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

$ = 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

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	
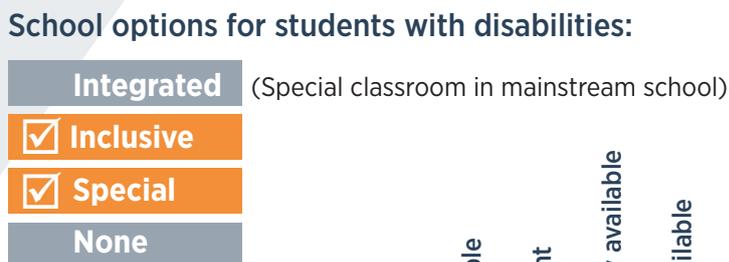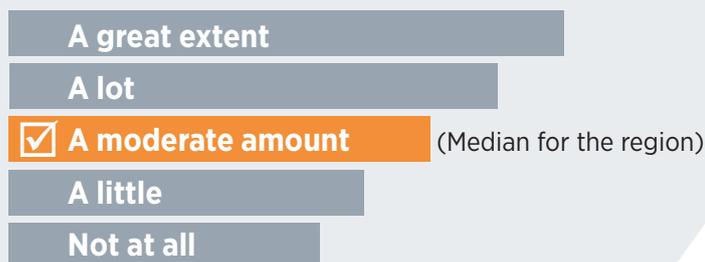
Use of Individual Education Plans? ☑

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
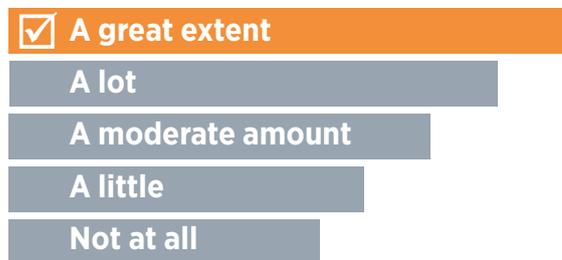
Inclusive education coordination mechanism

☑ 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	
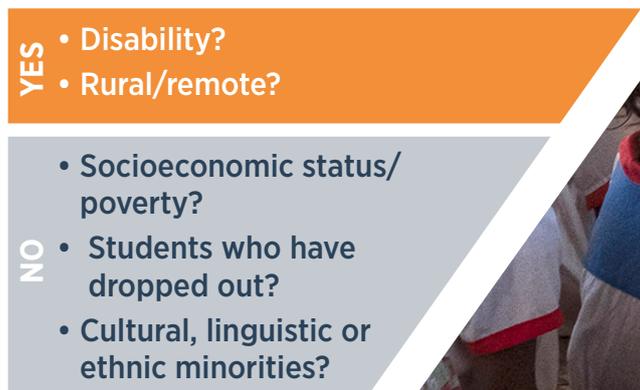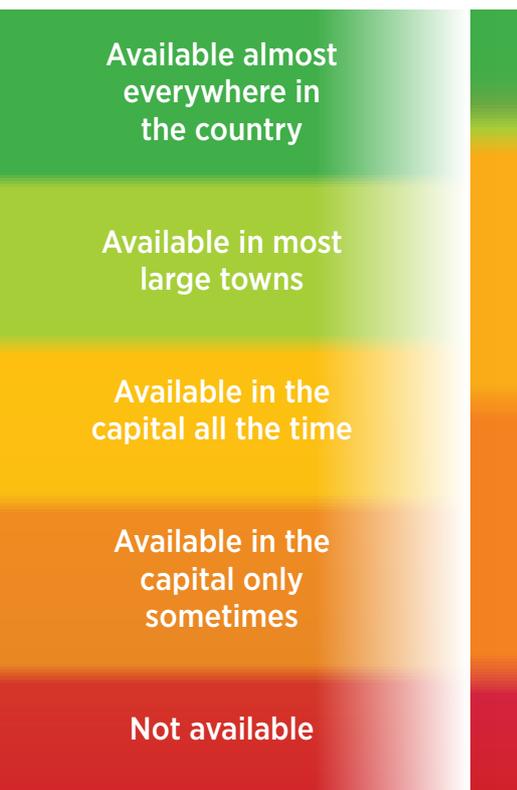
Available almost everywhere in the country
- Social protection/welfare services

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.