



National Disability Inclusion Policy for the TVET Sector

2016 - 2020



MINISTRY OF EDUCATION AND TRAINING

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Government of Vanuatu
Ministry of Education and Training

**National Disability Inclusion Policy
for the TVET Sector**

December, 2015

The development of this policy was supported by the Vanuatu Technical and Vocational Education and Training (TVET) Sector Strengthening Program, which is funded by the Australian Government.



Jesse Dick Joe
Director General

Foreword

People with disability face many barriers to full participation in society. Negative attitudes, environmental and restrictive policies prevent people with disability from participating in all areas of life, including education and training opportunities, on an equal basis with others.

The Government of Vanuatu has made strong efforts towards addressing this inequity, through its ratification of the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD) in 2008, and the development and implementation of two key policies: the *National Disability Policy and Plan of Action 2008 – 2015*, and the *Inclusive Education Policy & Strategic Plan of Action 2010 – 2020*.

Under the auspices of the National

Disability Policy and Plan of Action, and in line with the UNCRPD, I am proud to present the *National Disability Inclusion Policy for the Technical and Vocational Education and Training (TVET) Sector 2016 – 2020*. This policy makes an important contribution towards operationalising the commitments made by the Government of Vanuatu to the realisation of the rights of people with disability to participate in and benefit from TVET opportunities.

By outlining specific areas of action which will support and institutionalise disability inclusive TVET across the country, this policy complements the strategies outlined within the *Inclusive Education Policy & Strategic Plan of Action*, which focusses on primary and secondary education. Together, these policies will support the Ministry of Education and Training to enable disability inclusion at all stages of the education and training spectrum.

The National Disability Inclusion Policy for the TVET Sector has been built on a strong foundation comprising of lessons drawn from the disability inclusion efforts of the Australian Government funded Vanuatu TVET Sector Strengthening Program, and was strongly informed by the voices of stakeholders from across Government, Training Providers, Non-Government Organisations and people with disability themselves.

The policy guides action in five key areas, including (1) strengthening the capacity of Training Providers to include and support trainees with disability, (2) strengthening the skills and confidence of trainers to enable them to train people with disability in a quality way,

(3) raising awareness of the training opportunities available to people with disability and their right to participate in these, (4) resourcing the provision of reasonable accommodations and capacity development of Training Providers and Trainers, and (5) monitoring and evaluating the implementation of the policy in a collaborative way.

It is my sincere wish that this policy will be used by all relevant stakeholders including Government, civil society and development partners as they work collaboratively to strengthen disability inclusion within Vanuatu's training system, in order that all people with disability who wish to participate in skills opportunities may do so.

Sincerely,

Jesse Dick Joe
Director General
Ministry of Education and Training



Introduction

The Training sector has a crucial role to play in improving the economic situation of people with disability and their families in Vanuatu.

The National Population and Housing Census carried out in 2009 found that 12% of people in Vanuatu experience some form of disability. A report developed by UNICEF together with the Vanuatu National Statistics Office in 2014 entitled “**Children, Women and Men with Disabilities in Vanuatu: What do the Data Say?**” found that people with disability are less likely to attend school, or work outside the home. Thus, people with disability are more likely to live in poverty.

This situation requires action, in order to improve the quality of life of people with disability and their families, and to optimise the impact of development for all ni-Vanuatu. The Government of Vanuatu has taken steps, including through the implementation of the *National Disability Policy and Plan of*

Action 2008 – 2015, which has provided a blueprint for activities across various sectors, in order to “protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disability and respect for their inherent dignity”.

In line with the *National Disability Policy and Plan of Action*, a policy has been developed in order to specifically address the Technical and Vocational Education and Training (TVET) sector. The *National Disability Inclusion Policy for the TVET Sector 2016 – 2020* aims to strengthen the capacity of stakeholders in the TVET sector to enrol, train and support trainees with disability alongside others.

The Training sector has a crucial role to play in improving the economic situation of people with disability and their families in Vanuatu. Experiences from the Australian Government funded Vanuatu TVET Sector Strengthening Program, which has been implementing disability inclusive TVET activities under the auspices of its *Vanuatu TVET Sector Disability Inclusion Strategy 2014 – 16*, strongly informed the development of this policy. The Vanuatu TVET Sector Strengthening Program found that in 2014, more than half of all participants with a disability increased their income within 6-8 months of participation in a TVET Centre training activity. This indicates that intentional efforts to improve the inclusion of people with disability in training activities can

have a positive impact on economic empowerment.

In order to reverse the poverty that many ni-Vanuatu with disability experience, strong efforts need to be made to ensure Training Providers have the capacity to encourage and support enrolment, attendance and completion of training courses. Drawing on many of the lessons from the Vanuatu TVET Sector Strengthening Program, and the insights from people across the education, training and disability sectors, this policy has been developed in order to provide a roadmap towards this.

Implemented alongside the existing *Inclusive Education Policy & Strategic Plan of Action 2010 – 2020*, the National Disability Inclusion Policy for the TVET Sector 2016 – 2020 will support the Ministry of Education and Training to undertake its work in a disability inclusive way for people from primary school age to adults, ultimately strengthening the skills and economic empowerment of all ni-Vanuatu.

Jesse Dick Joe
Director General
Ministry of Education and Training

1.0 Background

The 2009 Vanuatu National Population and Housing Census found that 12 per cent of the population reported having a disabilityⁱ. The most commonly cited disability was vision impairment (7.5 per cent of the population), followed by difficulty with walking (5.4 per cent), remembering or concentrating (4 per cent), and hearing impairment (about 3.3 per cent). The prevalence of disability reported increased with age. While 6 per cent of children under five years old were found to have a disability, the prevalence was more than 50 per cent for those aged 60 and over. The rate of disability reported was higher for females than males.

A range of factors have been found to promote or prevent participation of people with disability in activities across the Vanuatu Technical and Vocational Education and Training (TVET) sector. These includeⁱⁱ:

- Access to transport,
- Confidence and awareness of people with disabilities,
- Literacy and numeracy skills,
- Stigma and discrimination,
- Access to resources, including appropriate technology,
- Capacity of trainers, and
- Accessibility of the built environment.

To date, various stakeholders across the Vanuatu TVET sector have taken steps towards disability inclusion. The Vanuatu Institute for Technology, the Australia-Pacific Technical College and Wan Smol Bag have made intentional efforts to include people with disability

in their training activities, and anecdotal evidence suggests that some rural training centres have enabled the participation of people with disability. Through implementing its Disability Inclusion Strategy, the Australian Government-funded Vanuatu TVET Sector Strengthening Program (VTSSP) has increased opportunities for people with disability to access skills development services. Through the Sanma, Malampa, Torba and Tafea TVET Centres, established by the VTSSP in partnership with the Ministry of Education and Training, the VTSSP has supported the inclusion of people with disability in both accredited and non-formal training, and through follow-up coaching, increasing the participation rate of people with disabilities from 3% in 2013 to 9% in 2015.

The experiences of these stakeholders indicate that intentional efforts to facilitate inclusive training by removing barriers to the participation of people

with disability can result in a positive impact on the incomes of people with disabilities and their families, and overcome prejudices experienced by people with disabilities.

The *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* seeks to build on these successes in order to guide implementation of future TVET efforts so that people with disabilities are intentionally and meaningfully included in mainstream skills development services. The *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* sits under the Vanuatu National Disability Policy and Plan of Action 2008 - 2015, and specifically seeks to support achievement of relevant indicators outlined in section 8.4: Training and Employment, noting that this policy is currently under revision. The *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* supports achievement of the *Vanuatu Technical Vocational Education and Training Policy* (2011) which envisions “a coordinated and quality assured TVET system that will provide nationally and internationally recognised training through flexible delivery mechanisms and will lead to **maximum employment and social development opportunities for all**”. This policy is also under review.

The *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* was developed following extensive consultation with key stakeholders across the TVET, disability and productive sectors. This began with individual consultations and focus groups which were held in 2013 - 14, which informed the development and implementation of a *Vanuatu TVET Sector Disability Inclusion Strategy 2014 - 16*. A stakeholder workshop in September 2015 brought together key stakeholder representatives to consider lessons from the implementation of the strategy, and prioritise key policy action areas in Port Vila in September 2015. The *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* was drafted following this workshop, and feedback sought from key stakeholders prior to its finalisation.

Led by the Ministry of Education and Training, the *National Disability Inclusion Policy for the TVET Sector 2016 - 2020* will guide efforts by Government agencies including the Vanuatu Qualifications Authority and registered Training Providers as they seek to implement accredited training across Vanuatu in partnership with other Government, non-Government and development partners.



2.0 Policy Objective

The purpose of this policy is to support achievement of the mission of the *Vanuatu Technical Vocational Education and Training Policy (2011)*, which aims towards a well-resourced and accessible TVET System which:

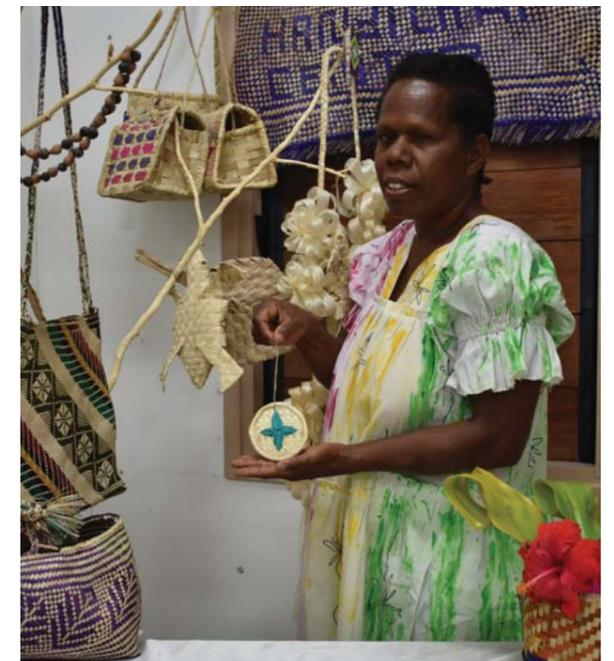
- Is demand driven;
- Is quality assured, providing pathways to national and international systems;
- Is within a coordinated national framework;
- Has contribution from a range of stakeholders;
- Is flexible in its delivery; and
- Leads to a productive, inclusive sustainable society and economy.

Specifically, this policy seeks to provide a framework that will ensure and strengthen the inclusivity of the TVET sector, so that people with disabilities throughout Vanuatu have equal access to quality skills development and its benefits and outcomes.

3.0 Policy

Under the auspices of this policy, the Ministry of Education and Training (hereafter referred to as MoET) shall:

- 3.1 Strengthen and support Training Providers to enable the provision of institutional and decentralised skills development training that is inclusive of and accessible to people with all types of disabilities, and that is linked to the livelihoods goals, opportunities and training needs experienced by people with disabilities.
- 3.2 Lead efforts to upgrade and implement pre-service and in-service education and training for trainers to enable them to lead skills development training with a range of people, including men and women with a range of disabilities, in an inclusive training setting.
- 3.3 Facilitate equal access to TVET opportunities by undertaking awareness-raising and support activities which encourage the enrolment of people with disabilities from urban, rural and remote areas within Vanuatu in training activities, the completion of training and engagement in subsequent work.
- 3.4 Resource the implementation of the policy by making funding available to support the reasonable accommodations which enable inclusion of people with disability in training activities, and capacity development of Trainer Providers and Trainers.
- 3.5 Lead efforts to implement, monitor and evaluate this policy in close collaboration with key government, non-government, private sector and other development partners.



4.0 Procedures

The following procedures seek to support achievement of the policies outlined above.

4.1 Strengthen and support Training Providers to enable the provision of institutional and decentralised skills development training that is inclusive of and accessible to people with all types of disabilities, and that is linked to the livelihoods goals, opportunities and training needs experienced by people with disabilities.

- 4.1.1 Training Providers develop institute-specific disability inclusion policies that are in line with the National Disability Inclusion Policy for the TVET Sector, particularly in relation to enrolment, participation and assessment of people with disabilities.
- 4.1.2 Training Providers modify training venues so that they are accessible, to allow participation of people who use assistive devices such as wheelchairs, crutches and walking sticks.
- 4.1.3 Training Providers adjust curricula so that training delivery methods suit the learning needs of trainees with a range of disabilities.

4.1.4 Acknowledging that the learning styles of people with disabilities may differ, Training Providers develop processes to assess learning styles of students with disability to enable determination of whether additional supports are required, such as literacy/numeracy support, additional trainers, sign language interpreters or carers.

4.1.5 Acknowledging that people with disabilities may require additional supports to enable their participation, such as transport, carers and sign language interpreters, Training Providers develop processes to enable determination of which supports are required.

4.1.6 Training Providers link with Disabled People's Organisations and other sources of technical expertise to identify barriers to disability inclusion, and strategies for addressing these.

4.1.7 Acknowledging the double disadvantage faced by women and girls with disabilities, Training Providers implement specific strategies to facilitate and support the equitable and safe

participation of women and girls with disability as outlined in the Gender Equality Strategy for the Vanuatu TVET Centres.

4.1.8 Recognising the importance of role modelling in promoting positive community attitudes towards people with disability, Training Providers seek to employ trainers with disability.

4.1.9 Training Providers seek to promote and indemnify the safety of all students, including those with disability, through measures including occupational health and safety precautions and insurance.

4.2 Lead efforts to upgrade and implement pre-service and in-service education and training for trainers to enable them to lead skills development training with a range of people, including men and women with a range of disabilities, in an inclusive training setting.

4.2.1 Pre-service and in-service training packages in disability inclusive training strategies for trainers are developed in close link with Disabled People's Organisations.

4.2.2 Pre-service training in disability inclusion, which focuses on acquiring competency in using training strategies to support the learning of people with a range of disabilities, is delivered to all trainers-in-training.

4.2.3 In-service training regarding teaching and learning strategies for people with a range of

disabilities is offered to all trainers on an annual basis.

4.3 Facilitate equal access to TVET opportunities by undertaking awareness-raising and support activities which encourage the enrolment of people with disabilities from urban, rural and remote areas within Vanuatu in training activities, the completion of training and engagement in subsequent work.

4.3.1 The Ministry of Education and Training, the Vanuatu Qualifications Authority and Training Providers link with Disabled People's Organisations and other key stakeholders to build awareness of the training opportunities available to people with disabilities through the TVET system, and promote the rights of people with disabilities to access these.

4.3.2 The Ministry of Education and Training, the Vanuatu Qualifications Authority and Training Providers link with Disabled People's Organisations and other key stakeholders to build awareness amongst staff, students and partners regarding the rights of people with disabilities.

4.3.3 Training Providers offer ongoing counselling and support to trainees with disabilities to enable successful completion of training and facilitate work placement and/or business development.

4.3.4 Training Providers support engagement of graduates with disabilities in work / livelihoods activities.

4.4 Resource the implementation of the policy by making funding available to support the reasonable accommodations which enable inclusion of people with disability in training activities, and capacity development of Trainer Providers and Trainers.

4.4.1 Working together with Disabled People's Organisations, non-government organisations, the private sector and other government ministries, the MoET leads the establishment of an annual funding allocation to support inclusion including transport of trainees with disability, provisions for carers, sign language interpreters and additional trainers, accessible venues and other expenses; ensuring equal availability to men and women with disability. This could be constituted by a scholarship, or partial scholarship scheme to cover the costs of disability inclusion.



4.5 Lead efforts to implement, monitor and evaluate this policy in close collaboration with key national and provincial government, non-government, Disabled People's Organisations, private sector and other development partners.

4.5.1 Working with the Ministry of Justice and other key stakeholders, the MoET oversees the establishment of a steering committee which guides and monitors the implementation of this policy, including the coordination of key stakeholders, reporting to the Director of Tertiary Education.

4.5.2 The MoET leads development of data collection mechanisms such that disability data regarding TVET participants can be collected and disaggregated to indicate participation of people with disabilities and training outcomes.

4.5.3 The steering committee commissions an evaluation of this policy at the mid- and end-point of its duration.

5.0 Implementation Arrangements

5.1 The implementation of this policy will be led by the Ministry of Education and Training, in close collaboration with a Steering Committee.

5.2 The Steering Committee will comprise relevant government authorities including the Ministry of Justice, Vanuatu Qualifications Authority, Vanuatu Institute of Teacher Education, civil society including Disabled People's Organisations, representatives of Training Providers, the private sector and others as appropriate.

5.3 A Terms of Reference will be established to guide the convening of the Steering Committee.



6.0 Monitoring and Evaluation

Policy Purpose: To provide a framework that will ensure and strengthen the inclusivity of the Technical and Vocational Education and Training sector, so that people with disabilities throughout Vanuatu have equal access to quality skills development and its benefits and outcomes.

Outcomes

1. Training Providers provide training that is inclusive of and accessible to people with all types of disabilities.
2. Trainers lead skills development training with men and women with a range of disabilities, in an inclusive training setting.
3. People with disabilities from urban, rural and remote areas within Vanuatu complete training and engage in subsequent work.
4. Funding is available to support the reasonable accommodations which enable inclusion of people with disability in training activities, and capacity development of Training Providers and Trainers.
5. An effective coordination structure, which engages national and provincial government and non-government bodies, private sector, civil society and development partners, with clear roles and responsibilities is established.

Indicators

- Increased number of males and females with disabilities enrol in training.
 - Increased number of males and females with disabilities complete training.
 - Training Providers own and implement a Disability Inclusion Policy.
 - Curricula have been adapted to enable disability inclusive teaching methodologies.
 - Pre-service and in-service training packages focussing on disability inclusive training strategies have been developed and implemented.
- Increased participation rate of males and females with disability in productive work following participation in TVET activities.
- Annual funding pool with criteria established.
 - Increased number of males and females with disabilities enrol in skills development training.
 - Increased number of males and females with disabilities complete skills development training.
- Annual / multi-year strategies and work plans across the TVET sector are disability inclusive and contain measureable targets.
 - Annual reports from TVET sector actors include reference to disability inclusion.
 - Regular meetings of the Steering Committee occur in accordance with guidelines within this Policy.

Annex 1: Glossary and Acronyms

Disability inclusion: refers to the process of promoting and ensuring the participation of people with disabilities in activities and decision-making processes, through providing necessary support and reasonable accommodations so that they have access to the benefits of participation in all aspects of society on an equal basis with others.

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.

Reasonable Accommodations: necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Technical and Vocational Education and Training: is concerned with the acquisition of knowledge, skills and attitudes for the world of work.

Pre-service Training: training for teachers or trainers that occurs prior to their engagement in the role.

In-service Training: training for trainers or teachers that occurs after they have formally qualified as a teacher or trainer.

MoET	Ministry of Education and Training
TVET	Technical Vocational Education and Training
VQA	Vanuatu Qualifications Authority
VTSSP	Vanuatu TVET Sector Strengthening Program

Annex 2: Development of the Policy

This policy is the result of an extensive consultation process which occurred between November 2013 and December 2015. During this period, mechanisms to support disability inclusive TVET were initiated under the auspices of the VTSSP's Disability Inclusion Strategy. Lessons from these efforts also contributed to the development of this policy.

Gratitude is extended to all contributors to the development of the Policy. These are listed as follows:

- **Shirley Abraham**, program manager, Youth Challenge Vanuatu
- **Alan**, Malampa TVET Centre client with disability
- **Jim Knox Allanson**, Inclusive Education Officer, Ministry of Education
- **Pallen Ata**, Provincial Planner, Malampa Provincial Government
- **Simeon Bage**, Provincial Training Coordinator, Sanma TVET Centre
- **Ellison Bovu**, Principal, Vanuatu Society for People with Disability
- **Larissa Burke**, Disability Inclusion Officer, Vanuatu TVET Sector Strengthening Program
- **Marie Buwima**, Cooperatives Department, Sanma Province
- **Nelly Caleb**, Coordinator, Disability Promotion and Advocacy Association
- **Nick Crosling**, Country Manager, Australia Pacific Technical College, Port Vila
- **Leais Cullwick**, National Council of Women
- **Joel Daniels**, Trainer, Matahi Rural Training Centre, Malo Island, Sanma
- **Jessie Dick**, Director General, Ministry of Education
- **Peter Dick**, Chair, Disability Promotion Advocacy and Awareness
- **Michael Edwards**, Academic Manager, Vanuatu Maritime College
- **William Enis**, Trainer in Building and Construction, Uleveu Rural Training Centre, Malampa Province
- **Karl George**, Emergency Coordinator/PHAST/DRR Coordinator, Adventist Development Relief Agency
- **Linda George**, Provincial Pre-School Coordinator, Provincial Education Office, Malampa Province
- **Sherol George**, Inclusion Strategy Coordinator, Vanuatu Education Support Program

Annex 2: Development of the Policy

- **Anna Gibert**, Implementation Advisor, Vanuatu TVET Sector Strengthening Program
- **Gilles**, Malampa TVET Centre client with disability
- **Kathryn Gray**, Country Manager, Australia Pacific Technical College, Port Vila
- **Ricky Hinton**, Volunteer, Wan Smol Bag
- **Samantha Hunt**, Disability Inclusion Officer, Vanuatu TVET Sector Strengthening Program
- **Regianna Iakula**, Registration / Acting Finance Officer, Vanuatu National Youth Council
- **Agnes David Jones**, Training Coordination Section, Teritary, Ministry of Education and Training
- **Sam Kaiapam**, Disability Desk Officer, Department of Women's Affairs, Government of Vanuatu
- **Kalpat Kalbeo**, Principal, Vanuatu Institute of Technology
- **Lapi Kalmet**, Project Officer, Disability Committee member, Malampa Provincial Government
- **Jimmy Kelvin**, Provincial Training Coordinator, Torba TVET Centre
- **Lilgai Laliet**, Student, Australia Pacific Technical College
- **David Lambukly**, CEO, Vanuatu Qualifications Authority
- **Jimmy Lava**, Provincial Training Coordinator, Tafea TVET Centre
- **Ray Lienmal Malafa**, Vanuatu Agricultural College
- **Joana Lingi**, Disability Desk Officer, Malampa Province
- **George Maeltoka**, Director Tertiary, Ministry of Education
- **Angela Mahuri**, Trainer, Vanuatu Institute of Technology
- **Maria**, Malampa TVET Centre client with disability
- **Dephney Naliupis**, Sanma TVET Centre client with disability
- **Doriane Naliupis**, Coordinator, Sanma Frangipani Association and Disability Desk Officer, Sanma Provincial Government
- **Janice Nicholson**, Business Development Officer, Vanuatu National Youth Council
- **Moli Pakoro**, Sanma TVET Centre client with disability
- **Simon Popol**, Sanma TVET Centre client with disability
- **Norah Rihai**, Trainer, Vanuatu Agriculture College, Santo

Annex 2: Development of the Policy

- **Kalowie Robert**, TVET Systems Specialist (Special Projects), Vanuatu TVET Sector Strengthening Program
- **Danielle Roubin**, Gender and Protection lead, Oxfam Vanuatu
- **Jack Roy**, Operator, Lakatoro Palm Lodge Bungalow, Malampa Province and Manager, National Bank of Vanuatu, Lakatoro Branch
- **Dunstan Rihai**, Finance Officer, Vanuatu Society for Disabled People
- **Francis Ruru**, Actor, Rainbow Theatre, Wan Smol Bag
- **Julie-Ann Sala**, Director, VANWODS
- **Samuel**, Malampa TVET Centre client with disability
- **Sam Samuel**, Quality Assurance Officer, Vanuatu Qualifications Authority
- **Christine Schmidli**, Literacy consultant, Anglican Church of Melanesia, Sanma
- **Ellis Silas**, Centre Manager, Malampa TVET Centre
- **Moulin Tabouti**, Centre Manager, Sanma TVET Centre
- **Jack Takalo**, Deputy Principal, Vanuatu Institute of Technology
- **Olsen Tama**, Head of Department, Hospitality School, Vanuatu Institute of Technology
- **Tony Tarivonda**, Youth Centre Manager, Wan Smol Bag
- **Henry Tavoaa**, VASANOC
- **Olive Taurakoto**, Disability Focal Point, Australian High Commission Vanuatu
- **Joe Timothy**, CEO, Vanuatu Agriculture College
- **Allegra Troiano**, Director of Programming and Training, Peace Corps
- **Moli Tura**, Trainer in Building and Construction, Pektel Rural Training Centre, Malampa Province
- **Isaac Usi**, Sanma TVET Centre client with disability
- **Mothy Viranmal**, President, Malampa Province Women's Council and Malampa Province Disability Committee member
- **Megan Williams**, Program Manager – Governance, Leadership and Accountability, Oxfam
- **Dorah Willie**, Provincial Training Coordinator, Malampa TVET Centre
- **Freda Willie**, Member, Disability Promotion and Advocacy Association
- **Fremden Yanhambath**, Team Leader, Vanuatu TVET Sector Strengthening Program

Annex 3: References

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- ii Vanuatu TVET Sector Strengthening Program (2014) *Vanuatu TVET Sector Disability Inclusion Strategy 2014 - 16*
- iii Government of Vanuatu (2008) *National Disability Policy and Plan of Action 2008 – 2015*.
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