

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

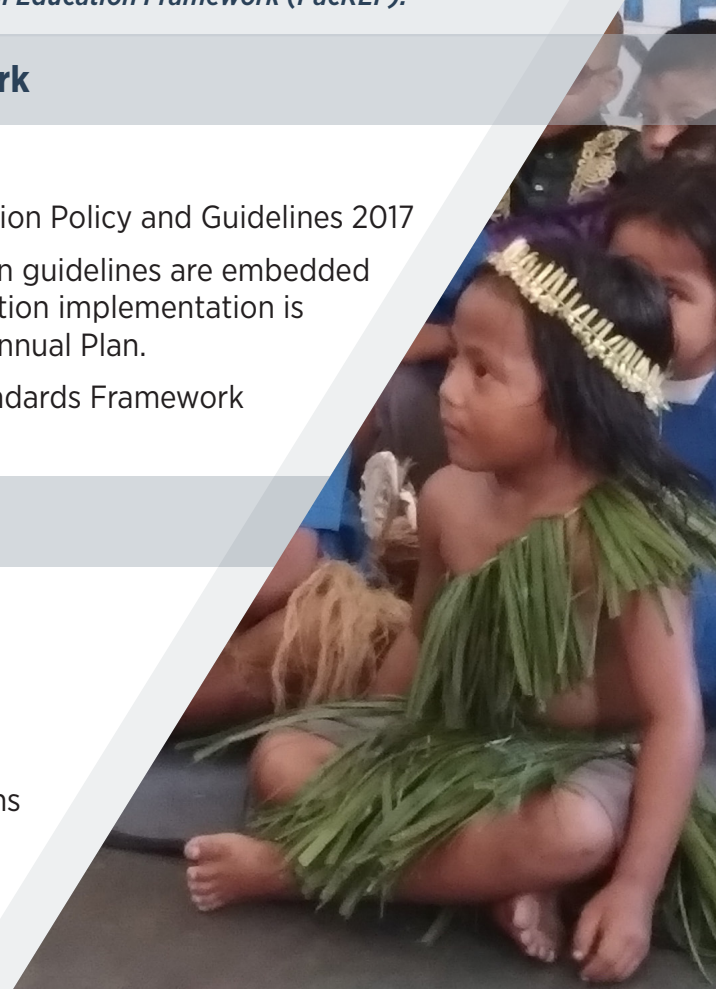
Inclusive Education in the Budget

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

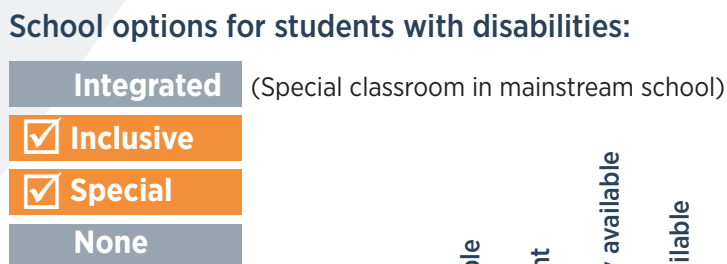
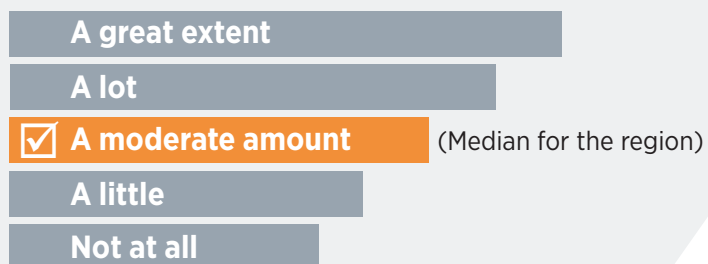
Frequency of teacher in-service training in inclusive education

- 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?



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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided during assessments (e.g. note-taking)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education activities are modified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

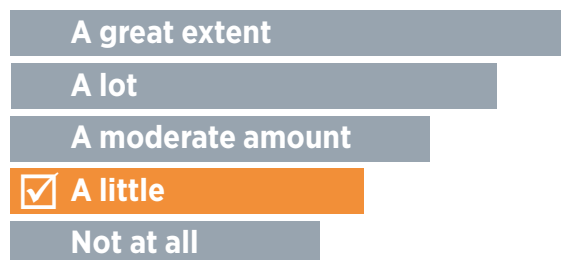
ensure that the rights of students are recognized and interventions are provided, and a life skills programme for out-of-school youths with and without disabilities.

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)?

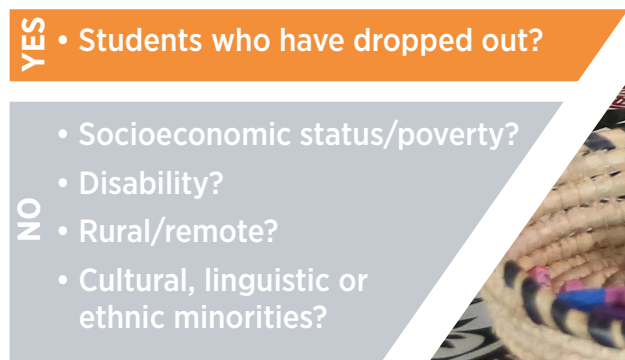


Inclusive education coordination mechanism

- 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:





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 transitional planning to prepare secondary students with disabilities for post-schooling pathways.



REPUBLIC OF NAURU

DEPARTMENT OF EDUCATION and TRAINING
 "Preparing Nauru for Tomorrow"