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Inclusive Education Country Profile FEDERATED STATES OF MICRONESIA

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: FSM Public Law 14-08 "Free Appropriate Public Education" 2005
FSM Public Law 8-21 "Federated States of Micronesia Special Education Act 1993"

Inclusive Education Policy: FSM Special Education Procedural Manual Revised 2012

Operationalizing Inclusive Education: Inclusive education is embedded in the Department's annual plan and is operationalized through an inclusive education policy implementation plan

Inclusive Education Standards: FSM Accreditation Standards; FSM National Minimum Competency Standards; FSM Teacher Certification Standards; FSM Curriculum Standards and Benchmarks

Inclusive Education in the Budget

What does the budget cover?

$$	Community awareness on disability and education
$$	Training for school staff
$$	Outreach/itinerant support to schools by specialists
$$	Transport assistance specifically for disadvantaged or disabled students
$	Teacher aide/assistant salaries
$	Assistive devices/technologies
--	Infrastructure funding for accessibility modifications

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

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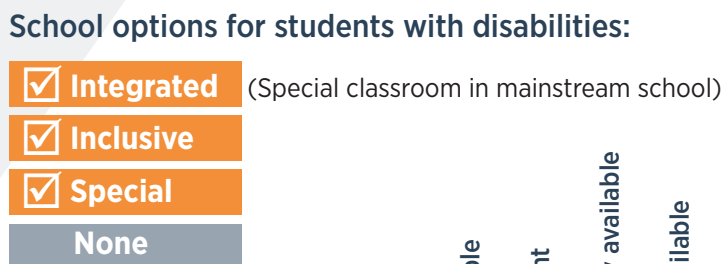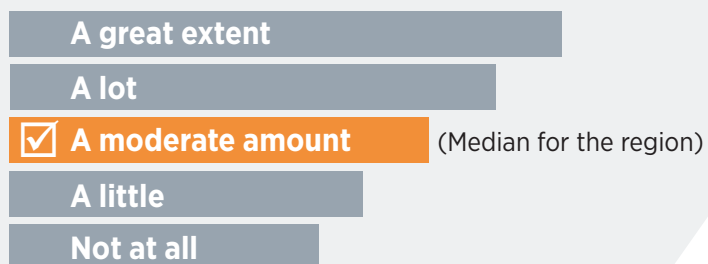☑ **Special/inclusive education a mandatory part of teacher training**

Frequency of teacher in-service training in inclusive education

☐ More than once a year
☐ Once a year
☑ Less than once a year
☐ Not sure

40% 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?

- 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

- State special education programmes implement dropout prevention activities and monitor students with IEPs as part of annual Local Performance Plans (LPPs). The LPPs includes a performance indicator on "dropout."

- Vocational programmes exist in secondary schools to different extents; vocational training such as home arts/economics, agriculture, auto mechanic and construction are available to a very limited extent to all high school students including those with disabilities.

Encouraging transition

- State special education programmes implement transition support services to students with disabilities. Beginning at age 14, students with IEPs must have an Individual Transition Plan that maps out academic and vocational goals, their study course, and how they will transition from secondary school to college, employment, self-employment or independent living.

Supporting out-of-school children

- Education is compulsory to age 14. However, there are few educational supports provided to out-of-school youths, and these rarely include youth with disabilities.

Supporting post-school pathways

- Existing programmes provide some level of support to prepare people with disabilities for post-school education, training and work. Technical, vocational education and training and life skills courses are available. However, these programmes need support from community, the private sector and civil society, to ensure effective transition.

- Cross-sectoral coordination needs to be established and consistently implemented and monitored.

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 meets regularly to progress inclusive education commitments?

Monitoring Inclusive Education

Does the EMIS include data on the following:

YES
- Students who have dropped out?
- Disability?
- Ethnicity?

NO
- Socioeconomic status/poverty?

Available almost everywhere in the country	**Available almost everywhere in the country** • Social protection/welfare services • Vision services (screening and glasses) • Vision services (Braille services and orientation and mobility training) • Hearing services (screening) • Hearing services (audiology and hearing aids) • Mobility device services • Counselling • Sign language services • Early intervention services
Available in most large towns	
Available in the capital all the time	**Available in the capital all the time** • Rehabilitation/therapy services
Available in the capital only sometimes	**Available in the capital only sometimes** • Organizations of Persons with Disabilities • Medical/pharmaceutical services
Not available	

Looking Forward

ENABLERS:
- Parents, school administrators and teachers (both general and special education) who are supportive and always ready to help and engage in inclusive education activities.
- Ongoing funding and availability of resources and technical assistance from United States DOE (Office of Special Education Programs) and development partners such as UNICEF, UNESCO, SPC, PIFS, USP, PDF, UNFPA, APTC and others.

CHALLENGES:
- Funding is made available under terms of political-economic relationship with another country and is not guaranteed. Limited fiscal resources from within FSM are allocated to support inclusive education.
- Insufficient personnel owing to limited funding. Insufficient personnel trained in specialized fields.
- Services from birth to age two are not structured or funded.
- Services to people with disabilities beyond age 21 are not structured or funded. Coordination of vocational and independent living skills ends at age 21, with no systemic or government supports beyond.

FUTURE PRIORITIES:
- Establishing mechanisms (accountability of policy-makers) to enforce existing policies (state and national).
- Inclusive education should be clearly understood by all stakeholders to ensure full commitment and support.
- Update FSM National Policy on Disability.
- Actions at the grassroots level (state and national) such as awareness meetings, planning, etc.
- Organize a disability coordinating council (follow up on President's National Advisory Council on Children).