



# Inclusive Education Country Profile

PALAU



*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:** Special Education Legislation – RPPL 3-9 1989

**Inclusive Education Policy:** Special Education Policy & Procedures 2008

**Operationalizing Inclusive Education:** Special and inclusive education efforts are included in Ministry of Education’s annual plans

**Inclusive Education Standards:** School Handbook, Teacher Certification, Assessment Policy Framework

## Inclusive Education in the Budget

What does the budget cover?

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

**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

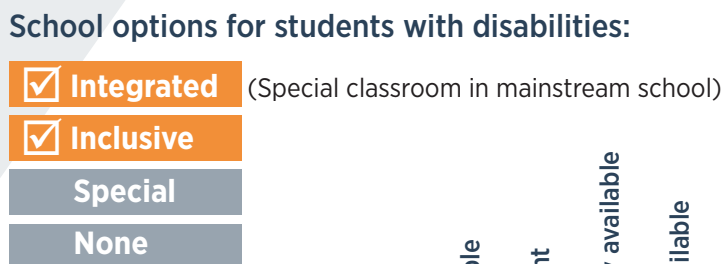
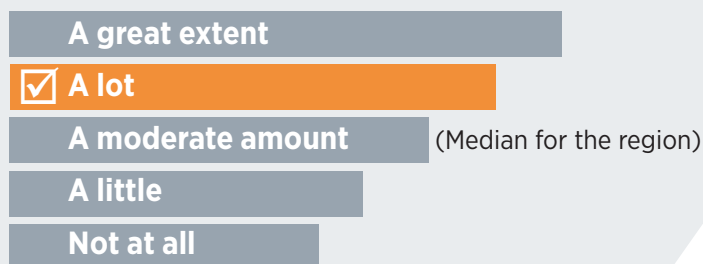
Frequency of teacher in-service training in inclusive education

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

**55%** 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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**

- Several strategies are in place to minimize the risk of students dropping out. These include free bus transport to help students travel to and from school every day throughout the school year, and quarterly progress reports for each student to identify and address any issues.
- To participate in sport activities, students are required to maintain a grade point average of 2.0, which can motivate students to stay in school and maintain their grades.
- Where students are at risk of dropping out, schools contact parents about prolonged unexcused absences through phone calls and home visits.

**Encouraging transition**

- The MoE conducts an 8th Grade Transition Workshop for two days in April each year for students and parents to participate in awareness and information activities that help ease their transition to high school.
- Students with disabilities participate in a more individualized transition process: a transition meeting is conducted between the student’s current

school and the new school. This meeting involves school administrators, teachers, special education specialists from both schools, the student, parent/s and related service providers as appropriate.

- Palau Community College offers vocational training programmes that individuals with disabilities can access after high school.
- Individuals with disabilities access support from the Workforce Innovation and Opportunity Act Programme, such as “On the Job Training” for six months, and receive monetary support for the duration of the time.

**Supporting out-of-school children**

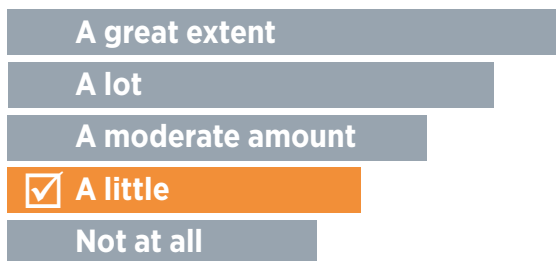
- Palau Community College’s Adult High School programme and the MoE’s HiSet programme provide opportunities for out-of-school students to receive diplomas that are equivalent to a regular high school diploma.

**Supporting post-school pathways**

- A “College Night” is held twice a year for 12th graders and their parents to orient them to course options.

**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 | • Disability?                                |
|     | • Students who have dropped out?             |
|     | • Cultural, linguistic or ethnic minorities? |
| NO  | • Socioeconomic status/poverty?              |
|     | • Rural/remote?                              |





**Available almost everywhere in the country**

- Organisations of Persons with Disabilities
- Rehabilitation/therapy services
- Social protection/welfare services
- Medical/pharmaceutical services
- Counselling

**Available in the capital all the time**

- Vision services (screening and glasses)
- Hearing services (screening)
- Sign language services
- Mobility device services

**Available in the capital only sometimes**

- Vision services (Braille services and orientation & mobility training)
- Hearing services (audiology and hearing aids)
- Early intervention services

**Looking Forward**

**ENABLERS:**

- Partnership with parent groups and advocacy groups to promote community awareness.
- United States federal grant assistance on disability.
- Palau complies with the United States’ Individual with Disability Education Act (IDEA).
- Several programmes enable the retention of students at school and minimise dropping out.
- There is consistent use of Individual Education Plans to support the learning and progression of students with disabilities.
- Reasonable accommodations are available for most students with disabilities in most schools, and most schools are accessible.

**CHALLENGES:**

- Limited resources.
- Individual attitudes towards and acceptance of children or individuals with disabilities.
- Limited awareness of other services and support available to assist children with disabilities in the community.
- Youth with disabilities often stay home after completing high school, with minimal access to tertiary education or work.

**FUTURE PRIORITIES:**

- Address challenges and involve Organizations of Persons with Disabilities in helping improve inclusive education.

