



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

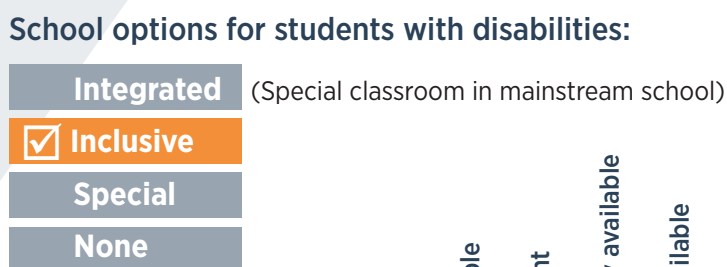
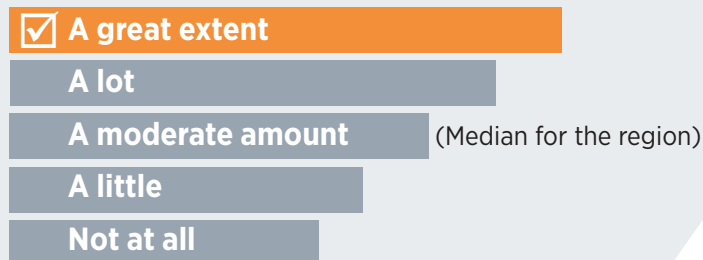
Frequency of teacher in-service training in inclusive education

- 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?



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 type="checkbox"/>	<input checked="" type="checkbox"/>
Physical education activities are modified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
handwashing facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a disaster response plan in place that is inclusive of all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
measures to address bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

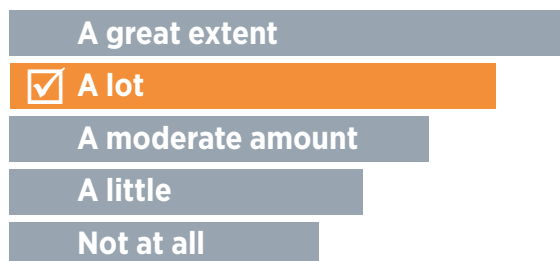
- There are no out-of-school children.

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)?

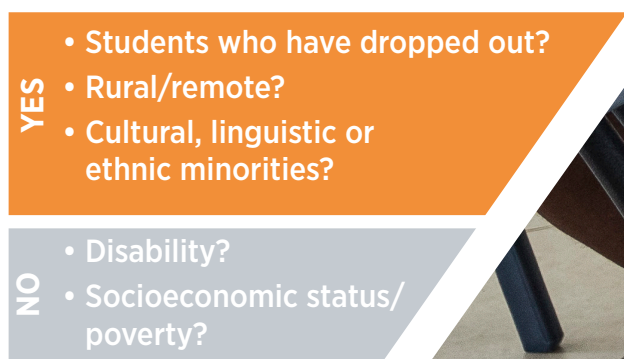


Inclusive education coordination mechanism

- 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:





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.

