available in the capital all the time	**Available in the capital all the time** • Hearing services (screening) • Rehabilitation/therapy services • Early intervention services
Available in the capital only sometimes	**Available in the capital only sometimes** • Vision services (Braille services and orientation and mobility training) • Hearing services (audiology and hearing aids) • Sign language services • Mobility device services
Not available	

Looking Forward

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

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

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

Ministry of Education
& Human Resources Development

Inclusive Education Country Profile

TOKELAU

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This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation:

Inclusive Education Policy: Tokelau Inclusive Education Policy 2018

Operationalizing Inclusive Education: Inclusive education is embedded in the Ministry's annual plan and is operationalized through an inclusive education policy implementation plan

Inclusive Education Standards: Standards for Education on Tokelau 2014

Inclusive Education in the Budget

What does the budget cover?

$$$	Teacher aide/assistant salaries
$$$	Training for school staff
$	Assistive devices/technologies
$	Community awareness on disability and education
$	Infrastructure funding for accessibility modifications
--	Outreach/itinerant support to schools by specialists
--	Transport assistance specifically for disadvantaged or disabled students

Legend: Extent to which inclusive education activities are covered in the Ministry of Education budget:

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

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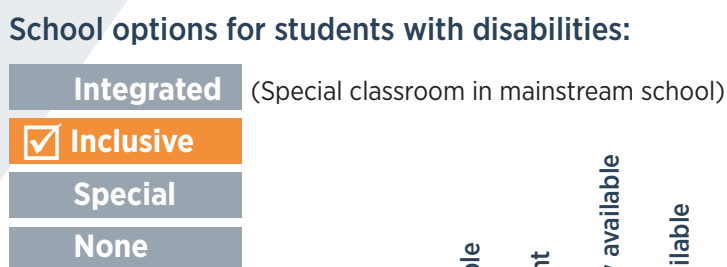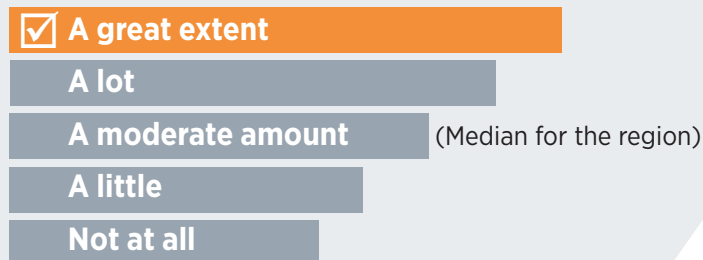☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education

☑ More than once a year
☐ Once a year
☐ Less than once a year
☐ Not sure

90% of teachers have participated in in-service training on inclusive education

☑ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

- ☑ **A great extent**
- **A lot**
- **A moderate amount** (Median for the region)
- **A little**
- **Not at all**

School options for students with disabilities:

- **Integrated** (Special classroom in mainstream school)
- ☑ **Inclusive**
- **Special**
- **None**

Use of Individual Education Plans? ☒

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				☑
Lessons are modified or reduced in complexity based on individual student				☑
Enlarged printed materials are provided			☑	
Additional time is provided during assessments				☑
Personal assistance is provided during assessments (e.g. note-taking)				☑
Physical education activities are modified				☑
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			☑	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)			☑	

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

- **Far exceeds expectations**
- **Exceeds expectations**
- **Equals expectations**
- ☑ **Short of expectations** (Median for the region)
- **Far short of expectations**

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)					☑
handwashing facilities that are accessible and safe for all?					☑
sanitation (toilet) facilities that are accessible and safe for all?				☑	
menstrual hygiene management facilities that are accessible and safe for all?				☑	
a disaster response plan in place that is inclusive of all students?					☑
measures to address bullying?					☑

Encouraging retention

- To encourage school retention, village laws for compulsory attendance during school age are enforced; students are not allowed to go to the village work sector until after compulsory school age.

Encouraging transition

- Specific programmes exist for transitioning from early childhood education to primary level but from secondary to tertiary there is nothing specific except a brief orientation session.
- Scholarship Scheme provides support to those going for tertiary outside of Tokelau; all 3 villages have USP centres that support online learning for those learning from Tokelau.

Supporting out-of-school children

- There are no out-of-school children.

Supporting post-school pathways

- A pathways programme is available for students not making the academic track.
- Some measures exist to support people with disabilities post-school with literacy and numeracy, but deliberate structures and funding resources are not in place for post-school education and training. This relates to lack of assessment processes to identify disabilities and support needs.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- ☑ A lot
- A moderate amount
- A little
- Not at all

Inclusive education coordination mechanism

☒ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Students who have dropped out?
- Rural/remote?
- Cultural, linguistic or ethnic minorities?

NO
- Disability?
- Socioeconomic status/ poverty?

Available almost everywhere in the country	**Available almost everywhere in the country** • Organizations of Persons with Disabilities • Social protection/welfare services • Medical/pharmaceutical services
Available in most large towns	**Available in the capital only sometimes** • Vision services (screening and glasses) • Vision services (Braille services and orientation & mobility training) • Hearing services (screening) • Hearing services (audiology and hearing aids) • Rehabilitation/therapy services • Mobility device services • Counselling
Available in the capital all the time	
Available in the capital only sometimes	
Not available	**Not available** • Sign language services • Early intervention services

Looking Forward

ENABLERS:

• Having data that identifies students' learning needs.

CHALLENGES:

• Lack of technical expertise to assess and diagnose specific disabilities and degrees of difficulty, and to provide specific strategies for help.

FUTURE PRIORITIES:

• Technical assessment and identification of specific needs.

• Strategies to help and evaluating their impact.

• Confirming policies and funding implementation.

• Pilot project with UNESCO to collect data on the context of disability to inform development of policy and programmes to strengthen social protection mechanisms for people with disabilities.

• Establishing a Disability Reference Group.

• Creating a digital data system to host an electronic register of people with disabilities.

• Identification and needs assessment of people with disabilities including assessment of children with disabilities utilising the Washington Group Questions.

• Development of a National Disability Policy.

• Delivery of training for teachers and key personnel in inclusive education strategies.

MATAEKE O AKOAKOGA A TOKELAU
Tokelau Department of Education

Inclusive Education Country Profile   TONGA

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Education Act 2013

Inclusive Education Policy: Tonga Inclusive Education Policy 2007

Operationalizing Inclusive Education: Inclusive education priorities are included in the Ministry's annual plan

Inclusive Education Standards: Minimum Service Standards for Teachers

Inclusive Education in the Budget

What does the budget cover?

$	Assistive devices/technologies
$	Community awareness on disability and education
$	Infrastructure funding for accessibility modifications
$$	Training for school staff
$$	Outreach/itinerant support to schools by specialists
--	Transport assistance specifically for disadvantaged or disabled students
--	Teacher aide/assistant salaries

Legend: Extent to which inclusive education activities are covered in the Ministry of Education and Training (MOET) budget:

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

☑ **Special/inclusive education a mandatory part of teacher training**
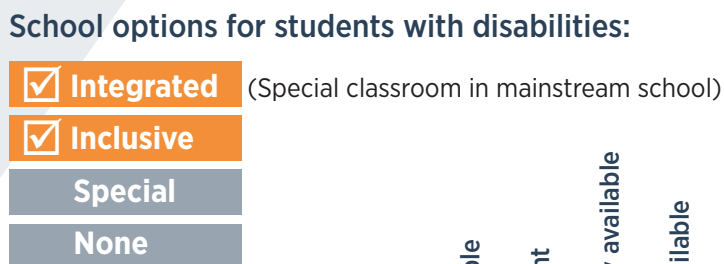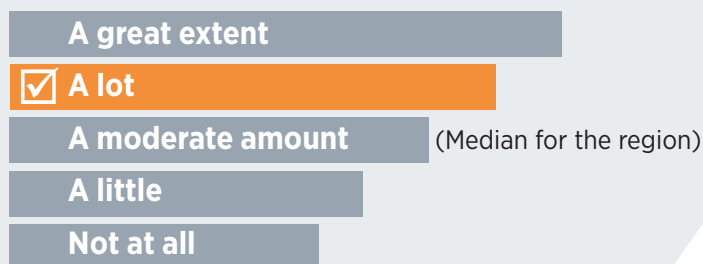
Frequency of teacher in-service training in inclusive education

☐ More than once a year
☑ Once a year
☐ Less than once a year
☐ Not sure

70% of primary school teachers have participated in in-service training on inclusive education

☒ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
☑ A lot	
A moderate amount	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)
☑ **Inclusive**
Special
None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				☑
Lessons are modified or reduced in complexity based on individual student			☑	
Enlarged printed materials are provided		☑		
Additional time is provided during assessments	☑			
Personal assistance is provided during assessments (e.g. note-taking)	☑			
Physical education activities are modified		☑		
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		☑		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	☑			

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
Equals expectations	
☑ Short of expectations	(Median for the region)
Far short of expectations	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		☑			
handwashing facilities that are accessible and safe for all?				☑	
sanitation (toilet) facilities that are accessible and safe for all?		☑			
menstrual hygiene management facilities that are accessible and safe for all?	☑				
a disaster response plan in place that is inclusive of all students?					☑
measures to address bullying?				☑	

Encouraging retention

- The Truancy, Reconciliation and Enforcement Unit of the MOET tracks children who miss school without informing the school. They meet with children who are at risk of dropping out and their parents or guardians to discuss issues and offer support to enable students to return to and stay at school.

Supporting out-of-school children

- MOET has established the Ako Tu'uloa Programme for out-of-school students. The programme is open to students who left school before completing secondary school.

Supporting post-school pathways

- Secondary schools may offer a technical and vocational training and education (TVET) programme from Form 4 or 5, called the Certificate in Technical and Vocational Skills Level 2. This is a pathway from high school to the Tonga Institute of Science and Technology.
- Secondary students must successfully complete Form 5 level before leaving high school to enrol at a TVET institution. TVET programmes are inclusive, although this is constrained by limited resources, accessible facilities and trained teachers.
- Students who wish to pursue further studies at the tertiary level must complete and pass Form 7.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- A moderate amount
- ☑ **A little**
- Not at all

Inclusive education coordination mechanism

- ☒ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Rural/remote?

NO
- Students who have dropped out?
- Socioeconomic status/ poverty?
- Cultural, linguistic or ethnic minorities?

Available almost everywhere in the country	**Available almost everywhere in the country** • Social protection/welfare services • Medical/pharmaceutical services • Counselling
Available in most large towns	
Available in the capital all the time	**Available in the capital all the time** • Vision services (screening and glasses)
Available in the capital only sometimes	**Available in the capital only sometimes** • Vision services (Braille services and orientation & mobility training) • Hearing services (screening) • Hearing services (audiology and hearing aids) • Sign language services • Organizations of Persons with Disabilities • Rehabilitation/therapy services • Early intervention services • Mobility device services
Not available	

Looking Forward

ENABLERS:
- The political will of the Minister of Education enables progress in inclusive education.
- Available resources including funding are critical for inclusive education implementation.
- The MOET's Inclusive Education Unit is a member of the Disability Task Force. Coordinated by the Disability and Protection Unit of the Ministry of Internal Affairs, Task Force members comprise government and civil society representatives, who work collaboratively to progress disability inclusion.
- The Ministry of Health supports diagnosis of children with disabilities prior to school enrolment.
- Organizations of Persons with Disabilities strongly advocate for inclusive education.

CHALLENGES:
- School buildings are not accessible for children with disabilities.
- Teachers still find inclusive education new and challenging, especially educating all children in the same classroom.

FUTURE PRIORITIES:
- The Inclusive Education Policy requires review. Any new policy should be accompanied by an implementation plan.
- Ongoing professional development is required for early childhood education, primary and secondary teachers in inclusive education approaches.
- Improved access to specialists is required, for example speech pathologists and sign language and Braille teachers.
- Teacher aides are required in schools to support teachers to enable the learning of students with disabilities.
- Strengthen transitioning of children with disabilities from primary schools to secondary schools.
- Develop learning pathways for children with disabilities who have limited ways of communicating.
- Improve approaches to learning and assessment for students with disabilities.

Inclusive Education Country Profile

VANUATU

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Education Act No.9 2014, Teaching Service Act No.38 2013, Convention on the Rights of the Child Act No.26 1992, Vanuatu Institute of Teacher Education Act No.25 2001

Inclusive Education Policy: Inclusive Education Policy 2010 - 2020

Operationalizing Inclusive Education: Inclusive education priorities are included in the Ministry of Education and Training (MoET) annual plan

Inclusive Education Standards: Vanuatu Minimum Quality Standards
Vanuatu Teacher Standards
MoET Infrastructure and Asset Management Standards
Early Childhood Care and Education (ECCE) Standards
Examination and Assessment Procedures
National Curriculum Statement

Inclusive Education in the Budget

National School Programmes Budget covers inclusive education, education in emergencies, open distance, child safeguarding and gender equity.

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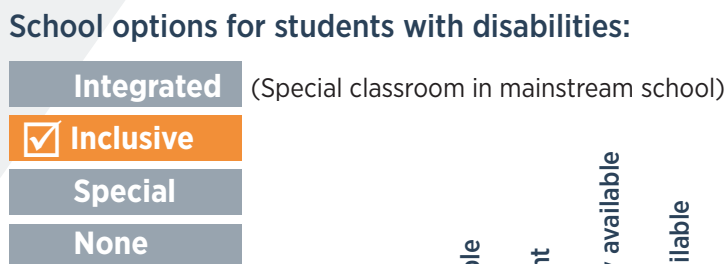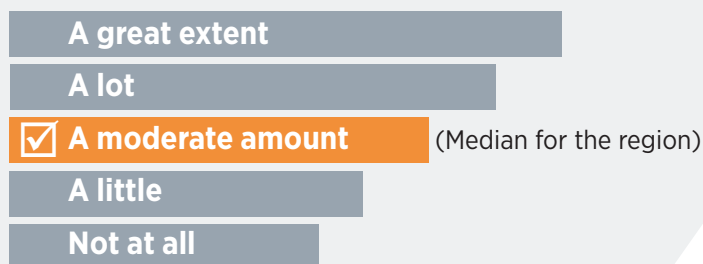☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education
☐ More than once a year
☐ Once a year
☑ Less than once a year
☐ Not sure

.05% of teachers have participated in in-service training on inclusive education

☒ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
A lot	
☑ **A moderate amount**	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

Integrated	(Special classroom in mainstream school)
☑ **Inclusive**	
Special	
None	

Use of Individual Education Plans? ☒

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher		✓		
Lessons are modified or reduced in complexity based on individual student		✓		
Enlarged printed materials are provided		✓		
Additional time is provided during assessments		✓		
Personal assistance is provided during assessments (e.g. note-taking)		✓		
Physical education activities are modified		✓		
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)		✓		
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)		✓		

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
Equals expectations	
Short of expectations	(Median for the region)
☑ **Far short of expectations**	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		✓			
handwashing facilities that are accessible and safe for all?			✓		
sanitation (toilet) facilities that are accessible and safe for all?		✓			
menstrual hygiene management facilities that are accessible and safe for all?	✓				
a disaster response plan in place that is inclusive of all students?		✓			
measures to address bullying?	✓				

Inclusive Education Pathways

Encouraging retention

- A school grant disbursement per number of enrolled children was initiated in 2015. The school grant is allocated to all schools in Vanuatu (ECCE, primary and secondary). This encourages enrolment and retention.

Encouraging transition

- There is no policy in place to support transition from one level of education to another. There are a couple of second chance schools in the capital to enable pregnant girls to go back to school.
- Automatic promotion has been reviewed and has been extended to Year 10.

Supporting out-of-school children

- Out-of-school children are supported by open distance learning which is guided by a draft policy.

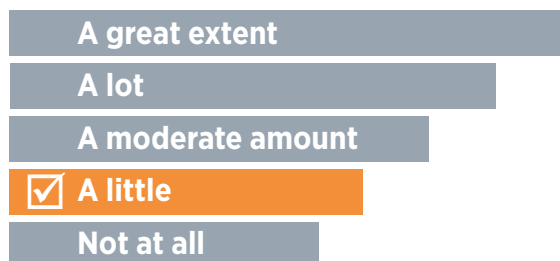This will provide an opportunity to out-of-school children to learn by distance.
- The Ministry of Youth and Sports engages youth in psychosocial activities and the 'Just Play' programme.
- The Australian Football League (AFL) also has programmes with out-of-school children in Port Vila.

Supporting post-school pathways

- Several registered post-school education and training institutions offer certificate-level qualifications for youth who have dropped out of secondary school.
- Civil society organizations offer life skills training to youth who have dropped out of school.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

- A great extent
- A lot
- A moderate amount
- ☑ A little
- Not at all

Inclusive education coordination mechanism

☑ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?

NO
- Students who have dropped out?
- Rural/remote?
- Cultural, linguistic or ethnic minorities?
- Socioeconomic status/ poverty?

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Available almost everywhere in the country	
Available in most large towns	
Available in the capital all the time	
Available in the capital only sometimes	
Not available	

Available almost everywhere in the country
• Medical/pharmaceutical services

Available in most large towns
• Vision services (screening and glasses)
• Organization of Persons with Disabilities
• Rehabilitation/therapy services
• Mobility device services

Available in the capital all the time
• Hearing services (audiology and hearing aids)
• Hearing services (screening)

Not available
• Vision services (Braille services and orientation & mobility training)
• Sign language services
• Early intervention services
• Social protection/welfare services
• Counselling

Looking Forward

ENABLERS:
• Communication between the MoET and other ministries and NGOs is positive.
• There is a national steering committee in place to support all activities and plans related to inclusive education.
• MoET, with support from disability service providers including NGO Vanuatu Society for People with Disabilities, supports the Vanuatu Education Teacher network.
• The University of the South Pacific is providing a diploma in inclusive education, currently attended by its first cohort of 28 students.

CHALLENGES:
• No government budget allocation to support the strengthening of inclusive education.
• Few disability support services available to assist students with disabilities outside of Port Vila.
• Limited application of reasonable accommodations to enable the inclusion of children with disabilities in classes.
• The vast majority of teachers do not have inclusive teaching skills and knowledge.
• Advocacy, awareness and training in inclusive education reach only to the provincial level and not to schools due to limits in financial support for rolling out the training to schools.

• School policies and improvement plans do not support inclusive education adequately.
• Lack of resources and relevant assistive devices and equipment to support teaching and learning.
• Absence of sign language.
• Only five inclusive Model schools, out of 438 primary schools in Vanuatu, have Individual Education Plans developed.
• Only five inclusive Model Schools do reasonable accommodations.
• The Inclusive Education Steering Committee is in place but not activated.

FUTURE PRIORITIES:
• MoET is working with other stakeholders to develop Vanuatu's National Sign Language.
• MoET intends to work with Vanuatu Institute of Teacher Education to develop an inclusive education module into a Bachelor degree programme for pre-service teachers.
• Scale up advocacy, awareness and training at the school level.
• Provide adequate resources to enable teaching and learning of students with disabilities.

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Inclusive Education Country Profile

TUVALU

This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).

Inclusive Education Policy Framework

Legislation: Tuvalu Education Act 1978

Inclusive Education Policy: Tuvalu Disability-Inclusive Education Policy 2021

Operationalizing Inclusive Education: Tuvalu's inclusive education policy framework is emerging and not yet operationalized

Inclusive Education Standards: None available

Inclusive Education in the Budget

What does the budget cover?

$	Community awareness on disability and education
$	Assistive devices/technologies
$	Teacher aide/assistant salaries
--	training for school staff
--	Outreach/itinerant support to schools by specialists
--	Infrastructure funding for accessibility modifications
--	Transport assistance specifically for disadvantaged or disabled students

Legend: Extent to which inclusive education activities are covered in the Ministry of Education budget:

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

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☑ **Special/inclusive education a mandatory part of teacher training**
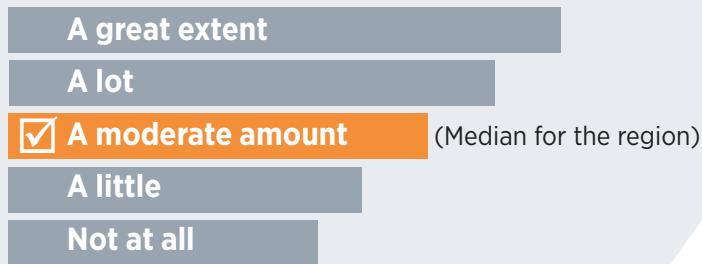
Frequency of teacher in-service training in inclusive education

☐ More than once a year
☐ Once a year
☐ Less than once a year
☑ Not sure

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

☒ **Teacher aides/assistants are part of the workforce**

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?

A great extent	
A lot	
☑ **A moderate amount**	(Median for the region)
A little	
Not at all	

School options for students with disabilities:

☑ **Integrated** (Special classroom in mainstream school)

☑ **Inclusive**

☑ **Special**

None

Use of Individual Education Plans? ☑

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher				☑
Lessons are modified or reduced in complexity based on individual student				☑
Enlarged printed materials are provided			☑	
Additional time is provided during assessments				☑
Personal assistance is provided during assessments (e.g. note-taking)			☑	
Physical education activities are modified		☑		
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)			☑	
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)		☑		

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?

Far exceeds expectations	
Exceeds expectations	
Equals expectations	
Short of expectations	(Median for the region)
☑ **Far short of expectations**	

What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)		☑			
handwashing facilities that are accessible and safe for all?			☑		
sanitation (toilet) facilities that are accessible and safe for all?			☑		
menstrual hygiene management facilities that are accessible and safe for all?	☑				
a disaster response plan in place that is inclusive of all students?	☑				
measures to address bullying?					☑

Encouraging retention

• Tuvalu has an automatic promotion policy for students from early childhood care and education (ECCE) to Year 8. There is ECCE-level clinical screening for learning disabilities upon enrolment.

Supporting out-of-school children

• A Technical and Vocational Skills Development (TVSD) pathway is available as an alternative to the general academic pathway. Students are allowed to repeat Years 8 and 10. The Matua programme is a TVSD program targeted at out-of-school students beyond primary school age.

Supporting post-school pathways

• Technical and vocational training and education and life skills programmes are open to everyone, but not a lot of people register. There are currently no bridging or work preparation courses available. Literacy and numeracy programmes are available but these are not fully utilized.

Partnerships for Inclusive Education

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?
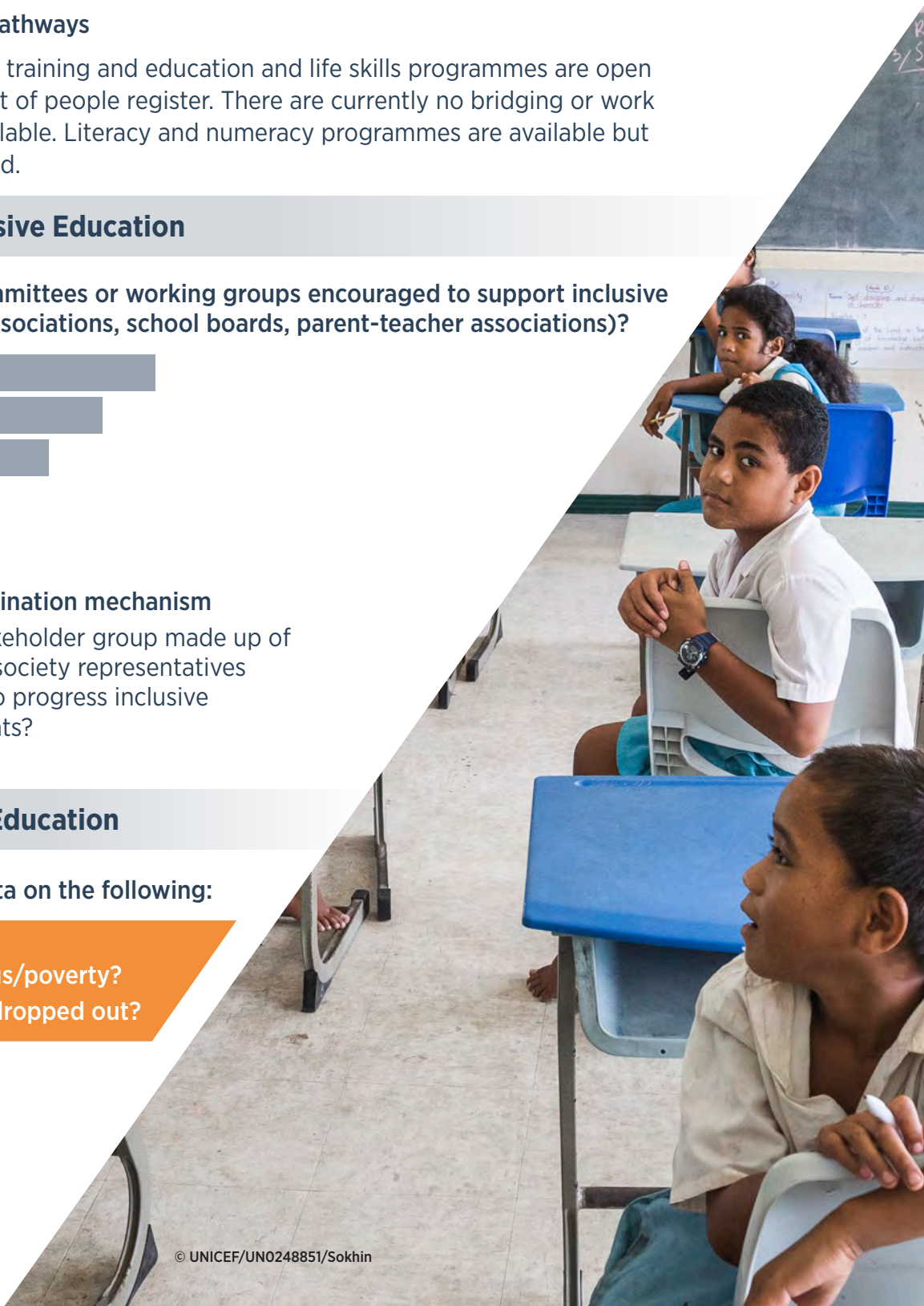
- A great extent
- A lot
- A moderate amount
- ☑ **A little**
- Not at all
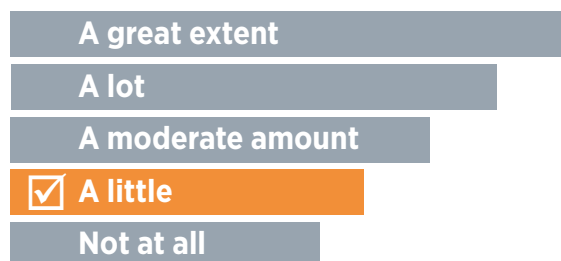
Inclusive education coordination mechanism

☒ Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Disability?
- Socioeconomic status/poverty?
- Students who have dropped out?

Available almost everywhere in the country	**Available almost everywhere in the country** • Organizations of Persons with Disabilities • Social protection/welfare services • Medical/pharmaceutical services • Counselling
Available in most large towns	**Available in the capital all the time** • Sign language services
Available in the capital all the time	**Available in the capital only sometimes** • Vision services (screening and glasses) • Hearing services (screening) • Mobility device services
Available in the capital only sometimes	**Not available** • Vision services (Braille services and orientation & mobility training) • Hearing services (audiology and hearing aids) • Rehabilitation/therapy services • Early intervention services
Not available	

Looking Forward

ENABLERS:
- Embedding of inclusive education in the National Strategy for Sustainable Development and Tuvalu Education Strategic Plan.
- Recruitment of an inclusive education officer by the Australian Support for Education in Tuvalu (ASET) Programme.
- Ratification of Convention on the Rights of Persons with Disabilities.
- The Ministry of Health, Social Welfare and Gender Affairs offers clinical screening to identify disability. The Social Welfare Department (under the Ministry of Health) offers a financial benefit scheme for people with disabilities.

CHALLENGES:
- Lack of awareness.
- Lack of human resources and facilities for inclusive education.
- Lack of support from government, parents and communities.
- Remoteness of outer islands

FUTURE PRIORITIES:
- Include inclusive education in the Education Act or develop an inclusive education act.
- Develop an inclusive education master plan that addresses challenges.
- Invite the private sector (local or international) to develop and implement an inclusive education master plan.

Akoakoga ko te kaniva o te a taeao manula
EDUCATION DEPARTMENT