



Vanuatu Education Support Program (VESP)

Gender, Disability and Social Inclusion Strategy October 2014 – December 2018

Revised June 2017



Australian Government
Department of Foreign Affairs and Trade



Education Support Program (Vanuatu)
is managed by Coffey on behalf of the
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Affairs and Trade

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Annex 1	List of Stakeholder Consultation and Dialogue Meetings
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Acronyms and Terminology

Gender	Gender refers to the socially constructed roles and responsibilities of men, women, boys and girls. Differing gender roles, expectations and values placed on men and women result in disparities in: rights and entitlements; access to and control over resources and decision making at the household, community and national level; poverty levels; and the experience of stigma and discrimination.
Gender and social analysis	Gender and social analysis examines differences in development needs and preferences for men and women and/or boys and girls and socially excluded people such as people and children with disabilities and the differential impact of a development initiative on the economic and social relations between them.
Gender equity	Gender equity is the process of being fair to women and men. Gender equity means steps taken to achieve fairness and justice in the distribution of benefits and responsibilities between women and men. It often requires women-specific programs and policies to end existing inequalities. Equity leads to equality.
Gender equality	Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.
Gender and social inclusion mainstreaming	A strategy for considering and addressing the different needs, perspectives and experiences of women, men, girls, boys, people with a disability, ethnic minorities and other socially excluded people in all aspects of program and policy assessment, design, implementation and evaluation.
Gender sensitivity	Being sensitised to or mindful of the scope for difference in the interests, opinions, roles and circumstances for men, women, boys and girls.
Disability	Disability is a very general term to describe a physical, sensory, cognitive, intellectual and/or mental impairment and how it affects someone's ability to be part of society. Impairments can include anything from a missing finger or a mild learning challenge to blindness or no control of limbs. It is barriers such as physical, institutional and social barriers including negative attitudes that turn impairments into disabilities.
Disaggregated Data	Refers to distinguishing men and women, ethnic minorities, people with a disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.
Social Exclusion and Inclusion	<p>Social exclusion describes a process whereby certain groups in society are systematically excluded from opportunities that are open to others.</p> <p>Groups can be discriminated against on the basis of their sex, age, caste, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live, or other social identity.</p> <p>Social Inclusion means ensuring that socially excluded people have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.</p>

1 Introduction

The Gender, Disability and Social Inclusion Strategy (GD&SI Strategy) was developed in 2015 to highlight how the Vanuatu Education Sector Program (VESP) will support Vanuatu, Australia and New Zealand goals for gender equality, disability inclusion and social inclusion, as well as where and how a focus on these areas will enhance VESP's effectiveness and outcomes.

The GD&SI Strategy relates to the package of support provided by the Australian Department of Foreign Affairs and Trade (DFAT) and the New Zealand Ministry of Foreign Affairs and Trade (MFAT) for VESP being managed by Coffey International Development. The objective of the strategy is to provide clear guidance with entry points and checklist of actions for the integration of gender equality, disability inclusion and social inclusion through VESP-supported activities and to ensure that appropriate analysis and comprehensive planning continues to be undertaken in order to ensure issues of inclusion are addressed.

This revised version of the strategy (June 2017) includes some minor revisions and an Action Plan for the remainder of the current phase of VESP (see Appendix 2) that reflect learnings from a review of the strategy in 2017¹ as well as feedback from ongoing measurement and monitoring of the strategy.

2 Program overview

The Vanuatu Education Support Program is intended to support Government of Vanuatu goals to improve the standard of education across all primary schools in Vanuatu and to ensure progress towards the Millennium Development Goal 2 (MDG2) target of a net primary completion rate of 100 per cent by 2017 to which Vanuatu has committed.

VESP provides targeted support for the Ministry of Education and Training (MOET) Corporate Plan with the long-term goals of improving education quality, providing more equitable access to education and ensuring a well-managed education system. Australia and New Zealand aid programs are providing funds for the VESP through a joint partnership arrangement.

The VESP Objectives are:

- All children achieve functional literacy and numeracy after six (6) years of basic education and are equipped with the skills to continue to the next stage of education as a result of improved education quality
- A comprehensive, adequately funded and inclusive education sector offering more equitable access to education for all
- A well-managed education system at all levels to provide accessible and quality education to all children

The VESP Goals are:

- Goal 1: Improve the quality of education in Vanuatu
- Goal 2: Improve the equitable access to education for children in Vanuatu
- Goal 3: Improve the management of the education system in Vanuatu

The VESP End-of-Program Outcomes are:

- Increase in the number of children (boys and girls) in schooling Years 1-3 in Vanuatu who achieve the national literacy and numeracy standard
- Increase in the number of children (boys and girls) including those with special needs in schooling Years Kindergarten and 1-3 who have access to education

¹ VESP Technical Report – *Implementing the VESP GD&SI Strategy*, June 2017

- Improve education service delivery for schooling Years Kindergarten and 1-3 at central, provincial and school levels in Vanuatu

The initial implementation period of VESP is until June 2018, with a focus on improved access and learning outcomes for children in Years K-3.

In line with the VESP design, the GD&SI Strategy is guided by the following principles with regards to its work on inclusive education:

- Working in partnership with donors to encourage a multi-stakeholder approach to promoting inclusive education
- Building on work done by donors such as UNICEF and other NGOs including World Vision, Save the Children, Oxfam and CARE
- Promoting partnerships and ownership by the community and actively involving community organisations that represent women, girls, people with disabilities and other marginalised community members
- Ensuring that VESP activities take account, as appropriate, of key Government of Vanuatu priorities including the commitment to the elimination of gender based violence

It is within this program context that the GD&SI Strategy has been developed and will be implemented.

The development of the GD&SI Strategy has also been informed by the VESP program design and consultation and dialogue meetings with key stakeholders as well as key policy and planning documents including DFAT's *Pacific Women Shaping Pacific Development Vanuatu Country Plan* (2013–2016); MoET's *Inclusive Education Policy & Education Sector Strategy* (2010-2020); MoET's *Gender Equity in Education Policy* (2005-2015) and the *Vanuatu National Disability Policy* (2008-2015).

3 VESP checklist for gender, disability and social inclusion

The VESP Checklist for GD&SI has been developed to assist VESP to support Vanuatu, Australia and New Zealand and goals for gender equality, disability inclusion and social inclusion across all of its components and to promote appropriate analysis, planning, implementation and review so that issues of gender equality, disability and social inclusion are addressed through VESP benchmarks, targets and implementing strategies and activities.

The key documents for reporting on the GD&SI Strategy are the Six-Monthly Report and the Annual Implementation Plan. The reporting templates require explicit GD&SI reporting (under the heading “mainstreaming gender, disability and social inclusion”) for all annual targets/benchmarks as identified in the VESP Results Framework.

The entry points and identified checklist of actions over page have been developed to assist VESP technical advisers in their work with MoET activity managers to identify how their work can contribute to the achievement of gender, disability and socially sensitive and responsive VESP results. The following entry points and checklist of actions has been reviewed as part of feedback from ongoing measurement and evaluation reporting and, from the strategy review in June 2017 (see Section 5 below: VESP Internal mainstreaming strategies and responsibilities).

VESP Checklist for Gender, Disability and Social Inclusion October 2014 to December 2018

End-of-Program Outcome 1

Improved literacy and numeracy of Year 1-3 students

Intermediate Outcome 1

Schools implementing new curriculum in years 1-3 (literacy and numeracy)

Key Outputs

1.1 New curriculum implemented in Years 1-3

1.2 Training (pre-service and in-service) programs for primary teachers updated to meet quality standards

1.3 ECCE strengthened to support early years learning

Entry Points	Checklist of actions for training and supporting teachers to implement the new curriculum
<p><u>Activity 1.1</u> Curriculum Implementation</p>	<ul style="list-style-type: none"> • Material Development Teams are trained and supported to develop inclusive education materials and gender and disability aware content and methodologies • Curriculum review processes and assessment tools are gender sensitive and disability and socially inclusive • Teacher guides clearly reflect and support inclusive education and are gender sensitive and disability inclusive • Learning materials are gender sensitive and disability and socially inclusive • Teacher support materials provide advice on how to implement subjects or topics traditionally stereotyped as either male or female in ways that promote equity of access for both boys and girls • Teacher support materials and training fosters age appropriate teaching of a) life skills content (in particular scaffolding for reproductive health in subsequent years), b) disability inclusion (in particular scaffolding for diversity, equity and fairness) and c) healthy and respectful relationships (in particular scaffolding for the prevention of family / gender based violence)
<p><u>Activity 1.2</u> Language Policy Implementation</p>	<ul style="list-style-type: none"> • Implementation strategies for the language policy are gender sensitive and disability and socially inclusive • Community consultation processes are inclusive of women and people with disabilities and the representing civil society organisations
<p><u>Activity 1.3</u> Training /Professional Development for New Curriculum</p>	<ul style="list-style-type: none"> • Trainers of the Effective Learning and Teaching course and all other in-service courses apply affirmative action strategies to promote inclusion; courses are gender sensitive and disability inclusive with methodology and techniques for teaching children with diverse abilities, and the development of flexible curriculum, teaching and assessment strategies • Trainers and participants are trained to recognise gender equality and disability inclusion issues and how they impact on literacy and numeracy outcomes • Courses are accessible to both male and female teachers from diversity of geographic locations • Socio-economic status is considered in prioritising access and opportunities for training and for gaining a recognised teaching qualification
<p><u>Activity 1.4</u> VITE Institutional Strengthening</p>	<ul style="list-style-type: none"> • The new policy framework including standards for teacher training and on-going professional development are gender sensitive and disability inclusive • Teacher training program review processes and assessment tools are gender and disability sensitive; revised teacher training programs are gender, disability and socially inclusive • VITE institutional strengthening strategy is gender sensitive and disability inclusive; review processes and assessment tools are gender and disability sensitive • Revised training programs include modules on inclusive education and gender awareness as well as priority gender issues such as the prevention of gender based violence and child protection (including coverage of

	<p>evidence that gender based violence has a significant negative impact of learning outcomes for girls and boys)</p> <ul style="list-style-type: none"> • VITE lecturers are trained in affirmative action strategies and inclusive education content and methodologies to promote gender equality and the equitable participation of people with disabilities in pre-service and in-service courses • Socio-economic status is considered in prioritising access and opportunities for training and for gaining a recognised teacher qualification
<u>Activity 1.5</u> Assessment, Reporting and Monitoring	<ul style="list-style-type: none"> • Curriculum assessment, reporting and monitoring processes and tools are gender sensitive and disability and socially inclusive • Key staff involved in curriculum assessment, reporting and monitoring processes are trained to recognise gender and disability inclusion issues and how they impact on literacy and numeracy outcomes
<u>Activity 2.1</u> ECCE Policy Implementation	<ul style="list-style-type: none"> • SECCE pilot project is monitored for gender, disability and social inclusion • Baseline for the ECCE pilot includes gender and disability sensitive indicators to measure implementation • All ECCE teachers are trained and understand the importance of early identification; all training and professional development for ECCE is gender, disability and socially inclusive • Workshops with parents about early learning are gender sensitive e.g. to ensure active participation by both fathers, mothers and other primary care givers opportunities for father and mother specific workshops could be considered • National Community Campaign is gender sensitive and disability inclusive strives a gender balance in the selection of national champions • ECCE policy review process measures and assess gender and disability dimensions • Policy consultation and review processes promote the equitable participation of women and people with a disability and active involvement of civil society organisations that represent women and people with disabilities • • Procedure development and implemented to ensure that when transition to grade one takes place the Kindergarten teacher informs the grade one teachers if a child needs extra support.

End-of-Program Outcome 2

Children, including with special needs, have access to kindergarten and Years 1-3

Intermediate Outcome 2

Students commencing at right age and transitioning through years 1-3

Output

2.1 Community engagement to support access and participation in early years of schooling.

Entry Points	Checklist of actions for engaging community through school-based management
<u>Activity 3.1</u> School Leadership Program	<ul style="list-style-type: none"> • Revised set of indicators for the school minimum standards include gender and disability sensitive indicators and targets so that school performance in gender and disability inclusive education is monitored and evaluated • Awareness and community advocacy program is gender, disability and social inclusive; community engagement processes promote the equitable participation of women and people with a disability and active involvement of civil society organisations that represent women and people with disabilities • Incentives and approaches are developed to improve the active participation of mothers including mothers with disability and/or mothers of children with disability connected to the school on School Committees

	<ul style="list-style-type: none"> • School committees that reach at least 30% target of women’s representation provided with incentive of a non-financial nature (e.g. central village water supply or sports facilities) • Conduct gender sensitive action research on community based interventions to improve access, at the correct intake age for Year 1, for disadvantaged children (including attention to boys and girls with disabilities). • Action research conducted to include a study to identify, through the school committees, children with specific needs for specialist equipment (e.g. sight and hearing aids) or other support (these services can be facilitated by an Implementing Partner). Other potential areas for action research include a disability needs assessment and trials of the index for inclusion in schools at the early year levels • School committees encouraged to use school grant funding to provide girls and boys with disabilities with specialist equipment or other support • School leaders’ training and development program includes and promotes the MoET Inclusive Education and Child Safeguarding policies; this program also includes promoting positive attitudes to the education of children with disabilities, increases target groups’ sensitivity to the rights of children with disabilities to be educated in local schools and increases knowledge on practical strategies for including children with disabilities in mainstream schools.
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End-of-Program Outcome 3
Effective education service delivery for kindergarten and Years 1 - 3 at central, provincial, and school levels

Intermediate Outcome 3
Provincial officers providing necessary support to school leaders

- Outputs**
- 3.1 Infrastructure planning to support quality facilities and improved access to primary schooling.
 - 3.2 School leadership to support improved learning in classrooms
 - 3.3 Provincial management to support service delivery at school level

Entry Points **Checklist of actions for developing capacity within MoET to deliver and effective well managed and de-concentrated system in Vanuatu**

<p><u>Activity 4.1</u> Primary Schools Construction Program</p>	<ul style="list-style-type: none"> • Assets Management Strategy and Capital Works Plan mainstreams accessibility objectives, activities, guidance and standards and implementation of the strategy and plan are monitored for the application of accessibility dimensions • All classroom upgrades are accessible and comply with requirements in ‘Accessibility Design Guide: Universal Design Principles for the Australia’s Aid Program’ and the National Infrastructure Standards (NIS) and also address the MoET IE and Safeguarding Children policies; • Infrastructure standards for primary school upgrades address the need for accessible, adequate and separate toilets for boys and girls including potable water and soap for hand washing • Community consultations teams comprise a balance of both male and female team members and at least one person with a disability representing the Vanuatu Society for Disabled People • Promotion of equitable participation of women and people with a disability in classroom upgrade consultation processes including their active participation in discussions and decision making • Wherever possible venues for classroom upgrade consultations are accessible to people with a disability and the consultation process promotes the need for accessible venues (e.g. messages developed on the benefits of accessible <i>Nakamal</i> for people with disabilities as well as other community members including frail elders)
<p><u>Activity 4.2</u> School</p>	<ul style="list-style-type: none"> • Standard School Maintenance Plan mainstreams disability accessibility dimensions, e.g., into objectives, activities, guidance, standards and checklists

Maintenance Planning	<ul style="list-style-type: none"> Implementation of the Standard School Maintenance Plan is monitored for the application of accessibility dimensions
<u>Activity 5.1</u> De-concentration of education service delivery to schools	<ul style="list-style-type: none"> Capacity assessment of MoET's workforce capacity to meet legislative and policy objectives includes assessment of capacity and needs in inclusive education, gender and disability awareness and analysis, women's leadership, gender and disability mainstreaming and gender and disability inclusive budgeting All capacity assessment activities including reviews, analyses, identification and documentation processes are inclusive of gender, disability and social inclusion issues and opportunities. Priority activity areas are those related to organisational structure and function, job descriptions (e.g. mainstreaming responsibility for gender, disability and social inclusion outcomes), equal representation on committees (including Teaching Service Commission), equal opportunity especially for female head teachers / principles and females employed in the MoET, particularly gender balance recruitment in senior positions The five-year Management Action Plan and Human Resource Development Plan and their associated progress indicators are inclusive of both specific and mainstream gender and disability dimensions of the MoET's policy areas and reform agenda
<u>Activity 5.2</u> Evidence-based policy and planning	<ul style="list-style-type: none"> Gender, disability other social inclusion dimensions continue to be integrated into School Survey and VEMIS data and data collection tools are monitored for inclusion Categories and types of impairments listed in the School Survey are reviewed and updated to ensure differentiation between impairments is adequate for policy and planning needs, e.g. category of vision impairment disaggregated to indicate type, e.g. blind, low vision or colour blindness) Stakeholders required to complete the School Survey have requisite knowledge and understanding of the listed categories and types of impairments Gender and disability disaggregated as well as gender and disability specific and gender and disability sensitive indicators continue to be integrated M&E and performance reporting frameworks Gender, disability and social inclusion data are translated into accessible and useable formats for stakeholders Evaluation and monitoring activities are designed to include a focus on understanding how gender equality, disability and social inclusion results have contributed to overall activity/project/program/policy effectiveness and outcomes Gender and Disability Inclusive Education Policy and Planning Working Group or Committee established with membership comprises key stakeholders including representatives from civil society organisations representing women and people with disabilities Gender, disability and social inclusion data are being utilised to inform decision making and policy and planning processes Policy and planning processes are informed by available evidence about gender, disability and social inclusion in grey and published literature Policy and planning processes are participatory and include stakeholders from the gender, disability and social inclusion sectors including organisations that represent local women and people with disabilities, e.g. the Vanuatu Society for Disabled People. Promotion of equitable participation of women and people with a disability in policy and planning consultation processes including their active participation in discussions and involvement of civil society organisations representing women and people with disabilities Gender, disability and social inclusion gaps in the policy development, implementation and review process supported by VESP are addressed Child Safeguarding Policy (2017) is raised as a significant social inclusion issue for the policy development and implementation agenda Professional Teacher Standards will include coverage of gender and disability elements including the prevention of sexual harassment, child

	protection and other forms of gender based violence and the sanctioning of misconduct
	<ul style="list-style-type: none"> • The MOET data systems upgrade is inclusive of gender, disability and social inclusion dimensions • Consultation process involves MoET disability and gender desk officers and disability and women's sector stakeholders
VESP communication strategy	<ul style="list-style-type: none"> • The VESP communication strategy is explicit about inclusive education philosophy and principles and gender, disability and social inclusion objectives and indicators

4 Addressing gender based violence

Violence against women and girls is an extreme manifestation of gender inequality, discrimination and power differences between men and women. Violence against women and girls is highly prevalent in Vanuatu. The first joint Government-Vanuatu Women's Council national prevalence study titled *National Survey on Women's Lives and Family Relationships* has graphically illuminated the extent, forms and pretexts for violence including sexual abuse against women and girls. The findings point to the extraordinary normalisation of gendered violence as punishment, conflict resolution and spousal control. A recent 2013 DFAT-funded study on *Citizen's access to Information in Vanuatu-Domestic Violence* found that 79% of men and 81% of women agreed that there are times when a woman deserves to be beaten.

Prevention is pivotal to the eradication of violence against women and girls. The MoET is being supported to play a key role in the prevention of gender based violence by challenging the belief that it is justified and ensuring that positive cultural norms and practices related to women's rights and roles in society become part of the core curriculum in primary and secondary schools and all technical and vocational training institutions. Gender sensitive curriculum that promotes gender equity is a very important primary prevention strategy.

The MoET Child Safeguarding Policy was launched in April 2017. VESP provided support in the development phases of this important policy and will provide support to MoET where appropriate during the initial stages of its implementation.

5 VESP internal mainstreaming strategies and responsibilities

The GDS&I Strategy is a VESP document and, as such, the VESP team bear overall responsibility for implementation of the strategy. It is responsible for oversight and monitoring and evaluation of strategy implementation. As such, VESP will take every opportunity to discuss this Strategy with key MoET staff, stakeholders and VESP staff and advisers.

Responsibility for integrating and reporting gender equality and disability and socially inclusive education will be a standard requirement in the TORs of all advisers, with specific activities in their work plans and performance monitoring.

VESP is providing leadership on gender, disability and social inclusion by ensuring that its own workplace practices such as recruitment and staff training include a focus on gender equality and disability and social inclusion. All VESP staff will receive training on:

- The concepts of gender and disability sensitivity and social inclusion
- Gender equality, HIV/AIDS and disability and why they are important development issues
- Child safeguarding
- Policies and procedures that relate to anti-discrimination and equal opportunities in the workplace
- How to role model appropriate inclusive behaviours and actions to national staff; demonstrating to others including national staff why gender, disability and social inclusion is important to MoET and to VESP and what it means for achieving VESP outcomes.

VESP staff will also be invited to actively participate in awareness raising events such as White Ribbon Day, 16 Days of Action Against Gender Violence, International Women's Day and International Day of People with Disability.

VESP will also forge strong partnerships with other donors, in order to encourage a multi-stakeholder approach to promoting gender equality and inclusive education.

A full-time VESP Gender, Disability and Social Inclusion Coordinator (National) was recruited in 2015 and is responsible to the Secretariat Manager for coordinating and monitoring the implementation of the Strategy.

The Coordinator is available to work closely with advisers, MoET staff and stakeholders to provide ongoing advice and assistance to support their gender, disability and social inclusion work. The Coordinator will be supported by a Gender, Disability and Social Inclusion Mentor (International) who will provide short-term intense inputs in Vanuatu as required, as well as ongoing online support between visits as needed.

The main instruments for reporting on performance against this GD&SI Strategy are the VESP Six Monthly Report and the Annual Implementation Plan. The reporting templates will require explicit GD&SI reporting (under the heading "mainstreaming gender, disability and social inclusion") for all annual targets/benchmarks as identified in the VESP Results Framework.

Reporting will focus on:

- Progress made in implementing GD&SI including any significant challenges to implementation and what is being done to address them, and whether any new opportunities to promote gender equality, disability and social inclusion emerged through VESP activities.
- The gender equality, disability and social inclusion achievements and results that have been achieved by June 2017.
- Lesson learned and the processes and factors that have helped to achieve gender equality and disability and social inclusion results.

Other reporting instruments include a Milestone Report on the Review of the Strategy which was used as the basis for updating the strategy in June 2017.

6 Strategy Action Plan

Findings from the Milestone Review showed that the Strategy continues to fulfil its objectives and meets its reporting requirements. However, it was considered to be timely to fine-tune the impact and effectiveness of the mainstreaming approach that is the cornerstone of the strategy. The Mid-Term Review of VESP (conducted in December 2016) also examined the strategy and recommended that VESP should identify some actions to ensure momentum is maintained around GD&SI reforms. Feedback from internal monitoring and evaluation also suggested that the Strategy in its original form was too broad in ambit. As a consequence the action plan at Appendix 2 was developed to move the Strategy forward from June 2017 to December 2018. It specifies outputs and activities to create closer and deeper engagement with some of the Strategy Entry Points and result in greater impact and effectiveness overall and in particular for the MoET Inclusive Education policy.