



Inclusive Education Country Profile

PAPUA NEW GUINEA



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: Constitution of the Independent State of Papua New Guinea - National Goals and Directive Principles

Inclusive Education Policy: Inclusive and Special Education Policy and Minimum Standards 2020

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

Inclusive Education Standards: Inclusive and Special Education Policy and Minimum Standards 2020

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
- \$\$ Assistive devices/technologies
- \$ Infrastructure funding for accessibility modifications
- Transport assistance specifically for disadvantaged or disabled students
- 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

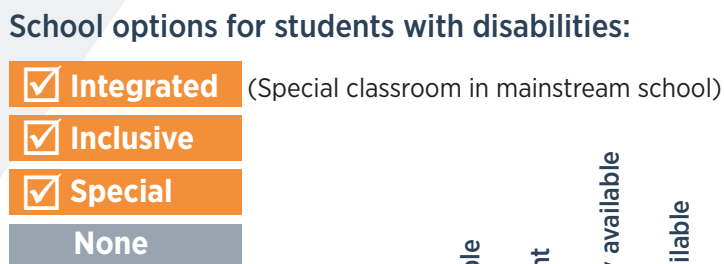
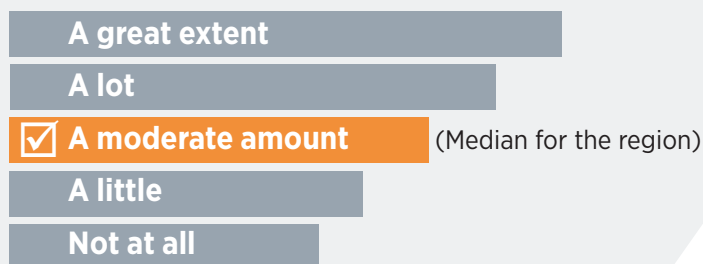
Frequency of teacher in-service training in inclusive education

- More than once a year
- Once a year (One year course)
- Less than once a year
- Not sure

3% of teachers have participated in in-service training on inclusive education

Teacher aides/assistants are part of the workforce but do not receive government salaries

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? (currently only used by teachers in IERCs)

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 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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
menstrual hygiene management facilities that are accessible and safe for all?	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measures to address bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Encouraging retention

- The No Child Left Behind Policy requires all students to complete Grade 12. The Child Friendly School Policy and School Improvement Plans support this aim.
- TV telecasting of different subjects and grades to remote schools supports retention.

Encouraging transition

- High schools are in all districts, reducing the need to relocate to continue schooling.
- Boarding accommodation in secondary and tertiary institutions such as Technical and Vocational Training and Education (TVET) and Flexible Open Distance Education (FODE) is provided.

Supporting out-of-school children

- Under the National Literacy Policy, students who leave school for various reasons can re-enrol the following year.
- Bridging courses in College of Distance Education (CODE) centres are open to students with disabilities.
- Life skills are mainly provided by the Inclusive Education Resource Centres (IERCs) and community-based rehabilitation officers.

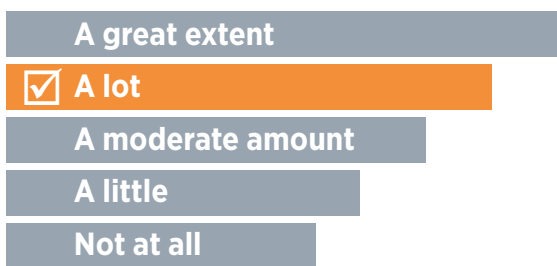
- Department for Community Development & Religion (DfCD&R) and NDoE literacy and numeracy training programmes for youth and mothers are open to students with disabilities. However, programme reach is limited in rural and remote areas.

Supporting post-school pathways

- TVET colleges and CODE centres are in every province; TVET institutions accept students with disabilities; however teachers have insufficient training and experience in teaching students with disabilities.
- Each province will establish two or three IERCs to support students with disabilities in higher education.
- DfCD&R provides grants for persons with disabilities for income-generating projects. However, access to the funds has been minimal and services rarely reach rural and remote communities.

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)?



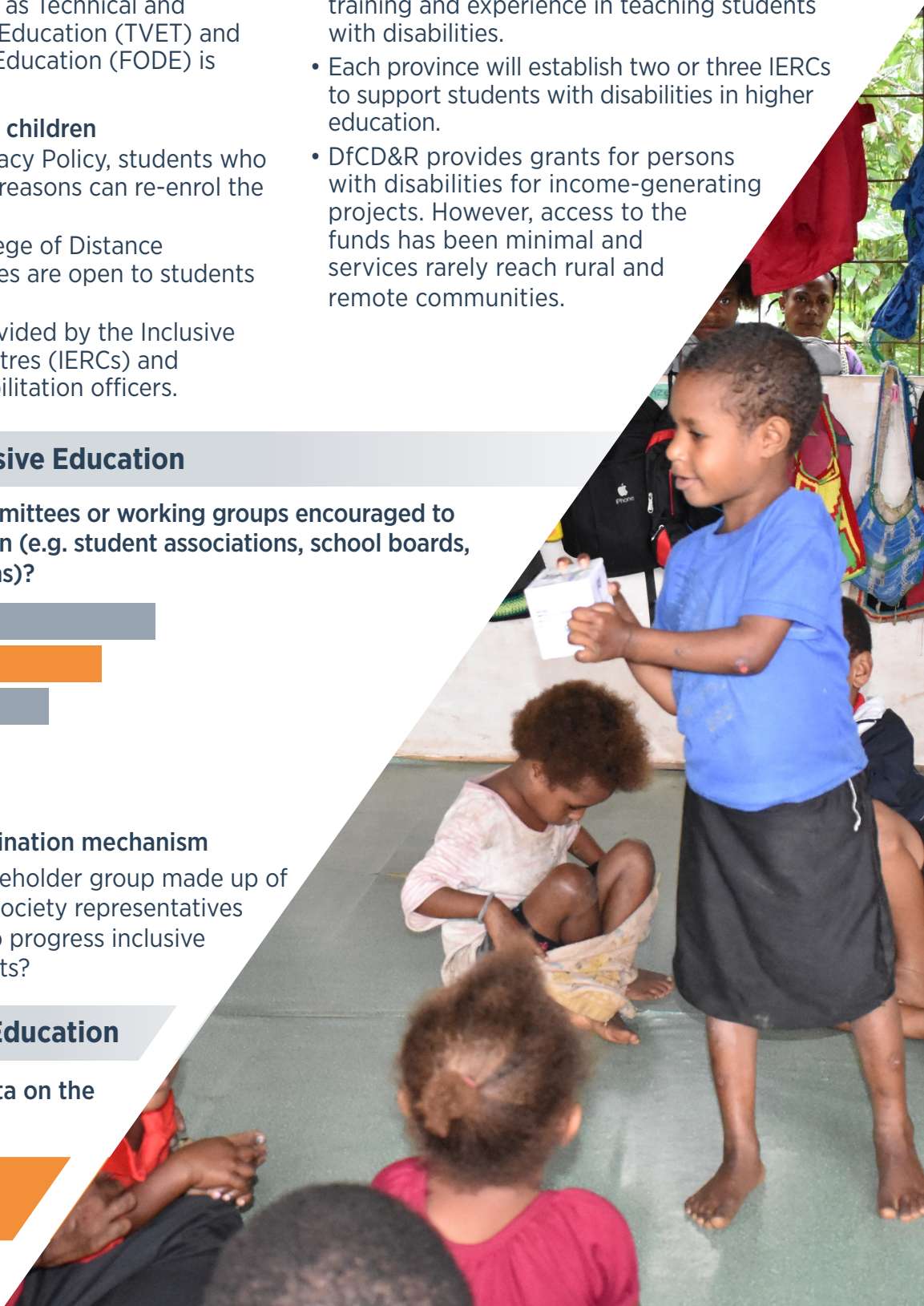
Inclusive education coordination mechanism

- 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?
- Rural/remote?





Looking Forward

ENABLERS:

- Enabling legislation and policies including National Constitution's five National Goals and Directive Principles; Convention on the Rights of Persons with Disabilities; National Education Plans Inclusive Education Policy; National Disability Policy and Lukautim Pikinini Act.
- PNG sign language dictionary.
- Individual Education Plan approved by Teachers Board of Studies, to be used in mainstream schools and IERCs after nation-wide training.
- Standards-Based Curriculum has been made inclusive.

CHALLENGES:

- Services are provided only in IERCs and through Organizations of Persons with Disabilities (OPD). Only a small percentage of persons with disabilities are served under the NDOE IE program; less in rural areas.
- Insufficient professional development for teachers and OPD coordinators on inclusive education and specialized disability areas.
- Operational grants are limited.
- Pathways to independent living need strengthening.
- Limited resources in IERCs; vehicles required to deliver services to rural areas.
- Limited funding for inspections has resulted in low performance of teachers in IERCs.
- Poor coordination between government departments and private organizations.
- Low community awareness on disability and availability of programmes.

FUTURE PRIORITIES:

- Greater capacity for inclusive education in all levels of education.
- Teacher training – inclusive education courses to cover more content and practicum; availability of disability-specific training.
- Positions in model schools for teacher aides and for inclusive education teachers in mainstream schools.
- Increase inclusive education funding for resources, teaching and learning materials, training and awareness.
- Children with disabilities enabled to sit national examinations with relevant adaptations and accommodations.
- Tertiary institutions provide quality education for persons with disability.
- Legislation for employment of persons with disabilities.
- National Advisory Committee for Disability to ensure coordination between government departments and private organizations.
- Financial training for principals and IERC coordinators on use of inclusive education funds.
- Enrol out-of-school children in IERCs to prepare for integration into mainstream schools.
- Increase enrolment of student with disabilities in CODE centres and TVET institutions.
- Revive the National Inclusive Education Committee.
- Increase accessibility in schools.

