



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

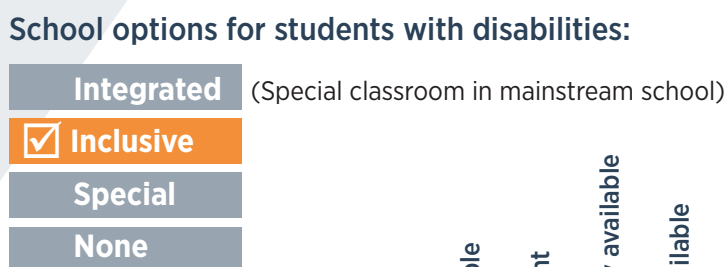
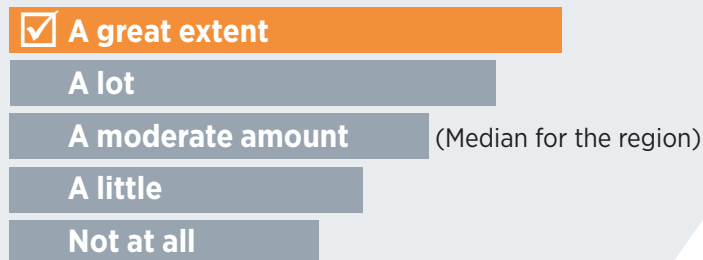
Frequency of teacher in-service training in inclusive education

- 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?



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 type="checkbox"/>	<input checked="" 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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

- 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.

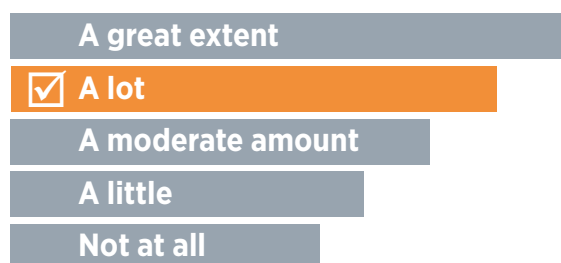
Better dialogue is required with these families to ensure clear expectations.

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)?



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?





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.

