



Ministry of Education & Training
Government of the Republic of Vanuatu



INCLUSIVE EDUCATION AND TRAINING POLICY 2025-2030



Inclusive Education and Training Policy

2025 - 2030



**Ministry of Education and Training
Republic of Vanuatu**

2024

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Foreword by the Minister for Education and Training

The Government of Vanuatu has long held a vision of inclusive education for all its citizens, a vision firmly rooted in our commitment to the United Nations Convention on the Rights of Persons with Disabilities and our National Sustainable Development Plan. Education is a fundamental human right. It is the foundation upon which we build not only our individual futures but also the future of our nation. Every child, regardless of their ability, deserves the opportunity to reach their full potential and to contribute to the growth and prosperity of Vanuatu.

The Inclusive Education and Training Policy 2025 – 2030, which I am proud to introduce, marks a significant milestone in our ongoing journey to create an inclusive, equitable, and high-quality education system. This policy builds on previous initiatives and frameworks, such as the Inclusive Education Policy (2010-2020) and the National Disability Inclusion Policy for the Technical and Vocational Education and Training Sector (2016-2020). It is the culmination of extensive consultations with key stakeholders across the nation, including our valued disability advocacy groups, educators, parents, and most importantly, individuals with disabilities.

Our goal is simple: to provide an inclusive education system where all learners, regardless of their disabilities, have equitable access to quality education and training. This policy reflects our commitment to addressing the barriers that have historically excluded learners with disabilities from the education system, whether those barriers are environmental, social, economic, or attitudinal. We are committed to ensuring that every learner has the opportunity to succeed, supported by teachers trained in inclusive education, accessible learning environments, and programs designed to meet diverse learning requirements.

Our vision for 2030 is clear. By that year, Vanuatu will offer an inclusive education system where all learners, including those with disabilities, can participate fully, thrive academically, and contribute to the development of our country. This policy and its implementation plan provide the framework for achieving this vision, focusing on access, quality, and management of inclusive education at all levels, from early childhood care to post-secondary education and training.

We acknowledge the challenges ahead, but we are not alone in this journey. We will continue to work closely with our partners in government, civil society, and international organisations to ensure the successful implementation of this policy. Together, we will ensure that no child in Vanuatu is left behind, that every learner is supported, and that our education system reflects the inclusive, resilient, and vibrant future we aspire to for our nation.

The Ministry of Education and Training would like to sincerely thank many individuals, teachers, principals, development partners, people with disability, disability organizations in particular the Vanuatu Society for People with Disability (VSPD) and the Vanuatu Disability Promotion Advocacy (VDPA), Save the Children, Global Partnership in Education (GPE), community leaders, government and civil society officers in the provinces of Torba, Sanma, Penama, Malampa, Shefa and Tafea who participated in the consultation that informed the review of the Inclusive Education and Training Policy 2025 – 2030. Additionally, sincerely gratitude is extended to the financial and technical support received from UNICEF and the Australian Government through the Vanuatu Skills Partnership (VSP) and the Vanuatu Australia Education Support Program (VAESP). The commitments and tireless efforts of the Inclusive Education Steering Committee members and the Ministry of Education and Training staff are gratefully acknowledged in particular the inclusive team and policy unit.

It is my hope that this policy will serve as a powerful tool for transformation, inspiring a new era of inclusive education that benefits not only learners with disabilities but the entire nation.



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Honourable Simil Johnson

Minister for Education and Training



Definitions

Assessment is a process used to evaluate the effectiveness of instruction. Assessment enables monitoring of learner progress and may take the form of written, oral and practical tasks.

Assistive technology maintains or improves an individual's functioning and independence, promoting wellbeing. Hearing aids, wheelchairs, communication aids, glasses, prostheses, and memory aids are all examples of assistive technology.

Differentiated teaching describes methods teachers use to extend the knowledge and skills of every learner in every class, regardless of their starting point. The objective is to lift the performance of all learners, including those who are falling behind and those exceeding year-level expectations.

Disability is experienced by people with long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Diverse disabilities are different types of disabilities, for example, physical, intellectual, psychosocial, vision, communication, and neurodiverse disability, as well as deafness. Diverse disabilities also refer to different severities of disabilities, for example, mild, moderate, and extensive.

ECCE refers to Early Childhood Care and Education and is available to students aged 4-5 through ECCE Centres.

Examinations measure a learner's knowledge or proficiency in a particular subject. These are usually administered under controlled conditions and may be timed.

Family-centred approaches involve engaging with family members to set and work towards goals, make decisions, and provide individualised support to learners with disabilities.

Functional difficulty refers to challenges in seeing, hearing, gross motor actions, fine motor actions, speaking, learning, behaviour, attention, socialisation, or emotions. Learners identified as experiencing functional difficulties using the Student Learning Profile may be at risk of disability.

Inclusive education focuses on and responds to the diverse needs of all learners, removing barriers impeding quality education, increasing participation in learning and reducing exclusion within and from education. Inclusive education enables learners with disabilities to access education alongside peers without disabilities in the classrooms they would be attending if they did not have a disability.

Individual Education Plans (IEP) may be developed for learners with disabilities and provide a plan for making teaching and learning adjustments for students. IEPs consider the reasonable adjustments needed to provide students access to teaching, learning and the school experience. IEPs are developed, and their progress is reviewed with the learner's parents and/or caregivers. For students with moderate or extensive educational support needs, an IEP must be developed. Progress against IEP goals may be used to measure learning achievement for some students; this relates to students for whom academic assessments of the curriculum are insufficient to demonstrate achievement.

Inclusive Education Resource Centres (IERC) offer information about inclusive education approaches and tools to teachers and parents/caregivers and are in the process of being established in Vanuatu with support from the Global Partnership for Education.

Learners with Disabilities are students who experience functional difficulty. They may have been identified by teachers/principals as experiencing functional difficulty as recorded in Open VEMIS' Student Learning Profile.

MoET is the Ministry of Education and Training.

Open VEMIS is Vanuatu's Education Management Information System, which records and reports student and school data.

Post-School Education and Training (PSET) refers to Technical Vocational Education and Training, which can be offered within secondary schools, delivered by PSET providers within their institutions, or flexibly delivered in communities.

PSET providers are registered by the Vanuatu Qualifications Authority to offer accredited PSET courses to learners.

Reasonable adjustments or accommodations are measures or actions to enable learners with disabilities to participate in education on the same basis as learners without disabilities. These should be applied to learning and assessment processes.

Schools are educational institutions that provide ECCE, primary, secondary and/or PSET.

Teachers instruct learners in ECCE, primary and secondary schools, and PSET providers.

Universal design in education refers to creating educational environments, curricula, materials, and teaching methods accessible and effective for all learners, regardless of their abilities, disabilities, backgrounds, or learning preferences.

Acronyms and Abbreviations

CDU	Curriculum Development Unit
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organisation
DG	Director General
ECCE	Early Childhood Care and Education
GPE	Global Partnership for Education
IE	Inclusive Education
IEP	Individual Education Plan
IERC	Inclusive Education Resource Centre
IT	Information Technology
MIS	Management Information System
MoET	Ministry of Education and Training
MoH	Ministry of Health
MoJCS	Ministry of Justice and Community Services
PSET	Post-School Education and Training
SoE	School of Education
TED	Tertiary Education Directorate
VDPA	Vanuatu Disability Promotion and Advocacy Association
VEMIS	Vanuatu Education Management Information System
VETSS	Vanuatu Education and Training Sector Strategy
VIT	Vanuatu Institute of Technology
VQA	Vanuatu Qualifications Authority
VSPD	Vanuatu Society for People with Disability

Background

According to the United Nations Convention on the Rights of Persons with Disabilities (CRPD), people with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.¹

The Government of Vanuatu ratified the CRPD in 2008. Vanuatu's National Sustainable Development Plan formalises a national commitment to disability inclusion and rights through multiple disability inclusive objectives and indicators. Vanuatu's Education Act stipulates that no child must be refused school admission or treated less favourably due to disability.²

Vanuatu's National Disability Inclusive Development Policy 2018 – 2025 operationalises these commitments and states, *"persons with disabilities often lack equitable access to the same opportunities enjoyed by their peers without disabilities. Barriers such as negative attitudes and stigma, an inaccessible built environment, and exclusionary policies can restrict persons with disabilities from enjoying their rights to education, health care, employment and other opportunities"*.³

The Vanuatu Education and Training Sector Strategy (VETSS) (2021 – 2030) points out that due to discrimination, lack of accessible schools and inclusive curricula and teaching, as well as limited parental access to funds to pay for school fees, children with disabilities are at risk of not enrolling or dropping out of school.⁴ The National Skills Development Policy (2024 – 2030) seeks to ensure that PSET providers enable multiple entry and exit points into courses to facilitate lifelong learning and support ongoing education and training for persons with disabilities.

The Ministry of Education and Training (MoET) Inclusive Education Policy (2010–2020) and National Disability Inclusion Policy for the Technical and Vocational Education and Training Sector (2016–2020) complement the National Disability Inclusive Development Policy, which envisions a Vanuatu where all people with disabilities are included in all community, provincial and national development efforts, and have equal access to their rights.⁵

The National Disability Inclusive Development Policy highlights education and training as a priority sector, stating, "All girls, boys, women and men with impairments must have equal opportunities to enrol in and attend education and training at all levels".⁶ The policy notes the challenges faced by deaf and hard-of-hearing children and those with learning and intellectual disabilities, highlighting the need for sign language development.⁷ The policy sets out a requirement to develop one policy to cover disability inclusion across the full spectrum of education and training.

The National Disability Inclusive Development Policy Implementation Plan outlines the following inclusive education priorities:⁸

¹ UN General Assembly, Convention on the Rights of Persons with Disabilities: resolution / adopted by the General Assembly, 24 January 2007, A/RES/61/106

² Government of Vanuatu, Education Act No. 9 of 2014, p. 10.

³ Government of Vanuatu, 2018. National Disability Inclusive Development Policy, p. 7.

⁴ Government of Vanuatu, 2020. Vanuatu Education and Training Sector Strategic Plan 2020 – 2030, p. 18 - 19.

⁵ Government of Vanuatu, 2018. National Disability Inclusive Development Policy, p. 14.

⁶ Government of Vanuatu, 2018. National Disability Inclusive Development Policy, p. 16.

⁷ Government of Vanuatu, 2018. National Disability Inclusive Development Policy, p. 16.

⁸ Government of Vanuatu, 2018. National Disability Inclusive Development Policy, p. 26 – 27.

- The allocation of adequate MoET budget to enable inclusive education.
- Continued MoET support for the appointment of a disability inclusive education officer.
- Annual disability awareness training for relevant sector personnel led by MoET with the Vanuatu Disability Promotion and Advocacy Association.
- Targeted literacy and numeracy programs to support education and training for learners with learning disabilities and intellectual impairments.
- The establishment of referral processes between MoET, the Ministry of Health (MoH), Vanuatu Society for People with Disabilities and the MoJCS.
- Improved access to scholarships to improve availability of specialists to support people with disabilities in Vanuatu.
- Strengthened collection of disability data by schools and PSET providers

VETSS makes the following recommendation: “MoET must strengthen its policy and its implementation to guide the national government to identify barriers to inclusive education and have measures in place to address those barriers; provide appropriate materials, equipment and tools for children with special needs; continue to train primary and secondary schools teachers with technical teaching methods and skills to identify and assist children with special needs; and include Washington questions in the Open VEMIS”.⁹ ¹⁰ Further, VETSS identifies the need for improved inclusive PSET delivery and data collection regarding disability by PSET providers.¹¹

In collaboration with partners, MoET undertook consultations in each province and a national consultation in 2021. These consultations aimed to (i) review the progress of the Inclusive Education Policy and National Disability Inclusion Policy for the Technical and Vocational Education and Training Sector and (ii) identify priorities for a new policy to support and enable disability inclusion across the education spectrum. These priorities informed the development of a draft policy reviewed during consultations with key national stakeholders in 2023 and finalised in 2024. An accompanying implementation plan was developed alongside the policy and can be found in Annex A.

⁹ The 6-item Washington Group Short Set is designed to identify individuals with disabilities. For further information visit: <https://www.washingtongroup-disability.com/question-sets/>

¹⁰ Government of Vanuatu, 2020. Vanuatu Education and Training Sector Strategic Plan 2020 – 2030, p. 10.

¹¹ Government of Vanuatu, 2020. Vanuatu Education and Training Sector Strategic Plan 2020 – 2030, p. 16.

Policy Framework

Vision

By 2030, Vanuatu will provide an inclusive education system where all learners with disabilities have equitable access to quality education and the opportunity to reach their full potential.

Goal

Access – MoET will ensure that all schools and PSET providers across Vanuatu offer inclusive education environments, providing all learners with the opportunity to participate and succeed.

Quality – MoET, in collaboration with partners, will develop and provide high-quality, specialised resources and programs to ensure an equitable and effective learning experience for learners with diverse needs, including those with sensory impairments.

Management – MoET will actively allocate and manage the resources necessary to provide learners with disabilities with the tools and supports essential for their success at every stage of their educational journey, from Early Childhood Care and Education (ECCE) through to PSET.

Strategies, Activities and Services

1. Information, communication, and awareness-raising

MoET is committed to ensuring equitable access to education for all learners, including those with disabilities, through the following policy measures:

- a. MoET will facilitate the dissemination of simplified and uniform information regarding access to education and PSET in various accessible formats, such as audio, special language, sign language, plain language, written text, braille, large print, electronic formats, human reader verbal, drama, and other appropriate means.
- b. MoET will provide accessible information to Provincial Education Officers, who will disseminate it to schools. Schools, in turn, will communicate this information to parents, teachers, caregivers, learners, and community members with disabilities.
- c. MoET will establish IERCs¹² in each province to provide accessible information and support to schools, teachers, families, and individuals with disabilities, promoting and fostering inclusive education and PSET.
- d. MoET will lead awareness strategies at national and provincial levels to promote the Inclusive Education and Training Policy, outlining roles and responsibilities. Collaboration with the Vanuatu Disability Promotion and Advocacy Association will be sought where feasible.
- e. MoET will ensure awareness-raising programs will be sensitive to religious, cultural, and traditional beliefs and attitudes.
- f. Schools and PSET providers will actively promote fair and equitable access to education for all learners by conducting ongoing awareness-raising initiatives on inclusive education opportunities, involving students, school committees, and communities, and engaging individuals with disabilities as role models.
- g. MoET will prioritise awareness-raising and training on the new Inclusive Education and Training Policy for all MoET officers at the central and provincial levels.

2. School Enrolment

MoET is dedicated to creating inclusive educational environments where learners with disabilities are welcomed and supported at all educational levels, regardless of gender, religion, socio-economic status, disability or ethnicity. To achieve this goal, the following policy measures are implemented:

- a. Schools and PSET Providers are mandated to welcome all learners, irrespective of the type or severity of their disabilities, ensuring their enrolment and attendance at all educational levels.
- b. Schools and PSET Providers are required to enrol and support all learners with disabilities (with the consent of parents/guardians) residing in proximity to the school. They must also

¹² IERCs will be established as resource centres to help school principals and teachers access information and knowledge on how to support the inclusion of learners with disabilities in learning and other school-based activities.

complete the necessary forms to assist in the identification of disabilities at the time of enrolment and registration.

- c. Learners with disabilities will be enrolled in age-appropriate classes by schools and PSET Providers. Exceptions may be made based on the individual educational support needs of the student.
- d. Schools will support learners with disabilities in transitioning between school years and levels, considering various pathways based on the interests and achievements of the learner.

3. Infrastructure Accessibility

MoET will ensure schools and PSET providers are accessible to all, including learners with diverse impairments.

- a. All school infrastructure and surrounding environments, including classrooms, administration buildings, assembly areas, sports facilities, playgrounds, and water, sanitation, and hygiene facilities, will be modified or constructed to meet accessibility requirements for both male and female learners and teachers with disabilities. These modifications will adhere to universal design principles and MoET's building standards.
- b. With support from MoET, the IERCs will advise schools and PSET providers in establishing inclusive infrastructure to ensure buildings and school facilities are accessible to students with disabilities.
- c. MoET will collaborate with school principals, school boards, and PSET provider managers to incorporate steps for modifying school infrastructure to ensure accessibility in school strategy improvement plans. This inclusion will be part of the monitoring and implementation of Minimum Quality Standards.
- d. MoET's building standards will incorporate accessibility standards to guide the construction and modification of school infrastructure.
- e. MoET will ensure school compliance with accessibility standards, safety guidelines, and a Zero Tolerance Policy regarding discrimination against individuals with disabilities.
- f. MoET will collaborate with partners and stakeholders to promote the importance of accessible footpaths, roads, transportation, and health service infrastructure in enabling effective inclusive education. This promotion will occur within multisectoral policies, plans, and interventions.

4. Inclusive schools and PSET Providers

MoET will support schools and PSET providers in implementing disability inclusive education.

- a. Schools and PSET providers are required to incorporate the key actions outlined in the Inclusive Education and Training Policy into their School Strategic Plans.
- b. Schools and PSET providers must utilise disability data within Open VEMIS and PSET EMIS to plan and monitor disability inclusive education initiatives.
- c. Schools will establish committees of parents of learners with disabilities who meet regularly to discuss and strengthen support for learners with disabilities.

- d. Schools will identify an Inclusive Education Focal Person to guide and support the implementation of inclusive education priorities by schools.
- e. MoET will support the establishment of resource rooms for inclusive education in selected primary and secondary schools in each province. Lessons learned from these initiatives will be utilised to support nearby schools in adopting inclusivity.
- f. MoET will support inclusive disability approaches in selected PSET providers and disseminate lessons learned to enhance inclusivity across all PSET providers.
- g. MoET will lead the development of Vanuatu Sign Language, providing training in selected schools and deploying sign language interpreters to support deaf and hard-of-hearing learners.
- h. MoET, in collaboration with schools and PSET providers, will establish bridging training, including life skills training, to enable learners with disabilities to meet entry requirements for PSET pathways.
- i. MoET will promote and strengthen access to ECCE and Kindergarten for young learners with disabilities through early intervention initiatives, including screening.
- j. MoET will revisit the School Grant Code to ensure equitable access to resources needed by learners with disabilities and their schools, thus ensuring quality inclusive education.

5. Teacher skills and knowledge

Teachers and trainers will demonstrate positive attitudes towards including learners with disabilities. They will receive adequate religious, culturally grounded, and contextually specific training through MoET to deliver education to learners with disabilities.

- a. MoET will collaborate with the Teaching Service Commission and School of Education to develop selection criteria for teacher trainees, prioritising the engagement of individuals who demonstrate a passion for disability inclusion.
- b. MoET and the School of Education will collaborate in strengthening both pre-service and in-service teacher training and assessment.
- c. Schools will collaborate with civil society organisations (CSOs), including the Vanuatu Society for People with Disability (VSPD) and the Vanuatu Disability Promotion and Advocacy Association (VDPA), to provide ongoing in-service training to principals, teachers, and trainers. This collaboration aims to promote positive attitudes towards educating learners with disabilities.
- d. MoET will support the ongoing in-service training of teacher aides to ensure they are equipped to support learners with disabilities effectively.
- e. MoET, through the IERCs, will provide knowledge and resources to guide teachers and principals in delivering inclusive education and training. These resources may include teacher guides, brochures, referral guides, toolkits, posters, and other relevant materials.

6. Disability inclusive curriculum and assessment

With MoET support, teachers and trainers will utilise teaching practices that incorporate strategies and learning materials to deliver the curriculum so that all learners, including those with disabilities, can learn at all educational levels, and will utilise assessment practices that enable learners with diverse disabilities to participate in assessment and monitoring of their learning.

- a. Teachers will use IEPs to support the learning and assessment of students with disabilities who require this.
- b. MoET and schools will make teaching and learning materials available in various formats to be accessible to learners with diverse disabilities.
- c. PSET courses will be flexibly delivered to enable all learners, including those with disabilities, to participate.
- d. MoET will support schools and PSET providers in implementing reasonable adjustments to facilitate the participation of learners with disabilities in learning, assessment, and examinations while following the national curriculum and accredited courses.

7. Disability Data

MoET will prioritise collecting accurate and up-to-date disability data across all educational institutions to ensure effective support, improve educational outcomes and cater for the needs of students with disabilities.

- a. MoET will develop standard tools and processes to identify and verify learners with disabilities. These tools will be integrated into the Open VEMIS and PSET Management Information System (MIS) platforms.
- b. Principals, teachers, and trainers are mandated to utilise a standardised tool for identifying learners with disabilities. The data collected through this tool will be entered into Open VEMIS and PSET MIS annually.
- c. MoET will ensure the verification of disability data and improve access to health information of learners with disabilities.
- d. When a learner transfers to a new or higher school level, principals must confidentially provide documentation regarding the student's disability to the new principal.
- e. MoET will ensure consent is obtained from parents, caregivers, and, where applicable, learners from PSET institutions to use any data on learners with disabilities.

8. Disaster Preparedness and Climate Change

MoET, schools and PSET providers will ensure that their emergency response plans and recovery plans identify and meet the inclusion requirements of learners with disabilities, taking into account their different needs.

- a. MoET will ensure that all schools have a School-Based Disaster Risk Reduction Plan that includes specific provisions tailored to meet the needs of learners with disabilities.
- b. Schools and PSET providers will consult with learners with disabilities, their families, and caregivers to ensure inclusion requirements are incorporated into School-Based Disaster Risk Reduction plans and disaster management activities.

- c. MoET, along with schools and PSET providers, will assess the requirements of learners with disabilities and ensure that provisions are made to meet these needs through safer school environments and disaster preparedness, response, and recovery operations, aligning with school safety, health, and disaster management plans.
- d. MoET and schools will ensure that educational options, including Home School Packages and flexible, remote, and online learning, are available for learners with disabilities following unexpected school closures due to climate change, natural disasters, or pandemics.
- e. Schools will ensure that emotional and psychological support is available for learners with disabilities during and after disasters, recognising the unique challenges they may face in coping with traumatic events.

9. Child Protection for Learners with Disabilities

MoET, schools and PSET providers will strengthen systems and capacity to promote the protection of learners with and without disabilities.

- a. MoET will ensure child protection for students with disabilities by implementing the Child Safeguarding Policy.
- b. MoET will ensure child protection for students with disabilities by providing in-service training in positive behaviour support for teachers.
- c. MoET will establish a referral pathway specifically designed for students with disabilities who experience discrimination or violence.
- d. Schools will be responsible for implementing the established referral pathway for students with and without disabilities experiencing child protection concerns.

10. Coordination and monitoring

MoET will lead the coordination, planning, monitoring, evaluation and reporting of disability inclusive education efforts.

- a. MoET will ensure that all new and revised education and PSET legislation and policies align with and support the objectives of the Inclusive Education and Training Policy. This alignment will enable the seamless integration of the policy's vision and procedures into MoET's legal framework.
- b. MoET will establish an Inclusive Education Unit tasked with coordinating planning, implementation, monitoring, evaluation, and reporting on the Inclusive Education and Training Policy.
- c. MoET will review and approve any disability inclusive education activities planned by development partners, including non-government organisations, before their inception.
- d. MoET, with support from development partners, will allocate an adequate budget to support the effective implementation of the Inclusive Education and Training Policy at the national and provincial levels.
- e. MoET will establish an Inclusive Education and Training Committee to oversee the implementation and monitoring of the policy, incorporating provincial and CSO representation, and provide a forum for communication between stakeholders, coordinating with the National Disability Committee.

- f. MoET and the MoJCS will establish and strengthen provincial Inclusive Education and Training Committees to guide and monitor the implementation of disability policies at the provincial level.
- g. MoET and MoJCS will seek and provide training for provincial and national Inclusive Education and Training Committee members as required.
- h. MoET will ensure that disaggregated data of students with disabilities are captured in Open VEMIS, PSET EMIS and MoJCS' Medical Disability Registry system, strengthening quantitative and qualitative data collection and monitoring. This information will inform planning, decision-making, and monitoring at all levels.
- i. Schools and PSET providers will collect data to support the monitoring and evaluation of the Inclusive Education and Training Policy and Implementation Plan.
- j. Each year, MoET will analyse and report on disaggregated disability data to monitor the participation and achievement of learners with disabilities and the progress of the Inclusive Education and Training Policy.
- k. MoET shall lead the monitoring and evaluation of the Inclusive Education and Training Policy in collaboration with established committees and members of the Inclusive Education and Training Committee.

11. Inclusive Education Workforce

MoET will strengthen its inclusive education and training workforce to enable policy implementation.

- a. MoET will engage a Manager within each IERC and boost its workforce at the national and provincial levels to facilitate the implementation of the Inclusive Education and Training Policy.
- b. MoET will engage an Inclusive Education Officer in each province to provide dedicated support and coordination for disability inclusive education initiatives at the provincial level.
- c. MoET will engage an Inclusive Education Coordinator and inclusive PSET Coordinator at the national level to oversee and monitor disability inclusive education programs effectively.
- d. MoET will support the engagement of specialists and school-based personnel as needed and available to provide tailored support for learners with disabilities, including sign language specialists, vision teaching specialists, hearing teaching specialists, and intellectual disability teaching specialists.
- e. MoET will support the engagement of teacher aides in schools and PSET providers as needed and available to assist in implementing the Inclusive Education and Training Policy and provide additional support to learners with disabilities.
- f. MoET will seek scholarship opportunities to support the development of a specialist workforce for disability inclusive education and training, including braille specialists, sign language specialists, occupational therapists, oral speech therapists, and educational psychologists.
- g. MoET will ensure professional development opportunities are available for its inclusive education and PSET workforce, enabling them to continuously enhance their skills and knowledge in supporting learners with disabilities effectively.

Monitoring and Evaluation

A monitoring and evaluation plan will be completed following the endorsement of the Inclusive Education and Training Policy and its Implementation Plan (Annex A).

Effective Date

The Inclusive Education and Training Policy covers five years, from 2025 to 2030.

Review Date

A midterm review of the implementation of the Inclusive Education and Training Policy should be undertaken by the end of 2027.

A final review of the Inclusive Education and Training Policy implementation should be undertaken by the end of 2030, with the review initiated 12 months before the policy's end date.

Annex A

Inclusive Education and Training Policy 2025 - 2030 Implementation Plan

Policy Procedure 1: Information, communication, and awareness-raising

Activity	Responsibility	Support	Year	Budget
1.1 Develop a costed information, communication and awareness-raising strategy regarding the Inclusive Education and Training Policy to promote disability inclusive education and training opportunities across all stages, from ECCE to PSET. This will include developing information resources in diverse formats and disseminating information at the community, provincial and national levels, including through the media.	MoET IE Unit MoET Communications Unit VDPA	Development partners Inclusive Education and Training Committee	2025	1m
1.2 Implement the information, communication and awareness-raising strategy outlined in (1.1).	MoET IE Unit MoET Communications Unit VDPA Schools PSET Providers Save the Children (GPE)	Development partners Inclusive Education and Training Committee	2025 - 2030	1m per year
1.3 Set up inclusive education committees in schools responsible for raising awareness regarding the Inclusive Education and Training Policy in a way that respects religious, cultural and traditional beliefs among teachers, students, parents and community members.	Principals Parents	MoET IE Unit School-based Inclusive Education Focal Persons	2025 - 2030	0vt
1.4 Liaise with community leaders and role models with disabilities to raise awareness of the Inclusive Education and Training Policy.	Provincial Education Officers Principals	MoET IE Unit	2025 - 2030	0vt
1.5 Establish and resource IERCs in each province to provide accessible information resources to schools, teachers, families, people and learners with disabilities to promote and support inclusive education and PSET.	MoET IE Unit Save the Children (GPE)	Provincial IE Officers	2025 - 2030	To be confirmed
1.6 Provide training on the new Inclusive Education and Training Policy among all MoET officers at the central and provincial levels, ensuring they can effectively implement the policy's provisions.	MoET IE Unit	Development partners Inclusive Education and Training Committee	2025 - 2027	To be confirmed

Policy Procedure 2: School enrolment

Activity	Responsibility	Support	Year	Budget
2.1 Instruct all schools to enrol learners with disabilities who seek enrolment in and/or transition to age-appropriate mainstream classes at all school levels as relevant, from ECCE to PSET.	MoET DG MoET Director ESD	Provincial IE Officers MoET IE Unit	2025 - 2030	0vt
2.2 Provide appropriate support to parents/caregivers to enable the enrolment of learners with disabilities in school.	Principals School-based Inclusive Education Focal Persons	Provincial IE Officers	2025 - 2030	0vt
2.3 Complete disability identification forms within Open VEMIS at enrolment, where possible.	School/PSET Provider personnel	MoET IE Unit MoET IT Unit	2025 - 2030	0vt
2.4 Ensure parents/caregivers of learners with disabilities are a part of the school committee.	Principals School-based Inclusive Education Focal Persons	Provincial IE Officers	2025 - 2030	0vt
2.5 Liaise with parents/caregivers to provide the necessary daily support that enables learners with disabilities to attend school where needed.	Teachers School-based Inclusive Education Focal Persons	Provincial IE Officers	2025 - 2030	0vt

Policy Procedure 3: Infrastructure Accessibility

Activity	Responsibility	Support	Year	Budget
3.1 Incorporate steps for modifying school infrastructure to ensure accessibility into School Strategy Improvement Plans.	Principals School boards PSET Provider Managers	MoET	2025 - 2030	0vt
3.2 Instruct all schools to seek approval from the MoET Facilities Unit before carrying out maintenance works or constructing any new buildings in a school to incorporate accessibility considerations and meet accessibility standards.	MoET DG office	MoET Facilities Unit	2025 - 2030	0vt
3.3 Provide advice and annual training to school maintenance officers in accessibility standards and Inclusive Education and Training Policy stipulations regarding accessible schools, including a process and tool to enable data collection and monitoring regarding the accessibility of school buildings.	MoET IE Unit IERCs	Provincial IE Officers	2025 - 2030	To be confirmed
3.4 Ensure accessible building plans and accessible school examples are easily accessible to schools and PSET providers.	MoET IE Unit	MoET Facilities Unit	2025 - 2030	0vt
3.5 Develop and provide a manual on accessible school environments and provide training and advice to schools.	MoET IE Unit IERCs		2025 - 2030	To be confirmed
3.6 Carry out annual school building accessibility audits with support from partners.	MoET IE Unit VDPA		2025 - 2030	To be confirmed

Policy Procedure 4: Inclusive schools and PSET Providers

Activity	Responsibility	Support	Year	Budget
4.1 Deliver training and raise awareness about the Inclusive Education and Training Policy for all Principals, teachers, and school councils, including guidance on incorporating its procedures into annual plans and embedding key actions from the policy's implementation plan in school strategic plans.	MoET IE Unit	Provincial IE Officers Inclusive Education and Training Committee	2025 - 2030	1m
4.2 Utilise disability data within Open VEMIS and the PSET EMIS to inform School Strategic Plan development.	Principals PSET Provider Managers	MoET IE Unit Provincial IE Officers	2025 - 2030	0vt
4.3 Improve access to ECCE for children with disabilities, including through supporting early intervention programs and screening.	MoET IE Unit	VSPD Development Partners	2025 - 2030	To be confirmed
4.4 Support the establishment of resource rooms in selected primary and secondary schools and PSET providers in each province and identify lessons learned to assist other schools/PSET providers in utilizing a similar approach.	MoET IE Unit Provincial IE Officers Skills Centres	Development Partners Vanuatu Skills Partnership Provincial IE Officers	2025 - 2030	To be confirmed
4.5 Support the establishment of sign language, including training for teachers.	MoET IE Unit MoJCS	VDPA VSPD	2025 - 2030	To be confirmed
4.6 Establish bridging training, including life skills, to support learners with disabilities in meeting PSET entry requirements.	MoET TED Vanuatu Institute of Technology	Vanuatu Skills Partnership	2025 - 2030	To be confirmed
4.7 Determine and implement a formula to increase grants to schools and PSET providers that enroll learners with disabilities.	MoET	Development Partners	2025 - 2030	To be confirmed
4.8 Provide an annual budget for inclusive education activities within schools.	Principals PSET Provider Managers Provincial IE Officers	MoET IE Unit	2025 - 2030	To be confirmed
4.9 Coordinate the establishment of an association for parents of students with disabilities.	Principals	MoET IE Unit Provincial IE Officers	2025 - 2030	To be confirmed

4.10 Develop a role description for school-based Inclusive Education Focal Persons, and formulate and implement a plan for identifying these individuals from within existing school personnel and providing them with training and support.	MoET IE Unit	Principals	2025 - 2030	To be confirmed
4.11 Liaise with the Curriculum Development Unit (CDU) to access appropriate resources to enable students with disabilities to participate actively in school activities.	Principals	MoET CDU	2025 - 2030	To be confirmed

Policy Procedure 5: Teacher skills and knowledge

Activity	Responsibility	Support	Year	Budget
5.1 Develop selection criteria for teacher trainee applicants for the School of Education (SoE) preservice training in Special and Inclusive Education.	SoE MoET IE Unit	Teaching Service Commission	2025 - 2030	0 VT
5.2 Upgrade the disability inclusive education pre-service curriculum to cover key inclusive education issues, change attitudes, build pre-service teachers' confidence, and enable them to meet the teaching and learning needs of diverse learners with disabilities.	SoE MoET IE Unit VIT Vanuatu Skills Partnership	Inclusive Education and Training Committee	2025 - 2030	0 VT
5.3 Develop and deliver in-service training to teachers, teacher aides (where engaged) and trainers on key inclusive education issues, using face-to-face and/or online learning, and enable opportunities for teachers to share good practices through a Disability Inclusive Education Conference. Priorities include changing attitudes and building confidence in the use of inclusive teaching approaches.	SoE MoET IE Unit VDPA VSPD	Development partners Provincial IE Officers Inclusive Education and Training Committee	2027	5m VT
5.4 Establish a community of teachers, teacher aides and school-based Inclusive Education Focal Persons using social media or messaging apps to share experiences, reflections, and ideas.	MoET IE Unit		2025 - 2030	0 VT
5.5 Provide an exchange program with other universities in inclusive education practices.	National University of Vanuatu	MoET IE Unit	2027 - 2030	To be confirmed
5.6 Operate IERCs in provinces to provide teachers with the necessary knowledge, resources and guidance in inclusive education practices.	MoET IE Unit IERCs		2025 - 2030	To be confirmed
5.7 Encourage peer tutoring and observation on inclusive education practices.	Principals PSET Provider Managers Provincial IE Officers Teachers	MoET IE Unit	2025 - 2030	0 VT
5.8 Conduct training for MoET Staff and Principals in Open VEMIS, including analysis and use of data.	MoET IE Unit MoET IT Unit		2025 - 2030	To be confirmed

Policy Procedure 6: Disability inclusive curriculum and assessment

Activity	Responsibility	Support	Year	Budget
6.1 Develop IEP templates and implement them in all schools to guide teaching and learning approaches and monitor the progress of learners with disabilities who do not participate in mainstream examinations.	MoET IE Unit MoH MoJCS	Development Partners Inclusive Education and Training Committee	2025 - 2030	0 VT
6.2 Develop IEPs for students with disabilities where necessary.	Teachers PSET Trainers School-based Inclusive Education Focal Persons	MoET IE Unit Provincial IE Officers	2025 - 2030	0 VT
6.3 Adjust the delivery of the curriculum/PSET courses to meet the learning requirements of students with disabilities, using differentiated teaching approaches and teaching materials in diverse formats.	Teachers PSET Trainers School-based Inclusive Education Focal Persons	MoET IE Unit Provincial IE Officers	2025 - 2030	0 VT
6.4 Develop a procedure to guide the application of reasonable adjustments in disability inclusive examinations in primary, secondary and PSET, and communicate this to Principals, PSET providers and teachers.	MoET IE Unit MoET Examinations MoET CDU MoET TED VQA		2025	1m VT
6.5 Provide reasonable adjustments to enable learners with disabilities to participate in examinations and assessments.	Principals PSET Provider Managers	MoET IE Unit Provincial IE Officers	2025 - 2029	To be confirmed

Policy Procedure 7: Disability Data

Activity	Responsibility	Support	Year	Budget
7.1 Develop a tool and standard operating procedure to guide the identification and verification of learners with diverse disabilities and train MoET staff and principals in analysing and using Open VEMIS disability data to inform planning and reporting.	MoET IE Unit MoET IT Unit MoH	Development Partners Inclusive Education and Training Committee	2025 - 2030	6m VT
7.2 Train teachers in the use of the tool and standard operating procedure to guide the identification and verification of learners with disabilities, including the sharing of disability information when learners change schools.	MoET IE Unit MoET IT Unit	Development Partners MoH	2025 - 2030	To be confirmed
7.3 Establish a database link between the disability information in Open VEMIS student records and the PSET Management Information System for integrated information management, and collaborate with the MoH to enable verification of disability data.	MoET IE Unit MoET IT Unit MoH	VQA MoET TED	2025 - 2030	To be confirmed
7.4 Develop a memorandum of understanding between the MoH and VSPD that enables referrals between schools, health and VSPD services to support the early identification of disabilities.	MoET IE Unit MoH VSP	Inclusive Education and Training Committee	2025 - 2030	5m VT
7.5 Seek parental consent to collect and store information about students with disabilities. Secure all confidential information.	Principals	MoET IE Unit	2025 - 2030	0 VT

Policy Procedure 8: Disaster preparedness and climate change

Activity	Responsibility	Support	Year	Budget
8.1 Develop guidance to support schools in including learners with different disabilities in disaster risk reduction plans.	MoET IE Unit	MoET EiE Unit MoET TED	2025 - 2026	To be confirmed
8.2 In consultation with learners with disabilities and their families, incorporate provisions for learners with disabilities in School-Based Disaster Risk Reduction Plans.	Principals PSET Provider Managers School-based Inclusive Education Focal Persons	MoET IE Unit	2025 - 2027	To be confirmed
8.3 Provide continuous support where necessary to students with disabilities after a disaster.	Principals Teachers School-based Inclusive Education Focal Persons	MoET IE Unit	2025 - 2030	To be confirmed
8.4 Ensure that learners with disabilities benefit from any emergency package provided to schools, including modifying and adapting home and online school packages to support the participation of learners with different disabilities.	MoET IE Unit	Development Partners	2025 - 2030	To be confirmed
8.5 Train parents and caregivers on assisting learners with disabilities with home and online school packages during unexpected school closures.	Teachers School- based Inclusive Education Focal Persons Provincial IE Officers	MoET	2025 - 2030	0 VT
8.6 Undertake monthly drills focused on diverse disasters to enable learners with disabilities to understand what to do during the event of an emergency.	Principals PSET Provider Managers	MoET IE Unit	2025 - 2030	0 VT

Policy Procedure 9: Child protection for learners with disabilities

Activity	Responsibility	Support	Year	Budget
9.1 Assign a student support/welfare officer in all schools.	MoET Principals	Provincial Education Officer Safe Schools Coordinator Child Safeguarding Officer	2025 - 2030	School grant
9.2 Develop knowledge resources and referral guidelines on safeguarding children with disabilities and provide these and awareness training to school personnel.	Child Safeguarding Officer	MoH Police Development Partners	2025 - 2030	To be confirmed
9.3 Implement the established referral pathway, including reporting mechanisms, for students with and without disabilities experiencing child protection concerns.	Child Safeguarding Officer	MoH Police Development Partners	2025 - 2030	0 VT
9.4 Liaise with child desk officers in provinces to assist learners with disabilities where necessary.	Principals	Child Desk	2025 - 2030	0 VT
9.5 Assign a peer buddy to provide support to learners with disabilities in schools.	Teachers PSET Trainers School-based Inclusive Education Focal Persons		2025 - 2030	0 VT
9.6 Provide training for teachers on developing and using positive behaviour support plans.	MoET IE Unit Provincial Inclusive Education Officers		2025 - 2030	To be confirmed
9.7 Develop guidelines against any form of verbal, physical or cyber bullying and provide training to all personnel on the reporting process.	MoET Child Desk	Principals	2025 - 2030	To be confirmed
9.8 Invite child safeguarding offices or relevant officers in provinces to provide awareness on policies regarding child protection.	Principals Child Safeguarding Officer	MoET	2025 - 2030	0 VT

Policy Procedure 10: Coordination and monitoring

Activity	Responsibility	Support	Year	Budget
10.1 Mainstream the Inclusive Education and Training policy in overarching frameworks such as the Education Act and other relevant MoET policies and guidelines.	MoET IE Unit MoET Policy Unit		2025 - 2030	0 VT
10.2 Review MoET structure and consider elevating the inclusive education team to a unit incorporating an Inclusive Education Coordinator, Inclusive PSET Coordinator and Monitoring and Evaluation Officer at the national level, and Provincial Inclusive Education Coordinators in each province.	MoET IE Unit	Development Partners NEC partners	2025 - 2027	To be confirmed
10.3 Establish terms of reference for the Inclusive Education and Training Committee and, as its secretariat, ensure the committee's smooth functioning and coordination with the National Disability Committee; explore formal memorandums of understanding between members.	MoET IE Unit Provincial IE Officers	Inclusive Education and Training Committee Development Partners Provincial Governments	2025 - 2030	0 VT
10.4 Establish provincial Inclusive Education and Training Committees, including terms of reference, and oversee their smooth functioning and coordination with the national Inclusive Education and Training Committee.	MoET IE Unit Provincial IE Officers	Provincial Governments Development Partners	2025 - 2030	2m VT/year
10.5 Train national and provincial Inclusive Education and Training Committees annually on priority topics identified by members.	MoET IE Unit	Development Partners	2025 - 2030	To be confirmed
10.6 Develop a monitoring and evaluation plan to support tracking the Disability Inclusive Education and Training Policy, including quantitative and qualitative data collection systems ¹³ to inform annual progress reports on the policy's implementation plan.	MoET IE Unit Inclusive Education and Training Committee	Development Partners	2025 - 2030	To be confirmed
10.7 Develop and provide training to schools in using a monitoring and evaluation tool tailored to the school setting.	MoET IE Unit Provincial IE Officers		2025 - 2030	To be confirmed
10.8 Provide 6-monthly reporting on inclusive education efforts to MoET.	Principals PSET Provider Managers	MoET IE Unit Provincial IE Officers	2025 - 2030	0 VT

¹³ These may include: use of Open VEMIS data; reflection workshops; interviews with Inclusive Education and Training Committee members; monthly monitoring reports for Inclusive Education teachers etc.

10.9 Provide an annual report to the MoJCS on implementing the IET Policy concerning Article 24 of the CRPD.	MoET IE Unit	MoJCS	2025 - 2030	0vt
10.10 Coordinate inclusive education and training activities, ensuring that partners work collaboratively with relevant MoET partners to avoid duplication and conflict.	MoET IE Unit		2025 - 2030	0vt
10.11 Strengthen the relationship between the Directors General of MoET and the MoH. Develop a memorandum of understanding that formalises and embeds referral pathways between schools and health services.	MoET IE Unit	MoET DG, MoH DG	2025	0vt

Policy Procedure 11: Inclusive education and training workforce

Activity	Responsibility	Support	Year	Budget
1.7 Engage a manager within each IERC.	MoET IE Unit	Development Partners	2025 - 2030	To be confirmed
1.8 Liaise with the scholarship office to prioritise inclusive education and training as areas of study and offer scholarships to people with disabilities.	MoET IE Unit	Development Partners	2025 - 2030	To be confirmed
1.9 Liaise with schools and partner organisations to arrange workplace attachments for people with disabilities, preparing them for entry to the National University of Vanuatu or other universities, including within the inclusive education and training sector.	MoET IE Unit	Development Partners	2025 - 2030	0vt
1.10 Provide professional development to MoET, school and PSET provider staff in identified areas of need.	MoET IE Unit		2025 - 2030	To be confirmed