



# Inclusive Education Country Profile

VANUATU



*This information was provided by government and civil society during a regional mapping of inclusive education undertaken in 2020–2021. Led by the Inclusive Education Taskforce, the mapping supports implementation of the Pacific Regional Inclusive Education Framework (PRIEF) and the Pacific Regional Education Framework (PacREF).*

## Inclusive Education Policy Framework

**Legislation:** Education Act No.9 2014, Teaching Service Act No.38 2013, Convention on the Rights of the Child Act No.26 1992, Vanuatu Institute of Teacher Education Act No.25 2001

**Inclusive Education Policy:** Inclusive Education Policy 2010 - 2020

**Operationalizing Inclusive Education:** Inclusive education priorities are included in the Ministry of Education and Training (MoET) annual plan

**Inclusive Education Standards:** Vanuatu Minimum Quality Standards  
 Vanuatu Teacher Standards  
 MoET Infrastructure and Asset Management Standards  
 Early Childhood Care and Education (ECCE) Standards  
 Examination and Assessment Procedures  
 National Curriculum Statement

## Inclusive Education in the Budget

National School Programmes Budget covers inclusive education, education in emergencies, open distance, child safeguarding and gender equity.



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Special/inclusive education a mandatory part of teacher training

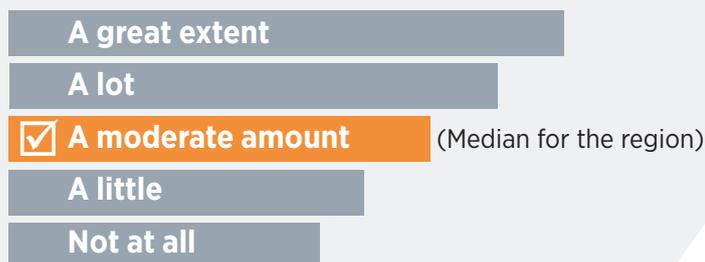
Frequency of teacher in-service training in inclusive education

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

**.05%** of teachers have participated in in-service training on inclusive education

Teacher aides/assistants are part of the workforce

To what extent are schools encouraged to implement strategies that support students to build a school environment that is positive for all?



School options for students with disabilities: **Integrated** (Special classroom in mainstream school)



Use of Individual Education Plans?

Availability of reasonable accommodations across the country:

	Not available	Small extent	Moderately available	Widely available
Student sits close to board or teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons are modified or reduced in complexity based on individual student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlarged printed materials are provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time is provided during assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided during assessments (e.g. note-taking)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education activities are modified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal assistance is provided (e.g. assistance with note-taking, communication, managing behaviour)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive technologies are provided (e.g. magnifier, electronic devices, computers, communication boards)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Culture of inclusion: To what extent is there a culture of inclusion at all levels (national, sub-national, schools)?



What proportion of schools have...

	No schools	Small proportion of schools	About half of all schools	Most schools	All schools
classrooms that are accessible and safe for all? (people with difficulties moving and seeing can get in and around)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handwashing facilities that are accessible and safe for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sanitation (toilet) facilities that are accessible and safe for all?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
menstrual hygiene management facilities that are accessible and safe for all?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a disaster response plan in place that is inclusive of all students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measures to address bullying?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Encouraging retention**

- A school grant disbursement per number of enrolled children was initiated in 2015. The school grant is allocated to all schools in Vanuatu (ECCE, primary and secondary). This encourages enrolment and retention.

**Encouraging transition**

- There is no policy in place to support transition from one level of education to another. There are a couple of second chance schools in the capital to enable pregnant girls to go back to school.
- Automatic promotion has been reviewed and has been extended to Year 10.

**Supporting out-of-school children**

- Out-of-school children are supported by open distance learning which is guided by a draft policy.

This will provide an opportunity to out-of-school children to learn by distance.

- The Ministry of Youth and Sports engages youth in psychosocial activities and the ‘Just Play’ programme.
- The Australian Football League (AFL) also has programmes with out-of-school children in Port Vila.

**Supporting post-school pathways**

- Several registered post-school education and training institutions offer certificate-level qualifications for youth who have dropped out of secondary school.
- Civil society organizations offer life skills training to youth who have dropped out of school.

**Partnerships for Inclusive Education**

How much are school committees or working groups encouraged to support inclusive education (e.g. student associations, school boards, parent-teacher associations)?

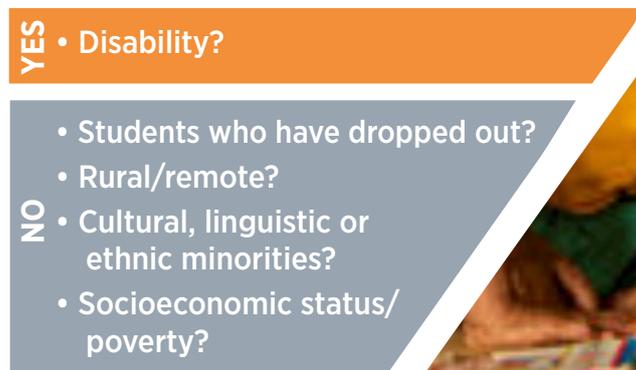


**Inclusive education coordination mechanism**

- Is there a national stakeholder group made up of government and civil society representatives that meets regularly to progress inclusive education commitments?

**Monitoring Inclusive Education**

Does the EMIS include data on the following:





## Looking Forward

### ENABLERS:

- Communication between the MoET and other ministries and NGOs is positive.
- There is a national steering committee in place to support all activities and plans related to inclusive education.
- MoET, with support from disability service providers including NGO Vanuatu Society for People with Disabilities, supports the Vanuatu Education Teacher network.
- The University of the South Pacific is providing a diploma in inclusive education, currently attended by its first cohort of 28 students.

### CHALLENGES:

- No government budget allocation to support the strengthening of inclusive education.
- Few disability support services available to assist students with disabilities outside of Port Vila.
- Limited application of reasonable accommodations to enable the inclusion of children with disabilities in classes.
- The vast majority of teachers do not have inclusive teaching skills and knowledge.
- Advocacy, awareness and training in inclusive education reach only to the provincial level and not to schools due to limits in financial support for rolling out the training to schools.

- School policies and improvement plans do not support inclusive education adequately.
- Lack of resources and relevant assistive devices and equipment to support teaching and learning.
- Absence of sign language.
- Only five inclusive Model schools, out of 438 primary schools in Vanuatu, have Individual Education Plans developed.
- Only five inclusive Model Schools do reasonable accommodations.
- The Inclusive Education Steering Committee is in place but not activated.

### FUTURE PRIORITIES:

- MoET is working with other stakeholders to develop Vanuatu's National Sign Language.
- MoET intends to work with Vanuatu Institute of Teacher Education to develop an inclusive education module into a Bachelor degree programme for pre-service teachers.
- Scale up advocacy, awareness and training at the school level.
- Provide adequate resources to enable teaching and learning of students with disabilities.

