



Ministry of Education and Training  
Republic of Vanuatu



# VANUATU GENDER EQUITY IN EDUCATION POLICY



2025 – 2030

# Vanuatu Gender Equity in Education Policy

2025 - 2030



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Republic of Vanuatu  
2025

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## Foreword by the Minister of Education and Training

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In the spirit of Vanuatu’s national motto, ‘long God Yumi Stanap – In God We Stand’, we recognise that our national strength lies in our people. This approach a) translates the Bislama and b) offers an interesting snippet of information, that it is the national motto. Vanuatu’s future prosperity, resilience to climate change, and rich cultural heritage all depend on an educated citizenry. Education is the cornerstone of our identity and the key to unlocking our nation’s full potential.

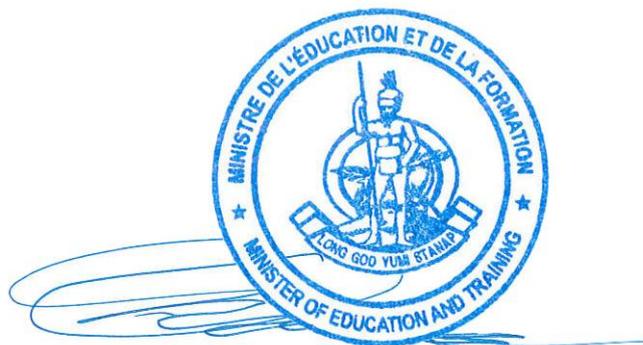
Yet, for too long, barriers of gender, geography, and background have limited the educational journeys of our young people. When girls drop out of school, boys are pushed into stereotypes, and young mothers lose their chance for an education; we lose the future leaders who will build a better Vanuatu.

This Gender Equity in Education Policy is our commitment to change. Every child’s future should be determined by their dreams and diligence, not by their gender. This is both a social imperative and an economic necessity for building a more innovative and resilient nation.

The policy will strengthen our education **governance** systems with data-driven decision-making, invest in our **people** by providing teachers with the tools for inclusive classrooms, and make every school a **safe** and supportive environment for all students.

The successful implementation of this policy requires the continuation of the same national narrative and collective effort that brought it to life. This document is a product of our shared commitment, and on behalf of the Ministry, I extend my deepest gratitude to all who contributed. We are indebted to the tireless work of the Gender Equity Technical Working Group and our Ministry staff. We are grateful for the wisdom of our chiefs, church leaders, and community representatives. We thank our teachers, parents, and students from across our islands for their vital insights. We acknowledge the generous support of our civil society and international development partners. This policy truly reflects your dedication.

I am proud to present this document as our collective pledge to the children of Vanuatu. Let us work together with shared resolve to build a future where every ni-Vanuatu child, on every island, is empowered to thrive, lead, and contribute to a stronger, more prosperous nation.



**Honourable Simil Johnson Youse**  
Minister of Education and Training

## ABBREVIATIONS

<b>ECCE</b>	Early Childhood Care and Education
<b>GEIEP</b>	Gender Equity in Education Policy
<b>MEAL</b>	Monitoring, Evaluation, Accountability, and Learning
<b>MEAL</b>	Monitoring, Evaluation, Accountability, and Learning
<b>MHM</b>	Menstrual Hygiene Management
<b>MoET</b>	Ministry of Education and Training
<b>NGEP</b>	National Gender Equality Policy
<b>NGO</b>	Non-Government Organization
<b>PSET</b>	Post-School Education and Training
<b>SIP</b>	School Improvement Plan
<b>SSP</b>	School Strategic Plan
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>VITE</b>	Vanuatu institute of Teacher Education

## BACKGROUND AND CONTEXT

The Ministry of Education and Training (MoET) recognizes that achieving gender equity in education is fundamental to Vanuatu’s social and economic development and to the realization of the National Sustainable Development Goals (NSDGs).<sup>1</sup> Education that empowers all learner, girls and boys alike- to reach their full potential strengthens families, supports communities, and contributes to a more inclusive, equitable, and resilient nation.

Over the past decade, MoET has made notable progress in expanding access to quality primary education. By 2019, the national Net Enrolment Rate (NER) had reached 96%, accompanied by improvements in retention and academic performance, particularly among girls.<sup>2</sup> Despite these achievements, persistent gender disparities remain across different levels of education and training.

Data from the *Vanuatu Education Statistical Report (2019)*<sup>3</sup> and the *Vanuatu Education Support Program II study, Primary School in Vanuatu: Gendered Expectations, Roles and Results*<sup>4</sup>, indicate that while girls have benefited from recent gains, boys continue to face higher dropout rates, lower literacy outcomes, and greater disengagement in upper primary and lower secondary education. Conversely, girls continue to experience challenges related to safety, early pregnancy, and limited participation in non-traditional learning pathways such as Science, Technology, Engineering and Mathematics (STEM) and technical or vocational training.

### Challenges Affecting Boys

Boys in Vanuatu are increasingly at risk of disengagement and early school leaving, particularly in upper primary and lower secondary levels. In 2019, the dropout rate for boys in Year 6 was recorded at 32%, compared to 28% for girls.<sup>5</sup> Several interrelated factors contribute to this pattern, including:

- Cultural expectations that encourage boys to leave school early to assist with household labour, farming, or income-generating activities;
- Discipline-related issues, absenteeism, and over-age enrolment, which reduce motivation and sense of belonging at school;
- Limited relevance of the curriculum, which remains predominantly academic and offers few applied or technical learning pathways; and
- A shortage of positive male role models, particularly in early grades where male teachers are underrepresented.

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<sup>1</sup> National Sustainable Development Plan (NSDP) 2016-2030, “The Peoples Plan”, Government of Vanuatu.

<sup>2</sup> Vanuatu Education Statistical Report 2019, MoET

<sup>3</sup> *Ibid*

<sup>4</sup> Primary School in Vanuatu : Gendered Expectations, Roles and Results, Vanuatu Education Support Program II ( VESP II), 2019

<sup>5</sup> *Ibid.*,p 2

## Challenges Affecting Girls

Girls have demonstrated steady progress in enrolment, completion, and achievement in national examinations. However, several barriers continue to affect their participation and wellbeing, including:

- Safety and protection concerns, including school-related gender-based violence, bullying, and harassment, particularly during adolescence;
- Inadequate Water, Sanitation and Hygiene (WASH) and menstrual hygiene facilities, which affect attendance and comfort, especially in rural and remote schools;
- Early pregnancy and associated social stigma, leading to temporary or permanent withdrawal from school despite existing re-entry provisions; and
- Underrepresentation in non-traditional learning fields such as STEM and selected vocational trades.

These issues highlight the need for a comprehensive, inclusive, and culturally grounded approach to gender equity—one that recognises the difference but interconnected challenges. The *Gender Equity in Education Policy (GEIEP)* responds directly to these findings by proposing strategies that build on existing progress, address emerging disparities, and ensure that every learner in Vanuatu can thrive within a safe, supportive, and equitable education system.

Building on the foundation of the *2015–2018 Gender Equity in Education and Training Policy*<sup>6</sup>, the revised GEIE Policy reflects both continuity and progress. It has been informed by a national gender gap survey<sup>7</sup> and extensive provincial consultations<sup>8</sup>, including stakeholder workshops held in Norsup (Malekula) and Isangel (Tanna). These consultations identified systemic, institutional, and cultural barriers that continue to limit equal participation and have shaped the policy's updated strategic areas.

The GEIE Policy affirms that achieving true gender equity requires supporting all learners' girls and boys alike to succeed. Anchored in Vanuatu's core values of *Kastom*, culture, and Christian principles, the policy promotes gender equity initiatives that are culturally respectful, inclusive, and collaborative with families, churches, and community leaders. It provides a national framework to advance equitable access, participation, and achievement across all levels of education—from Early Childhood Care Education (ECCE) to Post-School Education and Training (PSET)—ensuring a fair, safe, and high-quality learning environment for every learners in Vanuatu.

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<sup>6</sup> Gender Equity in Education Policy 2015-2018

<sup>7</sup> National Gap Survey

<sup>8</sup> Consultation notes

## Policy Principles

The following core principles guide the GEIEP:

1. Equity, not sameness- Recognise that girls and boys face distinct barriers and respond with targeted strategies that ensure fairness and inclusion for all;
2. Respect for kastom and culture – Promote culturally sensitive approaches that value Vanuatu’s traditions and identity while addressing harmful norms that limit learners’ opportunities;
3. Christian values – Uphold principles of love, respect, service, integrity, and responsibility to nurture moral and ethical learners who contribute positively to society;
4. Community engagement – Strengthen shared responsibility among families, churches, chiefs, and local communities to support equitable education outcomes for every child; and
5. Data-driven decision-making – Use gender-disaggregated data, research, and evidence to guide planning, monitor progress, and ensure accountability across the education system.

## Alignment with National/International Policies and Legislation

### International Commitments

- Sustainable Development Goals (SDGs) – particularly SDG 4 (Ensure inclusive and equitable quality education) and SDG 5 (Achieve gender equality and empower all women and girls).
- Convention on the Rights of the Child (CRC, 1989).
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979).
- Convention on the Rights of Persons with Disabilities (CRPD, 2006).
- Universal Declaration of Human Rights (UDHR, 1948).

### Regional Commitments

- Pacific Regional Education Framework (PacREF) 2018–2030.
- Pacific Platform for Action on Gender Equality and Women’s Human Rights (2018–2030).

## **National Commitments**

- National Sustainable Development Plan (NSDP) 2016–2030 – “The People’s Plan” – especially Society Goals 2 (Quality Education) and 4 (Social Inclusion).
- National Gender Equality Policy (NGEP) 2020–2030.
- Vanuatu Education and Training Sector Strategy (VETSS) 2020–2030.
- Gender Equity in Education Policy (2015–2018).

## **National Laws and Policies**

- Constitution of the Republic of Vanuatu (1980), Education Act (2014, amended)
- Child Protection Policy (2016)
- National Disability Inclusive Development Policy (2018–2025)
- MoET Inclusive Education Policy (2025-2030)
- MoET Child Safeguarding policy

## **Consultation**

### **Government Departments**

- Ministry of Education and Training (MoET)
- Ministry of Health
- Ministry of Justice and community services
- Department of Women's Affairs
- Ministry of Internal Affairs
- Vanuatu Police Force

### **External Organizations / Development Partners**

- CARE International
- KOBLE
- Red Cross Tafea
- SPC (Pacific Community)
- UNFPA
- UNICEF
- VAESP
- VANGO
- World Vision

## Community Representatives

- Parents
- School Chairman
- Malampa Counselling centre

## Policy Scope

This GEIEP is a comprehensive framework for addressing gender equity across Vanuatu's entire **education sector**. It applies to all levels, from national Ministry of Education and Training (MoET) planning to the daily life of every school, and guides the actions of **all stakeholders**, including officials, teachers, and community members. Centred on the needs of every learner from ECCE to PSET, its scope covers everything from **governance** and **teacher quality** to **school safety** and **lifelong learning pathways**. This policy aligns with Vanuatu's **Education Act** and our international commitments, serving as the definitive national roadmap for creating an equitable and empowering education system for all.

## Theory of change

This Theory of Change outlines how implementing the Gender Equity in Education policy will lead to our MoET's ultimate vision.

It is built on a central premise:

### IF WE:

- make the education system more accountable and aware.
- Ensure schools are safe, accessible, and use inclusive teaching methods.
- Create equitable pathways for all learners.
- Provide targeted support for both boys and girls at risk of dropping out.
- Strengthen partnership with families, churches, and communities.

### THEN:

All learners, regardless of gender or background, will be able to **access, participate** in, and **benefit** fully from their education.

### LEADING TO:

An empowered generation of learners who contribute equally to a resilient, inclusive, and prosperous Vanuatu.

## POLICY FRAMEWORK

### Policy Vision

Our vision for Vanuatu is a resilient, gender-equitable education system that is **safe** and **inclusive** for all. An education that **empowers** every child, on every island, to thrive, lead, and build a prosperous future for our nation.

### Policy Goals

#### Goal 1: Build a Responsive and Accountable Education System

To strengthen the governance of Vanuatu's education system by embedding gender equity into all planning, budgeting, and leadership functions. Robust data, strategic communication, and clear lines of accountability will drive this from the national to the community level.

#### Goal 2: Ensure Safe and Inclusive Learning Environment for All Learners

To guarantee that all learners, particularly boys at risk of dropping out and girls vulnerable to discrimination or violence, can learn in environments that are safe, inclusive, and supportive of their wellbeing and potential.

#### Goal 3: Improve Quality and Relevance of Teaching and Learning

To enhance teacher capacity, pedagogy, and curriculum content so that learning is inclusive, culturally relevant, and responsive to the diverse needs and aspirations of boys and girls in Vanuatu.

#### Goal 4: Promote Equitable Access and Lifelong Learning Opportunities

To expand flexible learning and career pathways that empower all learners especially those from marginalised or rural communities to pursue continued education, vocational training, and employment opportunities.

## OUR CORE STRATEGIES

To achieve the goals and objectives of this policy, the Ministry of Education and Training will implement nine interrelated strategies that address gender equity across all levels of education system. These strategies provide a practical roadmap for ensuring that every child, girl or boy, from province to community has the opportunity to learn, grow, and succeed in a safe, inclusive, and empowering environment.

Each strategy builds on existing progress and evidence, aligns with the *Vanuatu Education and Training Sector Strategy (VETSS)*, and responds to findings from 2025 Gender Gap Survey and VESP II research.

## **Strategy 1: Strengthen Communication and Awareness for Gender Equity**

MoET will lead a national awareness campaign, delivered in Bislama, English, and French, to champion gender equity in education. Using channels from Radio Vanuatu to community nakamals, the campaign will engage chiefs, church leaders, and parents to challenge harmful stereotypes and build grassroots support for inclusive, safe learning for all Vanuatu's children.

1. Develop and implement a national gender communication strategy to promote awareness on gender equity, inclusive education, and safeguarding principles at all education level.
2. Conduct regular multimedia campaigns (radio, TV, social media, and community outreach) to challenge gender stereotypes and promote positive norms.
3. Produce and distribute gender-sensitive information materials (posters, brochures, videos) tailored for students, parents, teachers, and communities.
4. Engage community leaders, parents, and youth networks in dialogue sessions (storian) to build support for gender equity in education.
5. Organize annual gender equity awareness events in schools, such as Gender Equity Week, debates, and student-led advocacy programs.
6. Train school-based Gender Focal Points and teachers in effective communication skills to promote gender-responsive practices.
7. Establish partnerships with media organizations to ensure consistent messaging and long-term advocacy on gender equality in education.

## **Strategy 2: Strengthen Governance, Leadership, and Accountability for Gender Equity**

MoET will embed gender equity into the heart of its operations, from national planning in Port Vila down to individual School Management Committees in rural and remote schools. Through clear accountability, leadership development, and coordination mechanisms, MoET will ensure gender equity is a shared responsibility across the education system.

1. Establish a national Gender Equity Implementation Taskforce with clear TORs and reporting lines.
2. Appoint and train Gender Focal Points (GFPs) at provincial, and school levels.
3. Develop and disseminate clear guidelines for GFP roles and responsibilities to ensure alignment and avoid duplication.
4. Conduct regular gender equity leadership capacity-building workshops for MoET officials, school principals, and education officers.
5. Integrate gender equity goals, KPIs, and budget lines into the MoET Corporate Plan (CP), Business Plan (BP) and School Strategic Plans (SSPs).

6. Revise education sector reporting templates to include gender-disaggregated data and gender equity progress tracking.
7. Establish a sustainable funding mechanism by integrating gender equity activities into core MoET budgets and exploring multi-sector partnerships.

### **Strategy 3: Increase Equitable Access to Education for Marginalised Learners**

MoET commits to removing the significant barriers faced by our most marginalized learners, including students in remote outer islands, pregnant girls, and young mothers. Through flexible learning options, support for school re-entry support, and strengthened life-skills and health education, we will ensure that geography, poverty, or pregnancy no longer determine a child's access to education in Vanuatu.

1. Develop and implement a national re-entry policy that supports young mothers and marginalized learners to continue or return to school.
2. Integrate comprehensive Sexual and Reproductive Health(SRH) education into the Basic Science and Life Skills curriculum from year 9 onwards, focusing on puberty, menstruation, reproductive health, STIs, pregnancy prevention, and responsible relationships.
3. Collaborate with the Ministry of Health, teachers, and community leaders to deliver culturally appropriate SRH awareness and programs in schools and communities.
4. Conduct awareness and mindset change campaigns with parents, teachers, churches, and chiefs to reduce stigma against young mothers and to openly discuss gender, health, and respectful relationships.
5. Expand flexible learning options, including community-based and distance learning, especially for rural learners.
6. Provide incentives and support packages for schools that enrol and retain at-risk learners.
7. Establish mentorship and peer-support programs (such as girls' and boys' clubs) to promote positive self-esteem, leadership, and peer education on SRH and gender equity.
8. Regularly monitor and evaluate access programs with communities and learners to ensure continuous improvement.

## **Strategy 4: Ensure Safe, Inclusive, and Gender-Sensitive Learning Environments**

MoET will ensure every school in Vanuatu is a safe, resilient, and supportive space for all students. This will be achieved by enforcing a zero-tolerance policy for school-related gender-based violence, upgrading WASH facilities to be climate-resilient and menstrual hygiene management (MHM)-friendly and integrating child safeguarding into all School Disaster Management and Emergency Plans.

1. Integrate child-safeguarding measures into School Improvement Plan (SIPs) with community involvement.
2. Conduct gender-responsive WASH facility upgrades in schools, prioritizing privacy, water access, and (MHM).
3. Train teachers, school leaders, and staff in trauma-informed, inclusive, and gender-sensitive pedagogies and school safety.
4. Embed life skills and respectful relationship education into curricula and extracurricular activities.
5. Develop and enforce gender sensitive codes of conduct and reporting procedures for all schools.
6. Support peer support groups such as girls' clubs, inclusive youth groups, and leadership forums.
7. Conduct annual safety audits using participatory tools (e.g., girls' safety walks) to assess school environment and respond to issues.
8. Integrate gender equity and safeguarding protocols into all school emergency management and disaster response plans.

## **Strategy 5: Improve Quality of Teaching and Gender-Responsive Pedagogy**

MoET will collaborate with the Vanuatu Institute of Teacher Education (VITE) and Provincial Education Offices to equip all teachers with the skills for gender-responsive pedagogy. Through updated training curricula and school-based mentoring, we will ensure classroom practices in both Anglophone and Francophone schools are inclusive, equitable, and reflect the diverse realities of our students.

1. Review and update pre-service teacher training curricula to integrate gender equity, inclusive education, and child safeguarding principles.
2. Embed gender-responsive pedagogy into ongoing in-service teacher training and professional development programs.
3. Develop, distribute, and regularly update teaching and learning materials that promote gender balance, diversity, and inclusion.

4. Train teacher trainers and school inspectors to monitor and support gender-responsive teaching practices.
5. Establish peer learning networks or communities of practice for teachers to share strategies on inclusive pedagogy and gender equity.
6. Implement school-based coaching and mentoring programs to strengthen gender-sensitive and learner-centred teaching methods.
7. Provide guidelines and tools for inclusive classroom management that ensure equal participation and respect.
8. Promote student leadership and participation through clubs and forums that foster positive gender norms and empowerment.
9. Recruit more male teachers, especially in early childhood and primary schools, as positive role models.
10. Integrate Christian ethical education and local cultural content into teaching practices.

## **Strategy 6: Promote Equitable Participation in PSET, STEM, and Lifelong Learning**

MoET will create clear and equitable pathways for all students, especially young women and those from rural schools, to succeed in post-secondary education and training (PSET). By promoting STEM and non-traditional fields relevant to Vanuatu's development and establishing links with local industries, we will empower the next generation for diverse career opportunities.

1. Conduct inclusive awareness campaigns on scholarships, STEM programs, and career pathways, especially targeting women, girls, and marginalized groups, with information on eligibility, application support, and PSET opportunities.
2. Develop and provide gender-sensitive career guidance through handbooks, counselling services, and awareness materials that encourage both genders to pursue diverse education and career pathways.
3. Promote participation in non-traditional fields by strengthening school programs, implementing early STEM engagement initiatives, and organizing events, workshops, and role model showcases to break gender stereotypes.
4. Foster partnerships with industries and training providers to create internships, apprenticeships, mentoring opportunities, and promote merit-based hiring in non-traditional roles for both genders.
5. Reduce access barriers for rural and disadvantaged learners by providing scholarships, transport, accommodation support, and clear pathways between formal and non-formal education systems.

6. Establish monitoring systems to track enrolment, retention, and post-school employment outcomes disaggregated by gender for continuous improvement and accountability.

## **Strategy 7: Improve Boys' Participation, Retention, and Learning Outcomes**

MoET will address the growing gap in boys' retention and performance, particularly in upper primary and lower secondary education. While ensuring girl's empowerment remains central, true gender equity means supporting both genders to achieve their full potential. This strategy focuses on reducing dropout among boys, improving learning outcomes, and ensuring that education remains relevant, engaging, and responsive to boy's diverse context across Vanuatu.

1. Design and implement targeted initiatives to reduce dropout among boys in upper primary and lower secondary schools, such as mentoring, catch-up programs, and remedial learning support.
2. Integrate applied and practical learning pathways, including technical and vocational modules within the school curriculum, to keep boys engaged in learning.
3. Recruit, train, and support more male teachers, particularly in early childhood and primary education, to serve as positive role models and mentors for boys.
4. Work with parents, chiefs, church leaders, and communities to challenge cultural expectations that push boys into early labor or income-generating activities before completing school.
5. Provide peer mentoring, sports, and extracurricular programs that promote leadership, discipline, and positive engagement among boys.
6. Strengthen data collection and analysis on boy's participation, retention, and performance to guide targeted interventions and monitor progress.
7. Collaborate with NGOs, church, and youth organizations to design community-based initiatives that support boy's learning, well-being, and transition to further education or training.
8. Introduce flexible schooling options for over age or out of school boys.
9. Address discipline and bullying through restorative justice and positive behaviour management.
10. Provide scholarships and financial aid for boys in rural and remote area.

## **Strategy 8: Promote Respect, Safety, and Wellbeing for ALL Learners (ECCE - Junior Secondary)**

MoET will strengthen early learning environments from ECCE to Junior Secondary to promote respect, safety, and Wellbeing among all learners. This approach aims to nurture positive attitudes, empathy, and responsible behaviour from a young age, so that when students transition to secondary or boarding schools, they carry values of respect and care for others. Reports of bullying in boarding schools, especially towards students perceived as different, highlight the need to build understanding and respect early. Guided by Vanuatu's Christian and cultural values, this strategy focuses on fostering safe, inclusive, and caring school communities where every learner can thrive.

1. Integrate values of respect, empathy, and positive behaviour into school activities and life-skills education from ECCE to Junior Secondary schools.
2. Strengthen safeguarding and anti-bullying measures in all schools, with clear guidance for boarding schools.
3. Train teachers, boarding masters, and student leaders on promoting respectful relationships, positive discipline, and student Wellbeing.
4. Engage parents, community leaders, and teachers collaboratively to monitor students' behaviour and Wellbeing, and to address early signs of bullying. Where boys show challenging behaviours or lack understanding, parents and community mentors (including male role models) will engage them in positive group activities such as sports, cultural, or church programs to reinforce respect and responsibility.
5. Establish student peer-support and buddy systems in schools and dormitories to promote inclusion, care, and teamwork among learners.

## **Strategy 9: Use Data and Research to Monitor Progress and Drive change**

MoET will strengthen the Open VEMIS system to ensure the consistent collection and analysis of gender-disaggregated data from every school in the archipelago. This data will be used to monitor progress, identify gaps, and guide evidence-based policy and resource allocation, making our commitment to gender equity measurable and transparent.

1. Establish a national MEAL (Monitoring, Evaluation, Accountability, and Learning) framework, complete with clear gender indicators and a detailed implementation plan, and oversee its phased rollout at the national, provincial, and school levels.
2. Build capacity at national, provincial, and school levels on gender-disaggregated data collection, analysis, and reporting.
3. Strengthen Open VEMIS to capture accurate, gender-disaggregated enrolment, attendance, dropout, and re-entry data.

4. Strengthen Open VEMIS and other data systems to include regular gender audits and evaluations.
5. Develop user-friendly data tools and guidelines tailored for different education levels and capacities.
6. Conduct and publish annual gender equity reports to inform policy, planning, and advocacy.
7. Create feedback loops to share data findings with schools, communities, and stakeholders to promote accountability and action.
8. Encourage research partnerships with universities and NGOs to explore emerging gender issues and innovative solutions.

## MONITORING AND EVALUATION

A monitoring and evaluation plan will be completed following the endorsement of the Gender Equity in Education Policy and its Implementation Plan (Annex A).

## EFFECTIVE DATE

This policy covers a four-year period from 2026-2030.

## REVIEW DATE

A midterm review of the implementation of the Gender Equity in Education Policy will be undertaken by the end of 2028.

A final review will be conducted by the end of 2030, initiated 12 months before the policy's conclusion.

## ANNEX A: IMPLEMENTATION PLAN

2025-2030 IMPLEMENTING STRATEGIES (2028 Mid Review)					
No.	Strategic Area	Activity Description	Support Stake holders	Year 2026 - 2030	Budget
1	<b>Strengthen communication and awareness for Gender Equity</b>	<ol style="list-style-type: none"> <li>1) Develop and implement a National Gender Communication strategy in Bislama, English, and French to promote awareness on gender equity, inclusive education, and safeguarding principles at all levels.</li> <li>2) Conduct multimedia campaigns (radio, TV, social media, community outreach) to challenge gender stereotypes and promote positive norms.</li> <li>3) Organize annual Gender equity week, student debates, and advocacy programs in schools.</li> <li>4) Train school Gender Focal Points and teachers in communication and advocacy skills.</li> </ol>	MoET, Development partners and NGOs	2026 - 2030	2,000,000VT
2	<b>Strengthen Governance, Leadership, and accountability for Gender Equity</b>	<ol style="list-style-type: none"> <li>1) Establish a National Gender Equity Implementation Taskforce and Gender Focal Points at national, provincial, and school levels.</li> </ol>	MoET, Development partners and NGOs	2026 - 2030	1,000,000VT

		<ul style="list-style-type: none"> <li>2) Integrate gender equity KPIs and budget lines into MoET Corporate and Business Plans and school strategic Plans.</li> <li>3) Conduct annual leadership and gender mainstreaming training for MoET officials, principals, and officers.</li> <li>4) Develop a reporting and accountability framework on gender equity progress (Annual report).</li> </ul>			
3	<b>Increase Equitable Access to Education for Marginalized Learners</b>	<ul style="list-style-type: none"> <li>1) Finalize and implement a Re-Entry and flexible learning policy for young mothers and out of school learners.</li> <li>2) Integrate life skills and reproductive health education with Basic science and Life skills curricula from year 9 onwards.</li> <li>3) Conduct community awareness and mindset change programs to promote open discussion and reduce stigma.</li> <li>4) Expand community based and distance learning programs.</li> <li>5) Provide support packages (scholarships, materials, counselling) for at-risk learners.</li> <li>6) Establish mentorship and peer-support networks promoting health, leadership, and wellbeing.</li> <li>7) Monitor and evaluate re-entry and access initiatives with schools and communities.</li> </ul>	MoET, Development partners and NGOs	2026 - 2030	2,000,000VT

4	<b>Ensure safe, inclusive, and Gender-Sensitive Learning Environments</b>	<ol style="list-style-type: none"> <li>1) Upgrade WASH and MHM facilities in schools to meet gender and climate resilient standards.</li> <li>2) Train teachers in trauma informed, inclusive and gender-sensitive pedagogy and school safety.</li> <li>3) Integrate child safeguarding and gender equity into school improvement plans (SIPs).</li> <li>4) Conduct Annual Safety audits and student-led safety committees.</li> </ol>	MoET, MOH, Development partners and NGOs	2026 - 2030	1,500,000VT
5	<b>Improve quality of Teaching and Gender-Responsive pedagogy</b>	<ol style="list-style-type: none"> <li>1) Integrate gender responsive pedagogy and inclusive education modules into VITE pre-service and in-service teacher training.</li> <li>2) Provide ongoing mentoring and coaching for teachers on inclusive classroom practices.</li> <li>3) Develop and distribute gender balanced teaching and learning materials.</li> <li>4) Establish peer-learning networks for teachers to exchange best practices on gender equity.</li> </ol>	MoET, Development partners and NGOs	2026 - 2030	1,500,000VT
6	<b>Promote Equitable Participation in PSET, STEM, and Lifelong Learning</b>	<ol style="list-style-type: none"> <li>1) Conduct inclusive awareness campaigns on scholarships, STEM, and career pathways for girls and marginalised groups.</li> <li>2) Develop career guidance materials and counselling services promoting non-traditional pathways.</li> <li>3) Strengthen partnerships with industries for internships and apprenticeships for both genders.</li> </ol>	MoET, Development partners and NGOs	2026 - 2030	2,000,000VT

		4) Track PSET enrolment and empowerment outcomes disaggregated by gender.			
7	<b>Improve Boys' Participation, Retention, and Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1) Implement mentoring and catch up programs for boys at risk of dropout.</li> <li>2) Integrate applied learning and technical modules into the national Curriculum.</li> <li>3) Recruit and support more male teachers, particularly in early grades.</li> <li>4) Engage communities, chiefs, and churches to advocate for boys' retention in school.</li> </ol>	MoET, Development partners and NGOs, communities, Church leaders	2026 - 2030	3,000,000VT
8	<b>Promote Respect, Safety, and wellbeing for ALL Learners (ECCE-Junior Secondary)</b>	<ol style="list-style-type: none"> <li>1) Integrate respect and positive behaviour education into school programs, life skills, and extracurricular activities.</li> <li>2) Train teachers, principals, and boarding staff on child safeguarding, counselling, and positive behaviour management.</li> <li>3) Conduct joint school-community awareness sessions with parents, chiefs, and church leaders to promote respect and monitor student behaviour.</li> <li>4) Establish and support peer-support or buddy systems to promote inclusion and wellbeing in schools and dormitories.</li> </ol>	MoET, Provincial Education Offices, Churches, Parents, NGOs	2026 - 2030	3,000,000VT

9	<b>Use Data and Research to Monitor Progress and Drive Change</b>	<ol style="list-style-type: none"> <li>1) Develop a national MEAL framework with clear gender indicators and train education officers in data collection and reporting.</li> <li>2) Strengthen Open VEMIS to capture and analyse gender-disaggregated data.</li> <li>3) Conduct and publish annual Gender Equity Reports to inform policy and planning.</li> <li>4) Promote research collaborations on emerging gender issues.</li> </ol>	MoET, Development Partners and NGOs	2026 - 2030	2,000,000VT
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## ANNEX B: GENDER EQUITY IN EDUCATION POLICY (2025-2030)-RESULTS FRAMEWORK

Policy Procedure	Objective	Key Activities	Outputs	Outcomes	Indicators	Responsibility	Support Partners	Timeline
<b>1. Strengthen communication and awareness for Gender Equity</b>	Increase awareness and promote positive attitudes towards gender equity in education	<ul style="list-style-type: none"> <li>▪ Develop and implement National Gender Communication Strategy in 3 languages.</li> <li>▪ Conduct multimedia campaigns.</li> <li>▪ Organize annual Gender Equity Week and advocacy programs.</li> <li>▪ Train Gender Focal Points and teachers in communication.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication strategy document.</li> <li>▪ Number of campaigns conducted.</li> <li>▪ Gender Equity Week held annually.</li> <li>▪ Trained teachers and Gender Focal Points.</li> </ul>	Improved knowledge and positive attitudes on gender equity across education communities.	<ul style="list-style-type: none"> <li>▪ Percentage of schools participating in Gender Equity Week.</li> <li>▪ Number of people reached through campaigns.</li> <li>▪ Number of trained advocates.</li> </ul>	MoET Communications Unit, Schools	NGOs, Media, Community leaders, Development partners	2026 - 2030
<b>2. Strengthen governance, leadership, and accountability</b>	Embed gender equity in education governance and ensure accountability	<ul style="list-style-type: none"> <li>▪ Establish Gender Equity Taskforce and Gender Focal Points at all levels.</li> <li>▪ Integrate gender KPIs and budget lines into MoET and school plans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gender Equity Taskforce established.</li> <li>▪ Gender KPIs integrated.</li> <li>▪ Trained leadership and GFPs.</li> </ul>	Strengthened leadership commitment and accountability to gender equity	<ul style="list-style-type: none"> <li>▪ Percentage of schools with gender-responsive plans.</li> <li>▪ Number of trained officials.</li> </ul>	MoET Leadership, Provincial Education Offices	Development partners, NGOs	2026 - 2030

		<ul style="list-style-type: none"> <li>Conduct leadership and gender mainstreaming training.</li> <li>Develop reporting and accountability framework.</li> </ul>	<ul style="list-style-type: none"> <li>Annual gender equity progress reports.</li> </ul>		<ul style="list-style-type: none"> <li>Reports produced on gender equity progress.</li> </ul>			
<b>3. Increase equitable access for marginalized learners</b>	Remove barriers and promote the wellbeing of marginalised learners through flexible learning and holistic education	<ul style="list-style-type: none"> <li>Finalize and implement re-entry and flexible learning policies.</li> <li>Integrate life skills and reproductive health education into the curriculum.</li> <li>Conduct community mindset-change awareness sessions.</li> <li>Expand flexible learning and provide support packages.</li> <li>Establish mentorship and peer networks.</li> </ul>	<ul style="list-style-type: none"> <li>Policies developed and implemented.</li> <li>SRH/life skills modules integrated.</li> <li>Awareness sessions held.</li> <li>Mentorship programs active.</li> <li>Learners supported.</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolment, retention, and re-entry rates of marginalized learners.</li> <li>Increased SRH and life skills knowledge among student.</li> <li>Enhanced community support for gender equity and youth wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage increase in marginalized learner enrolment.</li> <li>Number of schools teaching life skills and reproductive health content.</li> <li>Percentage of parents/teachers participating in mindset-changed sessions.</li> <li>Percentage of learners demonstrating improved wellbeing knowledge.</li> </ul>	MoET, CDU, Provincial Education offices	Ministry of Health, NGOs, Development partners, churches, community leaders	2026 - 2030

<b>4. Ensure safe, inclusive, and gender-sensitive learning environments</b>	Provide safe and supportive school environments	<ul style="list-style-type: none"> <li>■ Upgrade WASH and MHM facilities.</li> <li>■ Train teachers in trauma-informed and gender-sensitive pedagogy.</li> <li>■ Integrate safeguarding into school plans.</li> <li>■ Conduct safety audits and establish safety committees.</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilities upgraded.</li> <li>■ Number of trained teachers.</li> <li>■ Child safeguarding integrated in SIPs.</li> <li>■ Safety audits conducted annually.</li> </ul>	Schools are safe, inclusive spaces free from gender-based violence.	<ul style="list-style-type: none"> <li>■ Number of schools with improved facilities</li> <li>■ Percentage of trained teachers</li> <li>■ Number of safety incidents reported</li> </ul>	Schools, MoET	NGOs, Community leaders, Health sector	2026 - 2030
<b>5. Improve quality of teaching and gender-responsive pedagogy</b>	Equip teachers with skills for inclusive and gender-responsive education	<ul style="list-style-type: none"> <li>■ Integrate gender modules into pre-service and in-service training.</li> <li>■ Provide mentoring and coaching.</li> <li>■ Develop and distribute gender balanced materials.</li> <li>■ Establish teacher peer learning networks.</li> </ul>	<ul style="list-style-type: none"> <li>■ Updated curricula and training programs.</li> <li>■ Mentoring sessions conducted.</li> <li>■ Teaching materials distributed.</li> <li>■ Peer learning networks active.</li> </ul>	Improved classroom practices supporting gender equity and inclusion.	<ul style="list-style-type: none"> <li>■ Percentage of teachers trained</li> <li>■ Number of mentoring sessions held.</li> <li>■ Availability of gender-responsive materials.</li> </ul>	VITE, Provincial Education Offices, Schools	Development partners	2026 - 2030
<b>6. Promote equitable participation in PSET, STEM, and lifelong learning</b>	Increase participation of girls and marginalized groups in PSET and STEM	<ul style="list-style-type: none"> <li>■ Conduct awareness campaigns on scholarships and STEM.</li> <li>■ Develop career guidance and counselling materials.</li> </ul>	<ul style="list-style-type: none"> <li>■ Campaigns conducted.</li> <li>■ Guidance materials developed.</li> <li>■ Partnerships formalized.</li> </ul>	Increased access and success of marginalized groups in higher education and STEM fields.	<ul style="list-style-type: none"> <li>■ Percentage of increase in female and marginalized group enrolment.</li> <li>■ Number of partnerships.</li> </ul>	MoET, PSET institutions, Industry partners	NGOs, Development partners	2026 - 2030

		<ul style="list-style-type: none"> <li>Strengthen industry partnerships for internships.</li> <li>Track enrolment and outcomes by gender.</li> </ul>	<ul style="list-style-type: none"> <li>Gender-disaggregated data on enrolment.</li> </ul>		<ul style="list-style-type: none"> <li>Reports on enrolment and employment outcomes.</li> </ul>			
<b>7. Improve boys' participation, retention, and learning outcomes</b>	Reduce dropout and improve outcomes for boys	<ul style="list-style-type: none"> <li>Implement mentoring and catch-up programs.</li> <li>Integrate technical and applied learning.</li> <li>Recruit and support male teachers.</li> <li>Engage communities to support boys' education.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring programs operational.</li> <li>Curriculum revised.</li> <li>Increased male teacher recruitment.</li> <li>Community advocacy activities held.</li> </ul>	Increased retention and improved performance of boys.	<ul style="list-style-type: none"> <li>Dropout rates among boys.</li> <li>Number of boys in mentoring programs.</li> <li>Number of male teachers recruited.</li> </ul>	Schools, Provincial Offices, MoET	NGOs, Churches, Community leaders	2026 - 2030
<b>8. Promote Respect, Safety, and Wellbeing of ALL Learners (ECCE-Junior Secondary)</b>	To build respectful, safe, and caring learning environments from early childhood to junior secondary levels that prevent bullying and promote wellbeing.	<ul style="list-style-type: none"> <li>Integrate respect and positive behaviour programs in schools.</li> <li>Train teachers and boarding staff on safeguarding and counselling.</li> <li>Conduct parent–community awareness and engagement sessions.</li> <li>Establish peer-support and buddy systems in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Positive behaviour activities delivered.</li> <li>Trained teachers and boarding staff.</li> <li>Active community engagement sessions.</li> <li>Peer-support systems operating.</li> </ul>	Learners demonstrated improved behaviour, feel safe, and are supported at school and in boarding environments.	<ul style="list-style-type: none"> <li>Percentage of schools implementing respect and wellbeing programs.</li> <li>Number of trained teachers and staff.</li> <li>Reduction in bullying incidents reported.</li> </ul>	MoET, Provincial Education Offices, Schools	Churches, Chiefs, NGOs, Parents	2026 – 2030

<p><b>9. Use data and research to monitor progress and drive change</b></p>	<p>Strengthen data systems and use evidence for decision-making</p>	<ul style="list-style-type: none"> <li>■ Develop MEAL framework with gender indicators.</li> <li>■ Train officers on data collection and reporting.</li> <li>■ Strengthen Open VEMIS for gender data.</li> <li>■ Publish annual gender equity reports.</li> <li>■ Promote research partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>■ MEAL framework operational.</li> <li>■ Trained staff.</li> <li>■ Updated VEMIS system.</li> <li>■ Published reports.</li> <li>■ MOUs with research partners.</li> </ul>	<p>Enhanced evidence-based policy and resource allocation.</p>	<ul style="list-style-type: none"> <li>■ Percentage of schools submitting gender data.</li> <li>■ Number of reports published.</li> <li>■ Number of research projects conducted.</li> </ul>	<p>MoET MEAL Unit, Schools</p>	<p>Research institutions, NGOs, Development partners</p>	<p>2026 - 2030</p>
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## ANNEX C: DEFINITIONS

**Empowerment:** Refers to the process of building confidence, skills, and opportunities for learners especially girls and marginalised groups so they can make informed decisions and actively contribute to their families, communities, and the nation.

**Data-driven Decision Making:** Refers to the systematic use of gender-disaggregated data, monitoring, and research to inform education policies, guide planning, and ensure accountability for achieving gender equity goals across all levels of the education system.

**Gender:** Refers to the socially constructed roles, responsibilities, and behaviours that society assigns to men, women, boys, and girls. In Vanuatu, these roles are shaped by kastom, religion, and community practices, and influence how individuals participate in education and community life.

**Gender Equality:** Refers to the state in which women, men, boys, and girls enjoy the same rights, responsibilities, and opportunities in education and society. Gender equality means that learners' futures are not limited by their gender.

**Gender Equity:** Refers to fairness in treatment for women, men, boys, and girls according to their respective needs. Gender equity recognises that special measures may be required to overcome barriers faced by certain groups, such as girls, young mothers, or marginalised boys, to ensure they can fully access and benefit from education.

**Gender Responsiveness:** Refers to recognising gender differences and inequalities in education policies, programs, and practices, and taking active steps to address them so that all learners can participate equally and achieve their potential.

**Gender-Sensitive Learning Environment:** Refers to a school environment that respects the needs of both girls and boys, provides safety from violence or discrimination, and ensures facilities, teaching practices, and codes of conduct support equal participation and well-being of all learners.

**Inclusion / Inclusive Education:** Refers to ensuring that every learner, regardless of gender, disability, socio-economic status, or location, has equal opportunity to access, participate in, and succeed in education.

**Lifelong Learning:** Refers to opportunities for learning beyond formal schooling, including technical and vocational training, higher education, and community-based education, enabling all ni-Vanuatu learners to gain skills and knowledge throughout their lives.

**Marginalised Learners:** Refers to learners who face barriers to full participation in education, including girls in rural and remote areas, young mothers, and children with disabilities, out-of-school youth, and boys at risk of dropping out.

**Safeguarding:** Refers to the responsibility to protect all learners from harm, abuse, neglect, exploitation, or violence within the education system.

**Safeguarding Policy:** Refers to the MoET’s framework that outlines procedures to protect children and young people from harm in education settings.

**Wellbeing:** Refers to the physical, emotional, and social health of learners. In education, wellbeing includes feeling safe, respected, and supported to participate fully in learning and school life.