

# Terms of Reference: Project Officer (Disability Inclusion)



<b>Location</b>	LATA Office (Nuku'alofa)
<b>Duration</b>	Full time (Jan to Oct 2025)
<b>Supervisor / Manager</b>	Director (LATA)
<b>Performance Management and Reporting Framework</b>	Director (LATA)

## About LATA

Lavame'a Ta'e'iloa Disabled People Association Incorporated (LATA) is a self-advocacy a non-profitable organisation situated in Nuku'alofa with branches in the outer-islands. The organisation was established in 2018 and registered under the Charitable Act in 2019. LATA advocates for the rights of people with disabilities in Tonga. LATA was established to empower people with disabilities to live independently upon themselves and to shift from depending on charity to the human rights approach. The self-advocacy is promoted and championed by people with disabilities for people with disabilities.

LATA's mission is to:

- facilitate, realise, support, and promote the equalisation of opportunities for people with disabilities by strengthening LATA.
- strive towards an effective, cross-disability, gender-sensitive and inclusive organisation.
- continue efficient communication with Government Stakeholders, regional partners and international agencies.
- uphold the Universal Declaration of Human Rights and the Convention on the Rights of People with Disabilities (CRPD).

In September 2023, LATA was awarded with a 2-year grant funding from the Australian Government through the Tonga Australia Support Platform (TASP). This core funding supports LATA to raise awareness on human rights and the rights of Persons with Disability to access quality and appropriate services. The project is implemented from September 2023 to June 2025.

LATA has identified the Technical and Vocational Education and Training (TVET) sector as an entry point for disability inclusion. LATA has collaborated with TASP Skills team and the TVET Association to identify opportunities for people with disabilities to participate in skills development and upskilling.

LATA has gained the support of 7 TVET providers who have agreed to establish a Community of Practice (COP). Each have nominated 2 representatives – Tupou Tertiary Institute, 'Ahopanilolo Technical Institute, St Joseph Business College, Montfort Institute of Technology and the Tonga National University's Tu'uloa Program, School of Nursing and Midwifery and School of Science and Technology. LATA will support TVET providers to promote enrolment of people with disabilities and also support these students to participate in and complete courses that they choose to enrol in.

For more information, please see [LATA's Facebook page](#)

## Objectives of Role

LATA is seeking an experienced Project Officer to support the implementation of a Disability Inclusion Project – Community of Practice for Disability Support Facilitators COP/DSF (the Project). LATA is

implementing this project in partnership with selected TVET providers and the Tonga Australia Support Platform (TASP) to promote inclusive skills development for people with disabilities.

The main objective of this role is to support students with disabilities to overcome barriers to enrolling in and completing vocational training. This will include working together with potential students with disabilities and their preferred TVET Provider to identify barriers to inclusion and management of grants to support strategies to overcome identified barriers. The grant is part of support provided to TVET providers by TASP through COP. The COP supports DSFs from each TVET provider to develop their knowledge, skills and confidence in promoting disability inclusion to increase the participation of people with disabilities in TVET education. DSFs will be supported through a series of professional development workshops including training to develop Individual Education Plans for potential students with disabilities. The grant program will provide financial support to implement the Individual Education Plans. The role will –

- support LATA and the COP/DSF to identify potential students with disabilities to enrol in TVET institutions.
- support DSFs to complete Individual Education Plans for students with disabilities, including the identification of barriers to enrolment and participation in TVET.
- work with students with disabilities and TVET Providers, to put supports in place to enable barriers to be overcome.
- support students with disabilities based on their individual support needs to fully participate in training and assessment and complete their learning course.
- work with TASP to coordinate learning sessions for the COP/DSF to increase their skills and knowledge on disability inclusive learning and assessment approaches.
- promote and encourage TVET providers in adopting a more inclusive approach for students with disabilities.
- liaise with TVET providers and ensure that students with disabilities are having a positive experience in school.
- regularly check in with students with disabilities in order to monitor progress and identify and address issues in a timely manner.
- work closely with the students with disabilities on how to best minimise barriers or challenges faced.
- manage a small grant application, disbursement and acquittal process to support TVET institutions meet the individual needs of potential students.

## Expected Outcomes

- Acceptance and support shown by the Community of Practice/Disability Support Facilitators and TVET providers on the disability inclusion program facilitated and coordinated by LATA.
- DSF gain confidence and experience in the provision of training to students with disabilities.
- Students with disabilities successfully enrol in, participate in and complete skills training delivered by TVET providers.
- TVET providers are supported with grants where appropriate to remove barriers to TVET education.

## Roles and Responsibilities

- Develop, implement and evaluate project workplan and activities in coordination with the LATA Director and TASP Skills and GEDSI teams.
- Support TVET institutions to market enrolment opportunities to people with disabilities through Organisations of People with a Disabilities or through the Project Officer's own networks.
- Act as an intermediary between potential students and TVET institutions by supporting potential students to find the course that meets their learning objectives.

- Work with the students with disabilities and TVET providers to develop Individual Education Plans and identify barriers to participation and support measures to ensure the students have appropriate access and is supported through their learning journey.
- Support TVET providers to submit small grant applications seeking financial support to remove barriers to a student with a disability enrolling in vocational training, as outlined in Individual Education Plans.
- Work with the TVET provider to disburse and acquit the approved funds in a timely and transparent manner.
- Liaise with TVET Providers and students with disabilities to implement the Individual Education Plans including regular site visits to TVET providers to monitor the quality of activity implementation.
- Support LATA and TASP in the coordination of the Community of Practice for Disability Support Facilitators.
- Coordinate and co-facilitate as appropriate professional development training workshops and learning sessions with the COP/DSF with LATA and the TASP Skills and GEDSI teams.
- Support TASP in the development of resources, content and activities which meet the objectives of the COP/DSF professional development workshops.
- Develop and maintain effective communication networks with internal and external stakeholders to ensure the efficient and timely exchange of information and the achievement of project outcomes.
- Work independently and as part of a team working closely with the TASP Skills and GEDSI teams.
- Ongoing monitoring, recording and evaluation of data and processes to allow for continuous improvement.
- Where required undertake community engagement activities at expos, local community networks and events.
- Support the participation of people with disabilities in LATA's work.
- Identify opportunities for strategic communications regarding achievements of the project, in collaboration with TASP's Strategic Communications Coordinator.
- Other duties as can be reasonably requested from time to time as per directives by Director LATA.

## Deliverables

### Ensure Disability Inclusive Training Delivery:

- Identify and support students with disabilities to participate in TVET.
- Coordinate and co-facilitate the development and delivery of the professional development program for the COP/DSF.

### Support Professional Development

- Provide support to COP/DSF in professional development activities (including the Individual Education Plans) and networks to build capacity at all levels within the TVET sector.

### Strengthen Partnerships and Collaborations:

- Establish and maintain strong, collaborative relationships with TASP Skills and GEDSI teams, COP/DSF and TVET Providers.

### Grants Management

- Manage and oversee a small grants program that provides financial support to remove barriers to students with disabilities enrolling and participating in vocational training.

### Monitoring and Reporting:

- Provide monthly project activities and monitoring reports compiled and submitted.

## Reporting Lines and Performance Management

The Project Officer will report directly to the LATA Director. Performance reviews will be conducted by the LATA Director with feedback from the TASP Deputy Director (Programs).

## Selection Criteria

### Essential Experience and Knowledge

- Qualification in education, skills development, human resources management or a related field.
- Demonstrated knowledge and experience in human resources or skills development.
- Demonstrated commitment to the human rights of people with disabilities and the principles of participation and inclusion.
- Flexibility to work both one-on-one and in large group settings for professional development training and working with people with disabilities.
- Well-developed analytical, communication, and report-writing skills.
- Demonstrated experience in productive working relationships with colleagues to achieve required outcomes.
- Excellent computer literacy.
- Experience using person-centred and individual support planning will also be highly regarded.

### Desirable

- Experience supporting disability inclusion efforts in education or skills development sector in the Pacific region
- Lived experience of disability.

## Other Information

Amendments to the position's terms of reference may be made during the period of the engagement as required.