



GENDER EQUALITY STRATEGY FOR THE VANUATU TVET CENTRES

Technical and Vocational Education and Training
Vanuatu TVET Sector Strengthening Program

Skills for Economic Growth



Cover image

Nursery and Seed Propagation Workshop, Espiritu Santo, Sanma Province.

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GLOSSARY OF TERMS

Gender

Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women¹.

Gender Equality

Gender equality means that women and men have equal conditions for realising their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society².

Gender Equity

Gender equity is the process of being fair to women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities³. Achieving gender equity often requires female-specific programs and policies to compensate for historical and existing inequalities. Equity leads to equality.

Gender Mainstreaming

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs⁴.

Women's Economic Empowerment

A woman is economically empowered when she has the ability to succeed and advance economically and the power to make and act on economic decisions⁵.

¹World Health Organisation, *What do we mean by "sex" and "gender"?*, accessed online 28 October 2014, <http://www.who.int/gender/whatisgender/en/>

²United Nations Educational, Scientific and Cultural Organisation, *UNESCO's Gender Mainstreaming Implementation Framework*, accessed online 28 October 2014, <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/1.%20Baseline%20Definitions%20of%20key%20gender-related%20concepts.pdf>

³International Fund for Agricultural Development, *Gender Glossary*, accessed online 28 October 2014, <http://www.ifad.org/gender/glossary.htm>

⁴UN Women 2014, *Gender Mainstreaming in Development Programming*, UN Women Issues Brief.

⁵Golla, A, Malholtra, A, Nanda, P and Mehra, R 2011, *Understanding and Measuring Women's Economic Empowerment*, International Centre for Research on Women, Washington DC.

ABBREVIATIONS

| | |
|----------|---|
| AT | Accredited Training |
| BDS | Business Development Services |
| CEDAW | Convention on the Elimination of Discrimination against Women |
| DWA | Department of Women's Affairs |
| ETF | Employment and Training Fund |
| GDP | Gross Domestic Product |
| ITC | International Trade Centre |
| M&E | Monitoring and Evaluation |
| MDG | Millennium Development Goals (United Nations) |
| MOET | Ministry of Education and Training |
| NGO | Non-government Organisation |
| PAA | Priorities and Action Agenda (Government of Vanuatu) |
| PTB | Provincial Training Board |
| TPSS | Training Provider Support Services |
| TVET | Technical and Vocational Education and Training |
| UN Women | United Nations Entity for Gender Equality and the Empowerment of Women |
| VANWODS | Vanuatu Women's Development Scheme |
| VQA | Vanuatu Qualifications Authority |
| VTVETSSP | Vanuatu Technical and Vocational Education and Training Sector Strengthening Program |
| VWC | Vanuatu Women's Centre |



Electrical Wiring and Solar Installation Accredited Training Course, Lakatoro, Malampa Province.

1 BACKGROUND

The Government of Vanuatu has recognised the importance of promoting gender equality through a number of high level documents. Gender equality is enshrined in parts of the constitution⁶ and the Government Priorities and Action Agenda 2006-2015 (PAA) includes the policy objective to “promote gender equality and empower women.” Furthermore, Vanuatu is party to numerous international commitments to gender equality including:

- the Convention on the Elimination of Discrimination against Women (CEDAW);
- the Convention on the Rights of Persons with Disabilities⁷;
- the Millennium Development Goals (MDGs) – Goal 3 is to promote gender equality and empower women;
- the Revised Pacific Platform for Action on Advancement of Women and Gender Equality 2005-2015; and
- the Pacific Leaders Gender Equality Declaration 2012.

The Government of Vanuatu is in the process of formulating a National Gender Equality and Women’s Development Policy, which will provide an overarching framework for gender equality and women’s empowerment activities in Vanuatu. This policy will build on previous national gender equality initiatives including:

- the 2006 National Women’s Forum;
- the National Plan of Action for Women 2007-2011 (which identified 13 critical areas for women, including education and training); and
- the Plan of Action for Women 2008-2012.

⁶ Bowman, C, Cutura, J, Ellis, A and Manuel, C 2009, *Women in Vanuatu: Analysing Challenges to Economic Participation*, World Bank, Washington DC.

⁷ Article 3 recognises the rights of women with disability and Article 6 reinforces that women with disability are subject to multiple forms of discrimination and measures must be undertaken to ensure their full and equal enjoyment of all human rights.

Similarly, the Government of Australia is committed to promoting gender equality through the Australian aid program. Gender equality and empowering women and girls is one of six priority investment areas articulated in the 2014 Australian aid policy, *Australian aid: promoting prosperity, reducing poverty, enhancing stability*⁸. In 2012 the Australian government committed AUD 320 million to the Pacific Women Shaping Pacific Development (Pacific Women) initiative, including approximately AUD 11.9 million in bilateral funding on initiatives for women's development in Vanuatu.

The Vanuatu Technical and Vocational Education and Training Sector Strengthening Program (VTVETSSP), 'Skills for Economic Growth', is an Australian government funded program which is implemented in partnership with the Vanuatu government. Through the VTVETSSP, TVET Centres have been established in three provinces as decentralised coordination and service delivery mechanisms for skills training and have now been integrated within the Ministry of Education and Training (MOET).

This document outlines the strategy the TVET Centres will use for the promotion of gender equality in the planning, decision-making and delivery of services in each province where a TVET Centre has been established. The intention is that through this strategy, gender will be 'mainstreamed' in all aspects of TVET Centre activities. The TVET Centres have been granted additional funding through the Pacific Women initiative to support the implementation of this strategy.

Creating an environment through the development of legislation and positive economic and social policies for the full development of women is necessary for the achievement of equality, development and peace.

Government of Vanuatu, Priorities and Action Agenda 2006-2015

1.1 Women's Economic Empowerment

Women's economic empowerment is an important aspect of this strategy. Research has shown that when women are economically empowered, the benefits flow not only to them, but also their families, communities and ultimately the country as a whole⁹. When governments and communities invest in women and work to eliminate inequalities, countries are less likely to be plagued by poverty and better their chance of becoming stronger players in the global marketplace¹⁰.

According to a paper published by the International Centre for Research on Women¹¹, there are two components to women's economic empowerment: a woman is economically empowered when she has both the ability to succeed and advance economically and the power to make and act on economic decisions. In addition, that paper states that:

- to **succeed and advance economically**, women need the skills and resources to compete in markets, as well as fair and equal access to economic institutions; and
- to have the **power and agency** to benefit from economic activities, women need to have the ability to make and act on decisions and control resources and profits.

While providing skills to compete in markets is a core activity of the TVET Centres, influencing women's power and agency to benefit from activities presents a broader challenge. This strategy attempts to respond to both components of women's economic empowerment.

A recently published evaluation of Australian aid support for women's economic empowerment¹² recommended that where gender-related barriers to economic empowerment are identified, the Australian aid program should focus on more targeted interventions or 'pathways' that assist women to share more equitably in the benefit of economic growth. These pathways frequently include:

⁸ Australian Government Department of Foreign Affairs and Trade 2014, *Australian aid: promoting prosperity, reducing poverty, enhancing stability*, Canberra.

⁹ Morrison, A, Raju, D and Sindha, N 2007, *Gender Equality, Poverty and Economic Growth*, Policy Research Working Paper 4349, World Bank, Washington DC.

¹⁰ International Centre for Research on Women, *The Issue: Women's Economic Empowerment*, accessed online 28 October 2014, <http://www.icrw.org/what-we-do/economic-empowerment>

¹¹ Golla et al.

¹² Australian Government Department of Foreign Affairs and Trade 2014, *Smart economics: evaluation of Australian aid support for women's economic empowerment*, Office of Development Effectiveness, Canberra.

- facilitating women's access to education and training;
- promoting women's participation in decision-making;
- reducing women's unpaid care burdens; and
- strengthening legal and social protections for women.

The evaluation recognises the contribution that the TVET Centres in Vanuatu are making to support these pathways and this strategy identifies actions to ensure these gains are further consolidated.

1.2 Gender And Culture

Expectations about attributes and behaviours appropriate to women or men and about the relations between women and men (that is, gender) are shaped by culture. Gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family and also in the wider community¹³.

There is a common perception that there is tension between gender and culture and that promoting gender equality can be contrary to cultural norms and traditions. In every society, there are many cultures, and a dominant culture rarely represents or fully captures this diversity. Cultures change over time, including in relation to the socially accepted or dominant roles played by men and women. In all cultures, there are things that women and men, girls and boys, can do today that were difficult a generation ago, and things that previous generations could do that are no longer possible¹⁴.

Sometimes attempts to do things differently in relation to roles, responsibilities and expectations of women and men are met with the response 'we don't do that in our culture.' Such a response includes within it two assumptions that are problematic: 1) that there is a singular 'culture;' and 2) that gender roles, responsibilities and norms are unchanging. In reality, within every culture, men and women are working to make space for a wider range of roles and behaviours, and for fairer and more harmonious relations between women and men, and among women, and men¹⁵.

This strategy works on the assumption that culture is a changeable phenomenon and that change must take place for gender equality to be achieved. The strategy also recognises the importance of respecting and working within traditional systems and practices, particularly those that affirm the intrinsic value of all people, regardless of gender.

1.3 Gender And Disability

Women with disability face unique challenges as they can experience 'intersectional discrimination', that is, the combination of both disability and gender-based discrimination. This discrimination can manifest as denied access to health services, education and employment and lack of participation in community activities¹⁶. Women and girls with disability are least likely to be able to access an adequate education, or find productive work; a situation exacerbated by the isolation of rural and remote settings¹⁷.

Despite the presence of this intersectional discrimination, experiences from the Asia-Pacific region suggest that the concerns of women with disability are not being included in gender policies meant for all women¹⁸. This strategy seeks to ensure that women with disability are included in and benefit from all activities.

¹³ Canadian Government Department of Foreign Affairs, Trade and Development 2001, *Questions about Culture, Gender Equality and Development Cooperation*, Ottawa, Canada.

¹⁴ International Women's Development Agency, *Thinking about gender, cultures and change*, accessed online 22 October 2014, <http://www.iwda.org.au/gender-and-culture/thinking-about-gender-cultures-change/>

¹⁵ *Ibid.*

¹⁶ Stubbs, D and Tawake, S 2009, *Pacific sisters with disability: At the intersection of discrimination*, United Nations Development Program.

¹⁷ United Kingdom Department for International Development 2000, *Disability, Poverty and Development*, London; United Nations Educational, Scientific and Cultural Organisation 2012, *Education for all global monitoring report: Youth and skills – putting education to work*.

¹⁸ Walji, F 2009, *Including Women with Disabilities in Gender and Disability Policy: Reflection on Experiences in the Asia-Pacific Region*, Journal for Disability and International Development, Volume 20, Issue 3.



Handicraft Quality
Workshop at the Malampa
Handicraft Centre, Malekula,
Malampa Province.

2 SITUATION ANALYSIS

2.1 Women in Vanuatu

Women in Vanuatu are key contributors to society and are seen as those who hold families and communities together. Their role in society is closely associated with motherhood, protectors of culture and religious worship. While women are increasingly entering the formal economic sphere in Vanuatu, their potential is hindered by a number of barriers¹⁹. According to a literature review carried out for Care International²⁰, the root cause of the barriers to women's economic empowerment in Vanuatu lie in the social norms, values and practices that condone and perpetuate discrimination towards women and girls.

Despite high level commitments from the government, there has been slow progress in achieving gender equality in Vanuatu. There is resistance to change due to prevailing gender norms which grant men control over female behaviour, notions of masculinity linked to power and decision making, and an acceptance of violence as a way to resolve conflict²¹. This lack of progress has been highlighted in CEDAW reports²² and recognised by the government in the 2010 MDG Report²³ and the PAA²⁴.

Some of the barriers to women's economic empowerment in Vanuatu identified during the development of this strategy include:

- Gender norms mean that women's roles are tied to **domestic responsibilities** and women are expected to fulfill these *in addition* to economic activities²⁵;
- More than three quarters of Vanuatu's population live in **rural areas**²⁶ hence a large proportion of people experience limited access to markets, small scale of markets and high costs of transport;
- Limited **literacy, numeracy, financial literacy and business** skills can hold women back from economic empowerment;
- **Male dominance** in leadership positions, politics and some occupational fields;
- Limited **access to finance**; and
- **Lack of support** from husband/partner or family, for example, a national survey found that 23% of women (almost 1 in 4) had been prevented from accessing or continuing their education, mainly by their parents but also by husbands/partners²⁷.

¹⁹ Bowman et al.

²⁰ Molony, T 2014, *Desk Review: Women's and girl's empowerment program*, Care International in Vanuatu.

²¹ *ibid*.

²² Office of the Prime Minister and Department of Women's Affairs 2004, *Combined Initial, Second and Third Reports on the Convention on the Elimination of All Forms of Discrimination against Women*; Vanuatu Rural Development and Training Centers Association 2007, *Vanuatu NGO Shadow Report on the Implementation of CEDAW*, Port Vila.

²³ Office of the Prime Minister 2010, *Millennium Development Goals 2010 Report For Vanuatu*, Government of Vanuatu.

²⁴ Government of Vanuatu 2013, *Priorities and Action Agenda 2006-2015: A Just, Educated, Healthy & Wealthy Vanuatu, 2012 Update*.

²⁵ Australian Government 2013, *Pacific Women Shaping Pacific Development: Vanuatu Country Plan Financial Years 2013-2016*.

²⁶ World Vision, *Vanuatu Country Profile*, accessed 17 October 2014, http://www.worldvision.com.au/Libraries/3_1_2_Country_Profiles_-_Asia_Pacific/Vanuatu.pdf

²⁷ Vanuatu Women's Centre and Vanuatu National Statistics Office 2011, *Vanuatu National Survey on Women's Lives and Family Relationships*, Vanuatu Women's Centre, Port Vila.

Women with disability face additional barriers to economic empowerment. For example, barriers to participation in the TVET sector in Vanuatu for people with disability include access to transport, confidence, stigma, discrimination, trainer knowledge/inclusivity and accessibility²⁸. As discussed in 'Section 1.3 Gender and Disability', girls with disability are less likely to go to school and this disadvantage in education often translates to fewer and lower quality work opportunities²⁹. The *Vanuatu TVET Sector Disability Inclusion Strategy 2014-2016* provides more information on how the TVETSSP is working to assist people with disability to overcome barriers to participation in the TVET sector.

This section has provided some brief information on the current situation for women in Vanuatu. More comprehensive analysis is available in documents such as the Pacific Women Vanuatu Country Plan and others³⁰.

2.2 Violence against Women

A national survey undertaken by the Vanuatu Women's Centre (VWC) and the Vanuatu National Statistics Office³¹ has found that Vanuatu has high rates of violence against women by husbands and partners. For example:

- 3 in 5 women (60%) have experienced physical and/or sexual violence in their lifetime;
- for most women who experience physical or sexual violence, it occurs frequently, and it is often very severe;
- for more than 2 in 5 women (42%) who experienced physical violence, the violent incident was followed by rape; and
- almost 2 in 5 women (39%) who experienced physical or sexual violence were injured and more than 1 in 5 (21%) now have a permanent disability.

Violence by husbands/partners occurs in all provinces and islands of Vanuatu and rates of physical and sexual violence are higher in rural areas (63%) than in urban areas (50%). Violence against women is perpetuated by attitudes of both men and women which undermine women's rights, for example, 3 in 5 women (60%) agree that in some situations it is justified for a man to beat his wife³².

The national survey also found that behaviours and situations that challenge traditional gender roles are significant risk factors for violence against women, such as:

- a woman who earns her own income is more likely to be physically or sexually abused by her husband/partner; and
- a man who is unemployed is significantly more likely to physically or sexually abuse his wife/partner³³.

Although there is limited data specific to women with disability in Vanuatu, evidence from around the world shows that women with disability experience much higher levels of violence than women without disability. Women with disability suffer worse physical and mental health outcomes as a consequence of violence, have less access to services and are at increased risk of experiencing high levels of stigma, discrimination and other rights violations³⁴.

²⁸ Vanuatu TVET Sector Strengthening Program, *Vanuatu Technical and Vocational Education and Training Sector Disability Inclusion Strategy 2014 – 2016*.

²⁹ United Nations Educational, Scientific and Cultural Organisation 2012.

³⁰ See Australian Government; Bowman et al; Molony; and Piau-Lynch, A 2007, *Vanuatu: Country Gender Profile*, Japanese International Cooperation Agency.

³¹ Vanuatu Women's Centre and Vanuatu National Statistics Office.

³² *ibid.*

³³ *ibid.*

³⁴ Vallins, N, and Walji, F (eds), *Triple Jeopardy: Violence against women with disabilities in Cambodia*, Australian Aid Research Policy Brief; International Network of Women with Disabilities 2011, *Document on Violence Against Women with Disabilities*, accessed online 27 November 2014, www.internationaldisabilityalliance.org/sites/default/files/public/files/FINAL4Oct2010-INWWD-ViolenceAgainstWomenwithDisabilities.doc

Violence against women is not only a violation of human rights, but also carries hefty costs for survivors, their families, communities and nations³⁵. This can include costs relating to justice, health, social services, education, business, employment, household as well as intangible costs³⁶. While the cost of violence against women in Vanuatu has not been calculated, studies from other countries have revealed that the costs can be significant. For example, in Vietnam, violence against women has resulted in a loss of earning equivalent to two per cent of gross domestic product (GDP), while in Fiji, costs related to violence against women account for an estimated seven percent of GDP³⁷.

2.3 TVET Centre Information

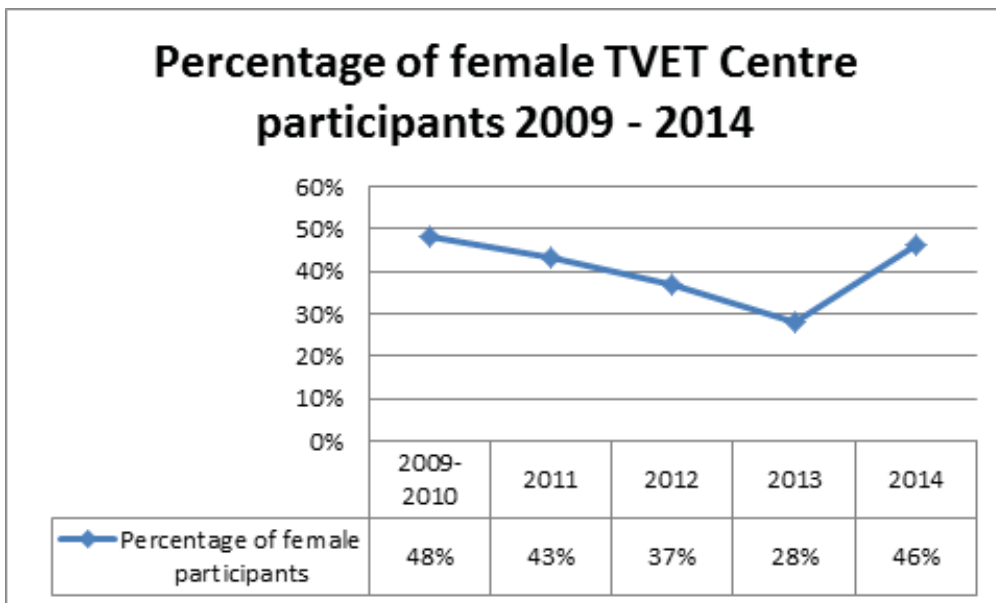
The TVETSSP is currently in Phase 3 (March 2013 to June 2016) and there are now TVET Centres in Sanma, Malampa and Torba provinces, with an expectation that a fourth TVET Centre will be established in Tafea province in early 2015. The TVET Centres, as the decentralised coordination mechanism for MOET, provide a range of skill development services in support of economic growth outcomes for trainees. These services include:

- a) Accredited Training (AT) – nationally recognised training leading to certification;
- b) Business Development Services (BDS) – workshops and coaching in support of small business start-up and ongoing development; and
- c) Training Provider Support Services (TPSS) – capacity development assistance for local training providers and trainers.

2.3.1 Female Participation

TVETSSP program data shows that the level of female participation in TVET Centre activities gradually declined from 2009 to 2013, but increased again in 2014³⁸.

Figure 1: Percentage of female TVET Centre participants 2009 to 2014



³⁵ UN Women 2013, *The Costs of Violence – Understanding the costs of violence against women and girls and its response: selected findings and lessons learned from Asia and the Pacific*, UN Women Regional Office for Asia and the Pacific, Thailand

³⁶ Day, T, McKenna, K and Bowlus, A. 2005, *The Economic Costs of Violence Against Women: An Evaluation of the Literature*, United Nations and University of Western Ontario, Canada.

³⁷ UN Women 2013.

³⁸ Note: All data for 2014 covers the period of January to October 2014.

The reason for the decline is not entirely clear, however the data shows that the increase in 2014 is largely attributable to the high number of female participants in Malampa province. The below table shows the number of TVET Centre participants for each province in 2014.

Table 1: TVET Centre participants in 2014

| Province | No. males | No. females | Sex not recorded | Total | Percentage of females (where sex was recorded) |
|----------|-----------|-------------|------------------|-------|--|
| Sanma | 259 | 132 | 12 | 403 | 34% |
| Malampa | 150 | 235 | 14 | 399 | 61% |
| Torba | 124 | 79 | 0 | 203 | 39% |
| Total | 533 | 446 | 26 | 1005 | 46% |

The high level of female participation in Malampa province is reflective of the large proportion of women involved in horticulture and tourism activities in 2014. It is believed that the strong partnership between the Malampa TVET Centre, Malampa Provincial Council of Women and the Department of Women’s Affairs (DWA) Malampa Desk Officer has also helped increase the number of female TVET Centre participants in Malampa province. For example, the partnership has resulted in TVET Centre activities which specifically assist women (such as handicraft quality training and fabric printing training) as well as support for female participation in traditionally male areas (such as tiling training and electrical wiring and solar installation training).

2.3.2 Phase 2 Evaluation

During Phase 2 of the program (2008 to 2012), 46% of BDS clients and 40% of AT participants across Sanma and Malampa provinces were female. The evaluation of Phase 2 of the program noted that the level of female participation represented important new opportunities, many in non-traditional livelihood areas, especially when compared to women’s lower labour force participation rate (61.4% for females versus 80.4% for males), higher rates of non-schooling (19% for females versus 15.4% for males among those aged 15 and over) and lower completion rates of secondary, tertiary and vocational/professional qualifications³⁹.

The Phase 2 evaluation also notes that while median incomes both before and after training among women were lower than among men, the proportional change in median income was greater for women. Furthermore, analysis of Household Income and Expenditure Survey data found that disadvantaged groups such as remote residents, women, and female-headed households reported greater relative changes in income, which may be traceable to the critical role of training for disadvantaged groups.

The Phase 2 evaluation showed very positive results in terms of economic empowerment for women and highlights the importance of achieving and maintaining high levels of female participation in TVET Centre activities.

³⁹ Australian Agency for International Development 2012, *Vanuatu TVET Sector Strengthening Program Phase II: Final Evaluation Report*, Canberra.

2.3.3 Good Practice

The 2014 evaluation of Australian aid support for women's economic empowerment⁴⁰ has cited Vanuatu's TVET Centres as good practice models for women's economic empowerment. The report notes that the TVETSSP has effectively addressed gender in design and implementation through creative and gender-responsive approaches. These included:

- promotion of women's involvement in non-traditional vocations, such as tiling and grouting;
- actively seeking to attract women applicants, including by engaging the Vanuatu Women's Development Scheme (VANWODS)⁴¹ to help recruit women;
- using modular and flexible delivery strategies that allow multiple entry and exit points, enabling women to balance training with employment and domestic responsibilities, and work towards a certified qualification in a timeframe responsive to the demands on their time;
- promotion of women's representation in training for occupations with a high gender imbalance;
- training all program staff in gender and actively seeking to promote women into managerial positions to challenge cultural stereotyping;
- investing time in developing male gender champions, within both the project staff and local civil and government counterparts, to facilitate social norm change in a highly patriarchal context;
- offering trainees gender-responsive employment counselling and mentorship;
- paying for child care services in some instances, to enable women to attend savings training; and
- placing strong emphasis on accessible and popular program communications, including dissemination of DVDs, posters and illustrated short reports that project strong, positive images of women in non-traditional vocational and leadership roles.

The evaluation also notes that the program has captured these contributions to women's economic empowerment through a strong monitoring and evaluation system⁴².

2.3.4 Female Representation

The prevailing gender norms present challenges for achieving gender equality in terms of TVET Centre staffing as well as governance through Provincial Training Boards (PTBs) and Employment and Training Fund (ETF) Committees.

With regard to TVET Centre staffing, as at November 2014, the TVET Centres employ 14 ongoing staff. Five of these staff (36%) are female. None of the three TVET Centre Managers are female. Although a lack of female TVET Centre Managers is not ideal in terms of gender equality, it is a reflection of the current situation in Vanuatu where women have not had the same opportunities as men with regard to education, employment and leadership/management experience. The TVET Centre Managers currently play a role in advocating for gender equality in TVET Centre activities and it is recognised that in the current context men can be effective champions for women's economic empowerment.

The role of the PTBs is to provide sectoral advice to the TVET Centres to ensure that training delivery is in line with provincial government economic development demand. The PTBs are made up of provincial stakeholders such as the Provincial Education Officer, the Provincial Planner and representatives for the productive sectors, non-government organisations (NGOs) and women's groups. PTB members are appointed by the Vanuatu Qualifications Authority (VQA) and the VQA also has the authority to issue guidelines concerning the membership, functions and management of the PTBs⁴³. The current gender composition of the PTBs is as follows:

⁴⁰ Australian Government Department of Foreign Affairs and Trade, *Smart Economics*.

⁴¹ VANWODS is a non-government organisation which focuses on providing microfinance services to women in Vanuatu.

⁴² Australian Government Department of Foreign Affairs and Trade, *Smart Economics*.

⁴³ Republic of Vanuatu, *Vanuatu Qualifications Authority Act No. 1 of 2014*.

Table 2: Gender composition of Provincial Training Boards

| Province | Total Members | Male Members | Female Members | Percentage Female |
|----------|---------------|--------------|----------------|-------------------|
| Malampa | 14 | 12 | 2 | 14% |
| Sanma | 15 | 13 | 2 | 13% |
| Torba | 12 | 10 | 2 | 16% |

The ETF is the funding mechanism through which the TVET Centres' skills development services are financed. ETF Committees make recommendations for the approval or disapproval of training requests received by the TVET Centres. Each ETF Committee is made up of three members: the PTB Chairperson, the Provincial Planner and another nominated member, with the TVET Centre Manager as Secretariat. In principle, the nominated member is rotated so all PTB members, including the female members, have the opportunity to contribute to ETF Committee decisions. Consultations during the development of this strategy revealed that this may not be being applied consistently across the provinces.

2.3.5 Disability Inclusion

The number of people with disability participating in TVET Centre activities has seen a slight increase, with 31 participants (3.6% of the total) with disability in 2013 and 42 participants (4.2% of the total) with disability in 2014. In 2014, 69% (29 out of 42) of participants with disability were female, an increase from 40% in 2013 (8 out of 20)⁴⁴.

Table 3: Number of TVET Centre participants with disability in 2013 and 2014

| Year | Participants with disability | Male | Female | Sex not recorded | Percentage of females (where sex was recorded) |
|------|------------------------------|------|--------|------------------|--|
| 2013 | 31 | 12 | 8 | 11 | 40% |
| 2014 | 42 | 13 | 29 | 0 | 69% |

2.3.6 Use of Media

The TVET Centres currently use a range of media to raise awareness on gender equality and the TVET Centre activities. A DVD highlighting women's economic empowerment through the TVET Centres has recently been produced and will be circulated to national, provincial and sectoral stakeholders, donors as well as shown at community events and during training courses. Newspapers, radio, the TVETSSP website, the Australian High Commission Facebook site and the Pacific Women e-newsletter are also currently used to promote TVET Centre activities.

⁴⁴ Although there were 31 participants with disability in 2013, the sex was not recorded for 11 of these participants.



Nursery and Seed Propagation Workshop, Espiritu Santo, Sanma Province.

3 STRATEGY

The purpose of this strategy document is to provide guidance on how to promote gender equality in TVET Centre activities. The audience is TVETSSP staff as well as other TVET Centre stakeholders such as PTB members, training providers, national and provincial government officials and NGOs.

The strategy has five overarching objectives which are as follows:

| | |
|--------------------|--|
| Objective 1 | Address barriers to participation in TVET Centre activities experienced by women. |
| Objective 2 | Ensure a family friendly work environment in TVET Centres that allows male and female staff to achieve their potential and an appropriate work-life balance. |
| Objective 3 | Strengthen partnerships for advocacy and research in gender equality and improved access to finance. |
| Objective 4 | Ensure a responsive monitoring system to track and report on gender equality results. |
| Objective 5 | Take steps to reduce TVET Centre participants' vulnerability to violence and provide support to survivors of violence. |

The strategy is made up of a number of actions which will support the achievement of each of these objectives. Further discussion on each objective as well as corresponding actions are detailed below.

3.1 OBJECTIVE 1

Address barriers to participation in TVET Centre activities experienced by women.

The actions under this objective aim to address the barriers to female participation in TVET Centre activities which include:

- **Domestic responsibilities** including child rearing which puts constraints on time women have available to participate;
- **Traditionally 'male' sectors** which mean that women may be hesitant to become involved in some activities and also lack the community support to do so;
- **Lack of voice** in decisions relating to TVET Centre activities such as limited representation on PTBs and ETF Committees;
- **Lack of awareness** of and commitment to principles of gender equality at all levels of society;
- **Training environment** and facilities which do not meet the needs of women; and
- **Lack of support** from partners and family to become involved in skills development activities.

While one emphasis of the strategy is to increase female participation in TVET Centre activities, it will be important to ensure that women are encouraged into areas that lead to enhanced economic outcomes. As TVET Centre activities are driven by the demands of the provincial economies, particular attention needs to be paid to current and potential skills growth areas that are likely to appeal to women and also lead to economic outcomes for women. These may include:

- tourism (including handicraft production, accommodation and tour services);
- floriculture;
- aquaculture;
- small livestock (poultry);
- horticulture;
- vanilla and spice cultivation; and
- newly emerging employment areas including tourist spa, health and beauty services.

Additionally, training in generic skills such as employability and entrepreneurship development provide skills that are sought after by employers and are transferable across sectors.

Consultations during the development of this strategy revealed that there is a perception at the community level about 'gender equality' being only about women and women's issues. A key message of the TVET Centres will be that gender equality is not only about women – it is about supporting men and women to live and work together more positively for the benefit of both sexes, as well as their families and communities. Given that gender equality can be a sensitive issue in Vanuatu, the TVET Centres will take a thoughtful approach, using sensitive language and engaging men as well as women as advocates for gender equality.

The following actions seek to address barriers to women's participation in TVET Centres activities, including women with disability. Implementation of these will consider the specific needs and rights of women with disability, and occur alongside the activities of the *Vanuatu TVET Sector Disability Inclusion Strategy 2014-2016* in a collaborative and complementary way. For example, both the gender equality and disability inclusion strategies include awareness-raising activities with stakeholders such as TVET trainers and provincial government officers. These activities should be closely coordinated to ensure maximum coverage and efficient use of resources.

| | Action | Responsible | Partners |
|----|---|---|--|
| 1A | <p>Review ETF guidelines to ensure that:</p> <ul style="list-style-type: none"> women are represented and have a decision-making role on ETF Committees; female participation in TVET Centre activities is maximised with a goal of 50% female participation in all provinces; and TVET Centre skills development activities have the potential to lead to enhanced economic outcomes for women. | <p>Centre Managers, Provincial Training Coordinators, PTB Chair</p> | <p>Team Leader, Gender Officer, PTB Members</p> |
| 1B | <p>Work with the VQA to identify ways in which increased women's representation on the PTBs can be facilitated and to explore the role the PTBs can take in promoting gender equality at the provincial level.</p> | <p>Team Leader, Gender Officer</p> | <p>VQA CEO, Centre Managers</p> |
| 1C | <p>Conduct gender equality awareness training for TVET Centre staff, provincial government officers, area secretaries and trainers involved in TVET Centre activities.</p> | <p>Gender Officer</p> | <p>DWA, NGOs, Provincial women's councils</p> |
| 1D | <p>Build community awareness on gender equality through:</p> <ul style="list-style-type: none"> support and presence of TVET Centre staff at provincial events; and expanding networks for gender equality advocacy such as through churches, provincial women's councils, NGOs and councils of chiefs. | <p>Team Leader, Centre Managers, Provincial Training Coordinators</p> | <p>DWA, Provincial Government</p> |
| 1E | <p>Provide capacity development support to strengthen confidence of TVET Centre Managers to advocate for gender equality and include gender equality advocacy in TVET Centre Manager position descriptions.</p> | <p>Team Leader, Gender Officer</p> | |
| 1F | <p>Use the media to:</p> <ul style="list-style-type: none"> promote female role models, including women with disability (such as TVET Centre alumni and trainers); and highlight women's empowerment through TVET Centre activities and the flow on effects to their partners, families and communities. <p>Explore new communication avenues such as television panel discussions, mobile text messaging services and the <i>Yumi Toktok Stret</i> Facebook group.</p> | <p>Communications Officer</p> | <p>Media outlets</p> |
| 1G | <p>Explore options for gathering information on the level of support from participants' family/partners such as through the training expression of interest form or participant validation processes. Put in place process for assisting participants who do not have strong family support.</p> | <p>Team Leader, Gender Officer</p> | <p>Centre Managers, Provincial Training Coordinators</p> |

| | Action | Responsible | Partners |
|----|---|--|--------------------|
| 1H | Consider women's and men's domestic roles and responsibilities when deciding on training times, schedules and locations. This may include approaches such as part-time training courses, blended learning, flexible arrangements and the use of technology. | Team Leader, Centre Managers, | Training Providers |
| 1I | Ensure the training environment is supportive of participants with young children including by: <ul style="list-style-type: none"> • updating the expression of interest form to gather information on participants' childcare needs; • providing childcare services or an allowance to cover childcare costs to enable participants with care responsibilities to attend training (also available for participants with care responsibilities for the elderly or people with disability); • ensuring training venues have child-friendly and breastfeeding spaces; and • providing flexible arrangements for participants with young children. | Team Leader, Centre Managers, Finance and Administration Manager, Gender Officer | Training Providers |
| 1J | Ensure training venues have appropriate facilities such as separate toilets for men and women (where possible), safe accommodation when participants travel away from home to attend training and safe transport options for males and females. | Centre Managers, Provincial Training Coordinators | |
| 1K | Encourage women to involve someone from their support network in training as research has shown that peer support can increase economic outcomes for women ⁴⁵ . | Centre Managers, Provincial Training Coordinators | |
| 1L | Identify female industry experts that can be supported to upgrade their training skills such as through a Certificate IV in Training and Assessment. | Team Leader, Centre Managers, TPSS Manager | |

⁴⁵ Betteridge, A 2014, *Women's entrepreneurship works better with friends*, Development Policy Centre Blog, accessed online 15 August 2014, <http://devpolicy.org/in-brief/womens-entrepreneurship-works-better-with-friends-20140812/>

| | Action | Responsible | Partners |
|----|--|---|--|
| 1M | <p>Ensure that:</p> <ul style="list-style-type: none"> • training providers have gender equality, social inclusion and sexual harassment policies in place; • all trainers receive gender awareness training including recognising and dealing with sexual harassment and protocols for mandatory reporting of violence; and • the TVET Centre 'letter of agreement' with training providers is updated to reflect these and other requirements mentioned in this document. | TPSS Manager, Team Leader, Gender Officer | Training Providers, Disability Advisor |
| 1N | Promote women's participation in non-traditional fields through the use of local female role models and by encouraging female trainers in traditionally male areas. This could be supported, for example, by using expert trainers to mentor less experienced trainers. | TPSS Manager, Centre Managers, Gender Officer | Training Providers |
| 10 | Set up a mentoring program for women to learn from other successful women. For example, new participants to travel and learn from past participants with established businesses. | Team Leader, Gender Officer | Centre Managers |



A married couple participate together in a Virgin Coconut Oil Production Workshop, Motalava, Torba Province.

3.2 OBJECTIVE 2

Ensure a family friendly work environment in TVET Centres that allows male and female staff to achieve their potential and an appropriate work–life balance.

For the TVET Centres to effectively promote gender equality within the community, it is vital that the Centres' internal policies also reflect a commitment to gender equality. It is envisaged that over the coming years, TVET Centre staff will gradually be transitioned from the VTNETSSP to MOET. It will be important that gender equality and family oriented human resource policies will also be able to be maintained.

| | Action | Responsible | Partners |
|----|---|---------------------------------|-----------|
| 2A | <p>Build the capacity of TVET Centre staff, including the ability of women to take on leadership and management roles through:</p> <ul style="list-style-type: none"> • career succession planning; • increased exposure to learning and development opportunities including formal management training (such as the Diploma of Management at the Australia-Pacific Technical College); • on-the-job management experience; and • a mentoring program where female TVET Centre staff are mentored by VTNETSSP female managers. <p>(To be discussed and agreed on during performance reviews).</p> | Team Leader, Centre Managers | |
| 2B | <p>Ensure staff commitment to gender equality through training of existing staff and include commitment to gender equality in position descriptions and as criteria for recruitment of new staff.</p> | Team Leader | DWA, NGOs |

| | Action | Responsible | Partners |
|----|--|--|----------|
| 2C | <p>Provide a family friendly environment for TVET Centre staff through:</p> <ul style="list-style-type: none"> flexible working arrangements (i.e. working from home where connectivity is available, flexible working hours); part-time work options for men and women with young children or other family commitments; providing child-friendly and breastfeeding spaces in TVET Centres; and covering costs for TVET Centre staff to undertake work-related travel with children under two years including childcare and travel expenses. | Team Leader, Centre Managers, Finance and Administration Manager | |
| 2D | <p>Encourage gender equality and social inclusion through recruitment practices including by using wording in job advertisements such as “women and people with disability are strongly encouraged to apply”.</p> | Team Leader | |



Workshop on building and maintaining food processing solar dryer units, Espiritu Santo, Sanma Province.

3.3 OBJECTIVE 3

Strengthen partnerships for advocacy and research in gender equality and improved access to finance.

An important aspect of the TVET Centres' strategy for the promotion of gender equality will be cultivating relationships with other organisations working in similar areas, and with similar aspirations for women's economic empowerment.

The key organisation in Vanuatu for gender equality policy is DWA. The TVET Centres are already working closely with DWA Desk Officers in some provinces, and the partnership with DWA will continue to be strengthened nationally and provincially through the signing of a memorandum of understanding between the TVET program and the Ministry of Justice of Community Services (DWA's parent ministry) in December 2014. DWA will be an important partner for advice on gender equality training materials that are suitable for the Vanuatu context.

The TVET Centres are currently working in partnership with a number of other agencies such as provincial women's councils and the Department of Cooperatives⁴⁶. A formal letter of agreement was signed with VANWODS in 2010 for mutual support in Malampa and Sanma provinces however it seems the collaboration between the two agencies is currently limited.

Opportunities have been identified for possible partnerships with the following agencies in future:

- **Care International** and the **International Trade Centre (ITC)** are currently planning research in Tafea and Sanma provinces regarding strengthening economic opportunities for women in agricultural chains servicing tourism. There may be opportunities for the TVET Centre to support the outcomes of their market chain analysis where related to skills development. The scope may later be expanded to Malampa province.
- The **United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)** has recently launched the Markets for Change project which has a goal to ensure that marketplaces are safe, inclusive and non-discriminatory, promoting gender equality and women's empowerment. The project activities are currently taking place only in Port Vila but there is scope for the TVET Centres to become involved when it expands to Luganville.
- **Westpac** is currently involved in financial literacy workshops for youth, women and community groups in Shefa and Sanma provinces. Westpac is able to deliver three-hour workshops on either 'Money Basics', 'Financial First Steps' or 'Business Basics.' There is an opportunity to work with Westpac to deliver this training to TVET Centre participants in Sanma province.
- A number of NGOs, including **Oxfam**, **Wan Smol Bag**, **Youth Challenge Vanuatu** and **Care International** are implementing youth livelihood and gender equality activities in Vanuatu. The TVET Centres are investigating ways to strengthen partnerships with NGOs for maximum impact of activities.

⁴⁶ The Department of Cooperatives supports rural economic development in Vanuatu primarily through the establishment and strengthening of retail and productive sector cooperative societies.

| | Action | Responsible | Partners |
|----|--|---------------------------------------|---------------------|
| 3A | Maintain and strengthen partnership with DWA at the national and provincial levels for coordinated gender equality policies and activities. | Team Leader, Centre Managers | DWA |
| 3B | Strengthen partnerships which will facilitate access to finance for TVET Centre participants including revitalising the agreement with VANWODS. | Team Leader, Centre Managers | VANWODS |
| 3C | Explore programmatic and research partnerships relating to gender and markets using innovative financing and co-contribution arrangements (such as with Care International, ITC and UN Women). | Team Leader, Gender Officer | Care, ITC, UN Women |
| 3D | Develop partnership with Westpac for delivery of financial literacy training to TVET Centre participants. | Sanma Provincial Training Coordinator | Westpac |
| 3E | Cultivate partnerships for gender equality and youth engagement such as through the Care International Gender Partnership Network, Oxfam Youth Livelihood Network and other NGOs. | Gender Officer | NGOs |



A husband and wife work together at a Virgin Coconut Oil Production Workshop, Motalava, Torba Province.

3.4 OBJECTIVE 4

Ensure a responsive monitoring system to track and report on gender equality results.

A strong monitoring and evaluation (M&E) system is key to tracking and reporting on TVET Centre results, including those relating to gender equality. The TVET Centre M&E system already tracks a range of participant data, all of which can be disaggregated by sex and disability.

Participant outcome surveys are conducted on a six monthly basis with the first one having taken place in early 2014. These outcome surveys will provide valuable information on changes in participant lives including improved employment circumstances and increased income. The surveys also seek to capture information from participants about the obstacles they face and any negative personal outcomes from their TVET participation; these may provide additional insights into outcomes for women, including women with disability. By mid-2015, three surveys will have been conducted and it is expected that the dataset will be large enough to enable robust analysis of differences in outcomes and experiences for women and men.

| | Action | Responsible | Partners |
|----|---|-----------------------------|--------------------|
| 4A | Continue to measure and report on economic impacts of participation in TVET Centre activities for men and women, including employment outcomes and increased income. | M&E Team | |
| 4B | Explore options for measuring broader aspects of women's empowerment such as the link between economic progress and empowerment. | M&E Team | |
| 4C | Collect qualitative data on the experiences of women such as training/working in male dominated sectors and how women balance training and work with domestic responsibilities. | M&E Team | |
| 4D | Continue to conduct six-monthly reviews of gender-related results as currently done for Strategic Advisory Group meetings. | M&E Team | |
| 4E | Use the M&E system to identify if couples who both participate in TVET Centre activities experience better outcomes than those who do not have a participating spouse. | M&E Team | |
| 4F | Conduct research and use M&E data to ensure that women are encouraged into sectors which lead to enhanced economic outcomes. | M&E Team, Gender Officer | Centre Managers |

3.5 OBJECTIVE 5

Take steps to reduce TVET Centre participants' vulnerability to violence and provide support to survivors of violence.

With research showing that women's economic empowerment can lead to increased vulnerability to violence⁴⁷, it is imperative that the TVET Centres take every possible step to minimise risks for TVET Centre participants.

As discussed in 'Section 2.2 Violence against Women', there is evidence that women with disability are more likely to experience all kinds of abuse, but less likely to be able to access support services⁴⁸. Given the strong commitment to disability inclusion by the TVETSSP which has resulted in increased numbers of TVET Centre participants with disability, there is an impetus to acknowledge and address the potential increased vulnerability to violence experienced by women with disability.

The TVET Centres, with their extensive community reach can look at using opportunities to educate both males and females about human rights, and to reinforce the view that violence is never justified in any circumstance. Violence against women is intimately linked to gender inequality, so strategies to reduce violence must focus on changing attitudes about women's rights and gender equality.

VWC is a potential key partner in activities relating to reducing violence against women. VWC currently has branches in Torba, Sanma, Shefa and Tafea provinces, with a new centre planned for opening in Malampa in December 2014. The VWC believes that initiatives to address the problem of violence against women and children need to be based on the following fundamental principles:

- violence under any circumstances is a crime;
- violence can never be justified or condoned on the basis of any tradition, culture or custom (including payment of a 'bride price');
- women and men have a right to live without violence;
- women and men are equal under Vanuatu's Constitution; and
- women and children can never be "owned" by men⁴⁹.

There is anecdotal evidence that TVET Centre participants have been victims of domestic violence and that 'jealousy' is one negative impact that participants can experience following involvement in the TVET Centre activities. Jealousy may result in controlling behaviour by men which is on the spectrum of violence against women. Further research is required to ascertain whether there is any direct relationship between participation in TVET Centre activities and vulnerability to violence.

⁴⁷ Vanuatu Women's Centre and Vanuatu National Statistics Office.

⁴⁸ Vallins and Walji.

⁴⁹ Vanuatu Women's Centre and Vanuatu National Statistics Office.

| | Action | Responsible | Partners |
|----|--|--|--|
| 5A | Use the TVET Centres and TVET Centre trainings and workshops to disseminate information on gender equality and anti-violence against women, including equality of women with disability and anti-violence against women with disability information. | Centre Managers | NGOs |
| 5B | Conduct research on strategies for reducing vulnerability to violence linked to economic empowerment and the notion of jealousy holding women back from economic empowerment. | M&E Team, Gender Officer | |
| 5C | Encourage men (such as husbands, partners and fathers) to be involved in certain parts of women's training such as the end-of-training personal action planning sessions or certificate ceremonies – so that men can understand the benefits for the family and are more likely to offer continued support. | Centre Managers, | |
| 5D | Update the letter of agreement template with training providers to allow flexibility with regard to gender equality awareness at trainings and presence of observers. | Team Leader, Centre Managers, Gender Officer | Training Providers |
| 5E | Work with provincial women's groups to design and implement skills development activities which will assist survivors of violence, including women with disability. | Centre Managers, Gender Officer | DWA, VWC, Provincial women's councils |
| 5F | Build capacity of TVET Centre staff and trainers to provide appropriate support and referral if they identify survivors of violence or women who may be experiencing controlling behaviour or verbal or psychological abuse. This will involve improving linkages with service providers at the provincial level as well as with national initiatives such as the <i>Stretem Rod Blong Jastis</i> program. | Team Leader, Centre Managers, Gender Officer | VWC, Family Protection Units |
| 5G | Develop a code of conduct for TVETSSP staff, trainers and TVET Centre participants which includes respecting the principles of human rights and gender equality and refraining from committing violent acts. | Team Leader, Gender Officer | |
| 5H | Provide support for TVET Centre participants and TVET Centre staff who are survivors of violence to access health and justice services such as through: <ul style="list-style-type: none"> • special consideration/flexible arrangements for participants; and • paid leave for staff. | Team Leader, Centre Managers | Training Providers |



Workshop on building and maintaining food processing solar dryer units, Espiritu Santo, Sanma Province.

4 IMPLEMENTATION AND MONITORING

The timeframe for implementation of the strategy will be January 2015 until June 2016, the end of Phase 3 of the VTETSSP. An implementation plan will be put in place in early 2015 detailing the required resources and performance indicators for each action. A mid-term review will be conducted in the second half of 2015 to review implementation progress.

It is anticipated that in 2015, an existing VTETSSP staff member will be appointed to oversee implementation of the strategy, with the support of VTETSSP management. This person will also take responsibility for the specific actions assigned to the Gender Officer in 'Section 3 Strategy'.

ANNEX 1: STAKEHOLDER CONSULTATION

The following people were consulted during the development of this strategy document between August and November 2014.

National:

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|--------------------|---|
| Dorosday Kenneth | Director, Department of Women's Affairs |
| Kate Morioka | Policy Adviser, Department of Women's Affairs |
| Merilyn Tah | Coordinator, Vanuatu Women's Centre |
| Blandine Boulekone | (Former) President, Vanuatu National Council of Women |
| Leias Cullwick | Executive Director, Vanuatu National Council of Women |
| Corinne Tarnawsky | Assistant Director, Pacific Gender Equality Advice, Australian Government Department of Foreign Affairs and Trade (Canberra) |
| Patricia Fred | Program Manager - Governance, Australian High Commission, Port Vila |
| David Lambukly | Chief Executive Officer, Vanuatu Qualifications Authority |
| Sam Samuel | Quality Assurance Officer, Vanuatu Qualifications Authority |
| Natalie David | Partnership Coordinator, <i>Stretem Rod Blong Jastis</i> Program |
| Heidi Tyedmers | Technical Advisor for Violence Against Women Pilot, <i>Stretem Rod Blong Jastis</i> Program |
| Libby Hegerty | Vanuatu Education Sector Program |
| Morris Kaloran | Markets for Change Project Coordinator, UN Women |
| Kathryn Gray | Country Manager, Australia-Pacific Technical College |
| Nelly Caleb | National Coordinator, Disability Promotion Advocacy Association |
| Inga Mephram | Program Director, Care International |
| Julie-Ann Sala | Chief Executive Officer, VANWODS |
| Andrina Thomas | Executive Director, Live and Learn |
| Shirley Abraham | Executive Director, Youth Challenge Vanuatu |
| Natalie Felton | Training Coordinator, Youth Challenge Vanuatu |
| Moana Korikalo | Bank Manager, Westpac Banking Corporation |
| Jocelyn Tovovor | Training Coordinator, Westpac Banking Corporation |

Malampa Province:

| | |
|-----------------|--|
| Mothy Viranmal | President, Malampa Provincial Council of Women |
| Naomi Malau | Coordinator, Malampa Provincial Council of Women |
| Shina Timothy | Counsellor, Vanuatu Women's Centre |
| Renjo Samuel | Provincial Education Officer, Department of Education |
| Ben Asmus | Cooperatives Development Officer, Department of Cooperatives |
| Ivan Cyrus | Youth and Sports Officer, Department of Youth and Sports |
| Kevin Moris | Fisheries Development Officer, Department of Fisheries |
| Toufau Kalsakau | Senior Forestry Officer, Department of Forestry |
| Kalite Tamau | Malampa Youth Council |

Sanma Province:

| | |
|----------------------|--|
| Zachariah Daniel | Secretary General, Sanma Province |
| Philip Banban | Department of Agriculture |
| Gibson Tari | Department of Fisheries |
| Thompson Paul | Provincial Education Officer |
| Anna Blessing | Dolasa Women's Handicraft |
| Christian Tukunamoli | Save the Children Fund |
| Joel Daniel | Manager, Matahi Rural Training College/ Nadiutu Secondary School |
| Neman Tangis | Sanma Province Youth Officer |
| Marie Kalsei | Development Facilitator, Channels of Hope for Gender, World Vision |

Torba Province:

| | |
|------------------|---|
| Dick Hopkins | Provincial Education Officer |
| Michael Silona | Provincial Planner |
| Clifton Lonsdale | Youth and Sports Officer |
| Julia Saglea | Department of Cooperatives Officer |
| Arthur Kete | Manager, Fisher Young Rural Training Centre |
| Anna Lenis | Women's representative, Torba PTB |
| Olivia Kieth | Principal, Arep Secondary School |
| Grace Ralph | Vanuatu Women's Centre |

Training Providers:

Representatives from the following training providers were consulted through sessions at a TVET Quality Management Systems training course held in Luganville and Port Vila in October 2014:

Agape Rural Training Centre
Anglican Church of Melanesia
Department of Cooperatives
Edwards Computer Foundation
Epule Rural Training Centre
Fisher Young Rural Training Centre
Listair Advent Training Institute
Londua Technical College
Lorakau Rural Training Centre
Lume Rural Training Centre
Marven Rural Training Centre
Matahi Rural Training Centre
Onesua Presbyterian College
Torgil Rural Training Centre
Vanuatu Agriculture College
Vanuatu Chamber of Commerce and Industry
Vanuatu College of Nurse Education
Vanuatu Institute of Teacher Education
Vanuatu Institute of Technology
Vanuatu Police Training College
Vanuatu Presbyterian Church
Vanuatu Rural Development Training Center Association

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Ministry of Education
and Training

