



Government of Kiribati
Ministry of Education

Kiribati Inclusive Education Policy

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Date: 17 March 2015

POLICY NAME: “Inclusive Education”

AIM:

To ensure that all school aged I-Kiribati children (especially ages 6-15) have full access to relevant quality education (where possible in their local community school), participate in all school activities and have their educational, social, cultural, physical, emotional and spiritual needs met.

RESPONSIBILITY: (within Ministry) Director for Education and Director Policy, Planning and Development

APPLICATION / SCOPE:

The Policy applies to Ministry of Education management, divisions, schools, students, parents and the community.

POLICY:

This policy is based on a commitment by Kiribati to international conventions and agreements (The Universal Declaration of Human Rights, Convention on the Rights of the Child, Education for All - Millennium Goal, Convention on the Rights of Persons with Disabilities and Convention on the Elimination of all Forms of Discrimination against Women).

The Ministry of Education is committed to apply these principles to the Strategic Plan, Ministry Operational Plans, policies and operations. Currently it is reflected in the Education Sector Strategic Plan (ESSP) 2012-15 and the National Curriculum and Assessment Framework (NCAF). *(Both documents have been endorsed by Cabinet.)*

This policy provides clarity on the rights of all children in accessing quality education and the role of those responsible for delivering education. In addition, it describes strategies which will assist to deliver inclusive education.

Principles on which the policy is based:

- Access to education is a universal right
- All children can learn
- Schools are welcoming and supportive of all students
- Schools cater for differences and needs
- Zero tolerance of any form of discrimination in schools.

Children's rights:

All Children in Kiribati have the right to be:

- Educated
- Valued, supported, nurtured and safe

Their learning needs must be met in a welcoming, non-threatening environment and be active participants in their learning and all school activities.

Goals of the policy:

- To ensure that every school aged child in Kiribati (including children with special needs) are enrolled in and regularly attend a school program which caters for their individual learning needs.

Objectives:

- To identify all school age children who are not attending school and assess their learning needs and reasons for non-school attendance
- To provide free, appropriate and flexible educational service that supports every child in Kiribati to reach their full learning potential at Basic Education level (Year 1 to 9).
- To provide appropriate and flexible educational service that supports every child in Kiribati to reach their full learning potential at Senior Secondary level (Year 10 to 13).
- To increase regular attendance by all students through partnership between the home and the school
- To increase the percentage of students with disabilities in schools by providing appropriate support services
- To increase knowledge and skills in gender and social inclusive teaching and learning for all teachers
- To raise awareness of the barriers to education and the need for access to education for all children
- To increase parental involvement and understanding of special needs programs and support for their children
- To establish strong inter-ministry coordination and collaboration to ensure the global needs of children with disabilities are met (for example nutrition, health, child protection etc.)
- To distinguish the eligibility of students to either attend a school for children with special needs or a mainstream school.

STAKEHOLDERS

Parents/Guardians

Parents/guardians are expected to take an active interest in their child's education, supporting the schools' policies and programs. They can expect to be welcomed in the school, included in school planning, and provided with the opportunity to discuss concerns with teachers, the head teacher and the School Committee. They are responsible for their child's general well-being and health, and for ensuring their child attends school regularly. They are expected to teach and role model behaviours and information to teachers and students about inclusive cultural values, skills and knowledge which are appropriate for the successful development of Kiribati.

Community

The Community is expected to:

- Provide support for parents and teachers
- Respect, protect and promote the rights and cultures of all children
- Be accepting of difference and promote inclusion
- Provide support for the school
- Provide role models and information to teachers and students about inclusive cultural values, skills and knowledge which are appropriate for the successful development of Kiribati

Schools

Schools through the Head Teacher/Principal are responsible for:

- Providing a positive, supportive, safe, stimulating and stable learning and teaching environment (NCAF)
- Providing for different learning needs of students according to age, readiness to learn, ability or disability (NCAF)
- Welcoming parents and students into the school community
- Assessing student needs and expedite enrolment
- Provide support to teachers in programming, resourcing and catering for individual needs

Students

Students should be encouraged and supported by the community, schools, teachers and the Ministry of Education to:

- Attend school regularly

- Participate in all school activities where possible
- Engage in learning
- Try their best
- Cooperate with their peers and their teachers
- Comply with school and classroom rules
- Observe and learn about appropriate I-Kiribati cultural values, skills and knowledge

Teachers

Teachers are expected to understand the implications of the Inclusive Education Policy and what it means for their practice in the classroom and their role as a member of the school community. Awareness raising, training and resources to fulfill their responsibility will develop and occur through an emerging partnership with the Ministry of Education, the community and colleagues. It includes:

- Being well trained to prepare programs to cater for individual learning needs
- Being well prepared and competent to teach
- Using a variety of teaching strategies
- Providing for student success in learning
- Monitoring progress and adjusting programs as appropriate
- Be accepting and inclusive of all students
- Demonstrating and encouraging the practice of appropriate aspects of I-Kiribati culture

Ministry of Education

The Ministry of Education is responsible for:

- Promoting awareness on the implications of this policy with head teachers, teachers, parents and communities
- Develop relevant curriculum and resources to meet student needs
- Expedite enrolment of children into appropriate school
- Develop tools for collection and management of data on the enrolment of students with disabilities and other diverse groups
- Continue the plan to build, and rehabilitate schools to include accessible classrooms and toilets
- Include the commitments and obligations to this policy in teacher pre-service training and ongoing professional development of the Kiribati teacher cohort.
- Assessing funding implications in rolling out the policy.