

Inclusive Education Country Profile

TUVALU



© UNICEF/UN0248852/Sokhin

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



© UNICEF/UN0248844/Sokhin

Special/inclusive education a mandatory part of teacher training

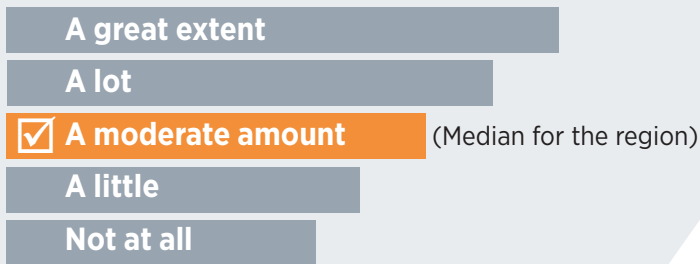
Frequency of teacher in-service training in inclusive education

- 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?



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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lessons are modified or reduced in complexity based on individual student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Enlarged printed materials are provided	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional time is provided during assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal assistance is provided during assessments (e.g. note-taking)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physical education activities are modified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handwashing facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sanitation (toilet) facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
menstrual hygiene management facilities that are accessible and safe for all?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a disaster response plan in place that is inclusive of all students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measures to address bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

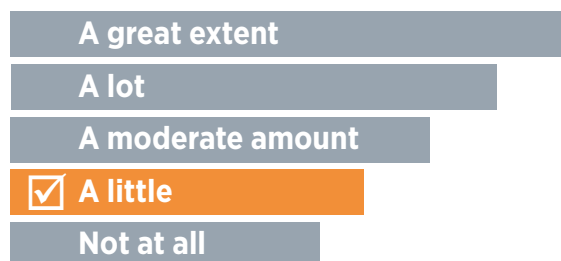
- A Technical and Vocational Skills Development (TVSD) pathway is available as an alternative to the general academic pathway. Students are allowed to repeat Years 8 and 10. The Matua programme is a TVSD program targeted at out-of-school students beyond primary school age.

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)?



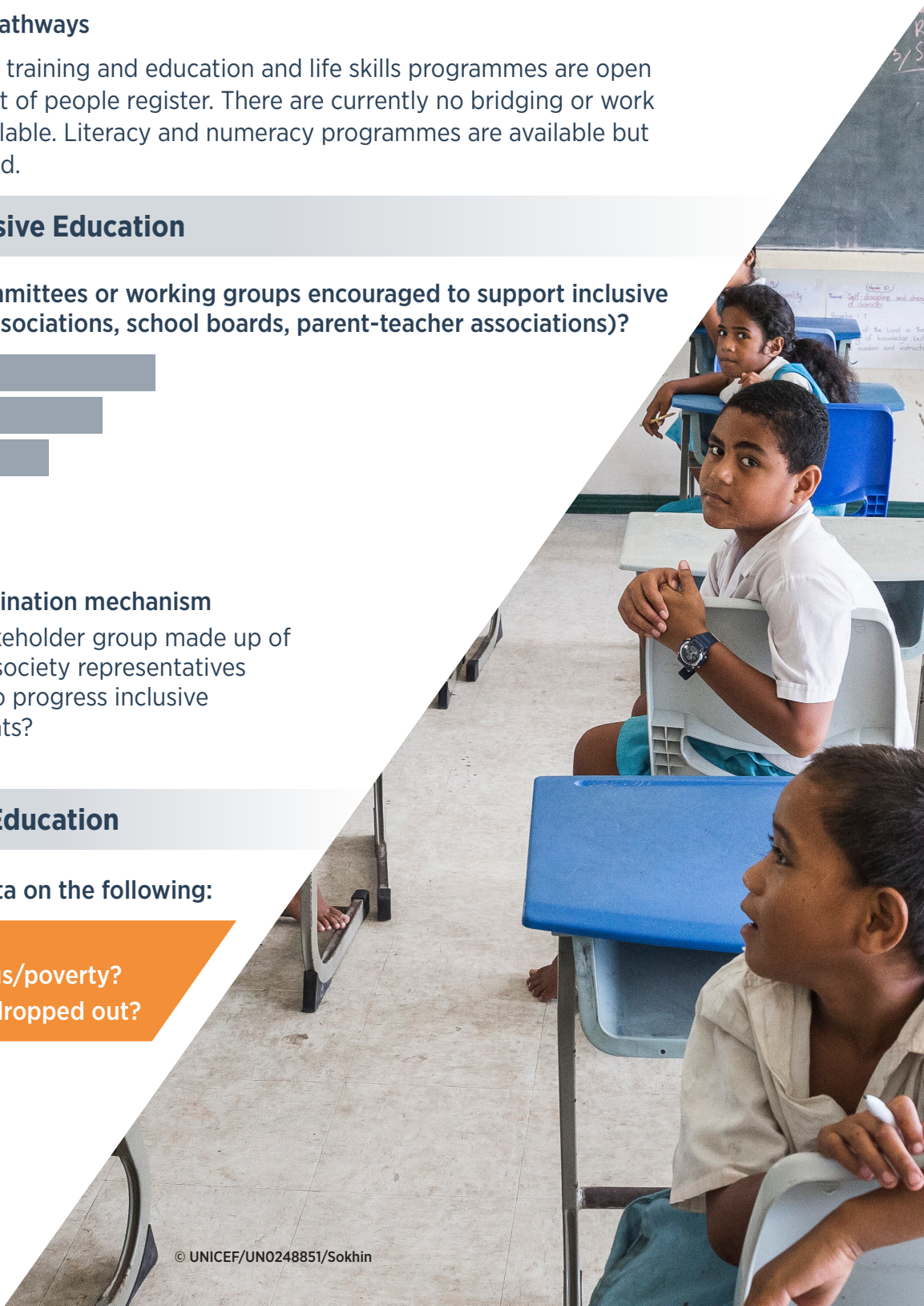
Inclusive education coordination mechanism

- 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

- Organizations of Persons with Disabilities
- Social protection/welfare services
- Medical/pharmaceutical services
- Counselling

Available in the capital all the time

- Sign language services

Available in the capital only sometimes

- Vision services (screening and glasses)
- Hearing services (screening)
- Mobility device services

Not available

- Vision services (Braille services and orientation & mobility training)
- Hearing services (audiology and hearing aids)
- Rehabilitation/therapy services
- Early intervention services

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.

