



Inclusive Education Country Profile

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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: Marshall Islands Public Law 2013–23
Marshall Islands Public School System Act 2013

Inclusive Education Policy: Special Education Policies and Procedures 2014

Operationalizing Inclusive Education: Special and inclusive education is operationalised through the Ministry’s annual plan

Inclusive Education Standards: Special Education Policies and Procedures 2014

Inclusive Education in the Budget

What does the budget cover?

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

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

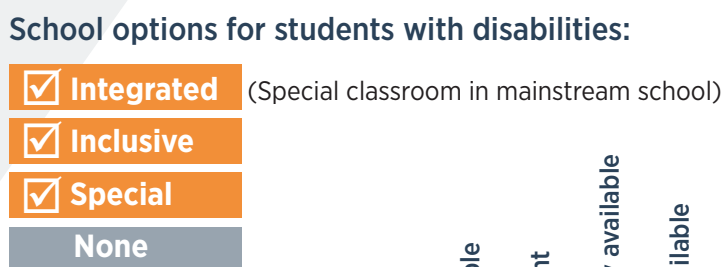
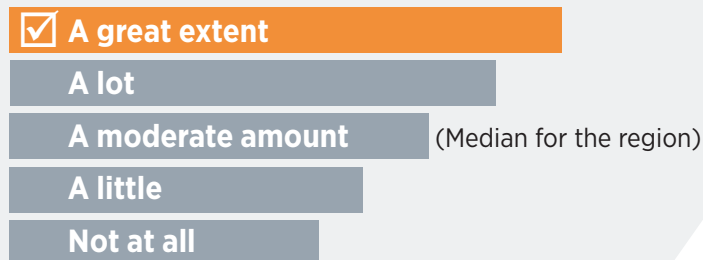
Frequency of teacher in-service training in inclusive education

- More than once a year
- Once a year
- Less than once a year
- Not sure

75% 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 type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
sanitation (toilet) facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
menstrual hygiene management facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

- Dropping out is prevented by training for parents to enable their involvement in promoting school attendance, weekly home visits when a child does not come to school and public awareness-raising at multiple points during the year.

Encouraging transition

- Transition support begins at age 14 and continues on to age 16. Transition plans enable students to continue attending school, and to transition to work and/or life skills.

Supporting out-of-school children

- Out-of-school children are located and supported to re-enter schools.
- A truancy office has been established.

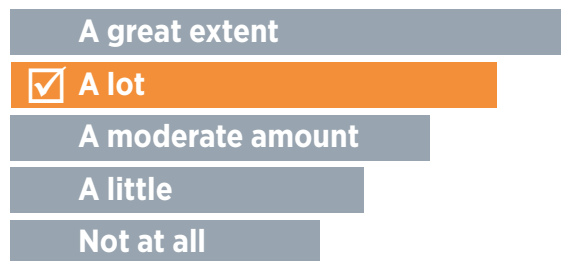
- Partner agencies conduct outreach to find out-of-school children/youth, and report to the MoE’s Special Education Office. Special education teachers at their local sites also follow up on out-of-school children.

Supporting post-school pathways

- Locally available technical and vocational training and education programmes do not yet implement inclusive education. There is a need for training on the policy and what is required to enable the implementation of inclusive education by all partner agencies and programmes.

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)?

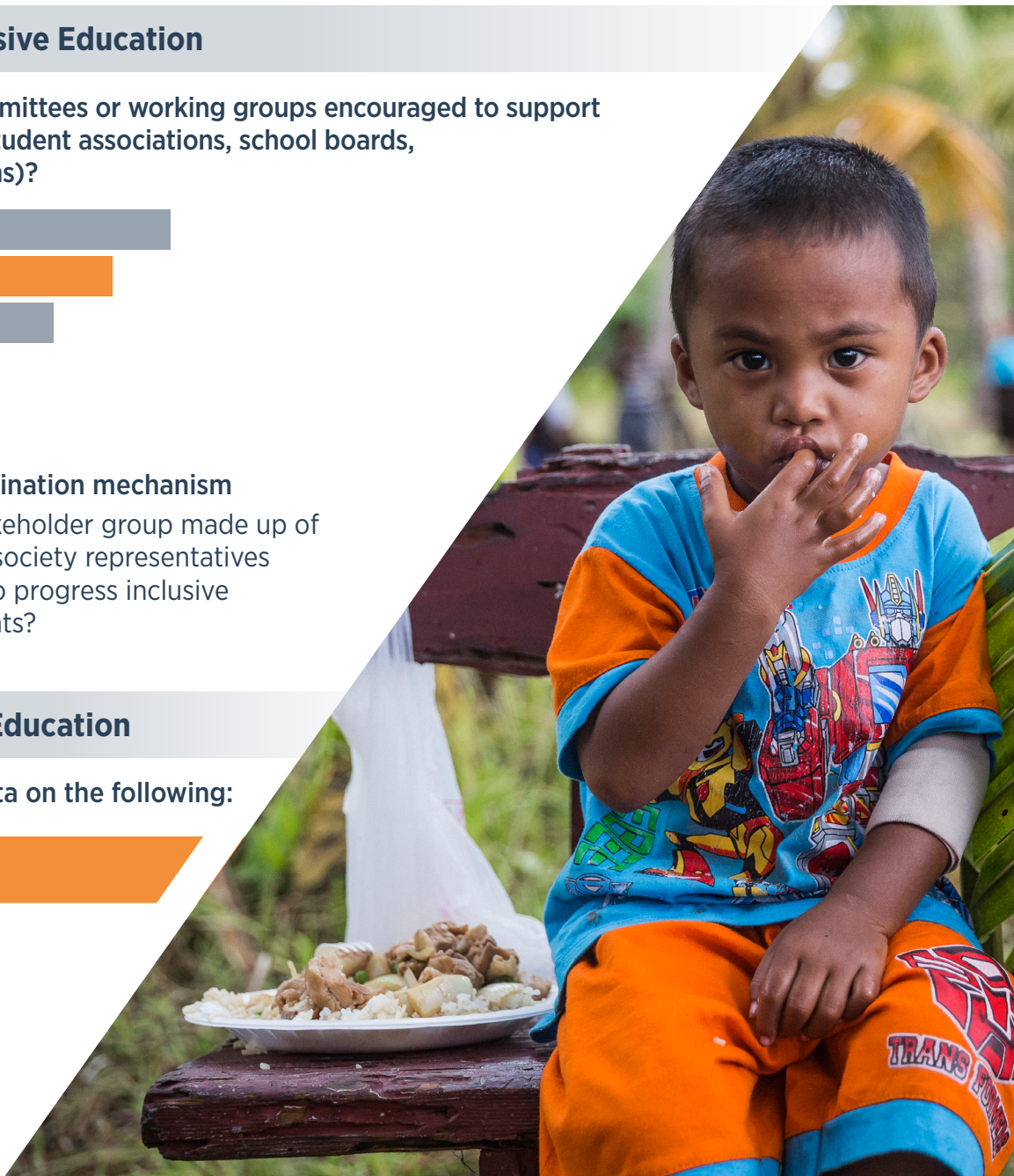


Inclusive education coordination mechanism

- 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

- Vision services (creening and glasses)
- Mobility device services
- Medical/pharmaceutical services

Available in most large towns

- Hearing services (screening)
- Hearing services (audiology and hearing aids)
- Sign language services
- Rehabilitation/therapy services
- Early intervention services
- Social protection/welfare services

Available in the capital all the time

- Vision services (Braille services & orientation and mobility training)

Don't know

- Organizations of Persons with Disabilities

Looking Forward

ENABLERS:

- High-level commitment is strong: in 2018, RMI was the first US-affiliated island that met new performance requirements outlined in US special education legislation.
- The existing policies are good but need real enforcement.
- The rehabilitation service provides free mobility aids which enables inclusive education.
- Half of RMI's special education teachers employed by the public school system have Associate Degree qualifications or higher.
- The RMI special education programme develops an Individual Education Plan for each student, which is followed by the special education teacher for that student.
- Braille and mobility instruction and basic augmentative communication can be provided to students as needed and specified in their Individual Education Plan.

CHALLENGES:

- Limited resources and accessibility of schools.
- Limited capacity-building for parents of children with disabilities.
- There is only one, not officially qualified, sign language interpreter supporting deaf high school students. Further support for deaf students, particularly high school students, is required.

FUTURE PRIORITIES:

- Funding for accessibility, resources and capacity-building for parents and personnel.
- Increase support service availability for children with disabilities.

