

Gender Equity in Education Policy

2005-2015

Ministry of Education
Government of Vanuatu

The Minister's Message

Internationally, attention is focused on ensuring that both males and females benefit equally from their participation in education. Education is recognised as playing a key role in sustainable social and economic development. It is a human right and an essential tool for achieving equality, development, and peace. Non-discriminatory education benefits everyone.

The Ministry of Education is committed to promoting gender equity and this policy is designed to assist us to actively meet that commitment. I am delighted that the Ministry of Education has produced the first government sector gender equity policy in Vanuatu.

The goal of the policy is to provide equal opportunities for boys and girls, men and women in education. This policy provides us with the principles and the actions that will help guide our work. Its focus is gender equity in the formal education sector, from pre-school to tertiary. It involves changes in the way we think about education and how education is delivered and organized.

Everyone who works in education has a responsibility to promote gender equity and assist with the implementation of this policy. For this policy to be successfully implemented we must all work together, only then will gender equity in education be realised.



Joe Natuman
Minister of Education.



Acknowledgements

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Summary

Goal

The goal of this policy is to provide equal opportunities (EO) for everyone in education that are not determined by their gender.

Objectives

1. Establish an effective gender equity implementation and monitoring system.

Tasks:

- MOE establish a Gender Desk
- Gender Officers appointed
- Gender policy distributed
- Carry out training of education personnel in EO
- Seek donor funding to implement the gender equity in education policy
- Develop gender equity handbook

2. Reduce girl's drop/push out rates in Years 11, 12, 13.

Tasks:

- MOE to direct schools to stop the expulsion of pregnant girls and allow girls who have given birth to return to school
- Develop and implement awareness programme to promote the value of girls continuing with their education including pregnant girls and girls who have given birth
- Provide secondary schools with enough boarding facilities for girls
- Research establishing single sex senior secondary schools
- Research the causal factors of girls high drop/push out rate at all levels

3. Provide a safe learning environment for all students

Tasks:

- Develop a comprehensive harassment and safety policy covering students and staff in all schools
- Provide professional development on harassment for principals and inspectors
- Implement harassment policy in all schools
- Monitor progress of implementation

4. Increase the number of females applying for and being awarded scholarship including post-graduate scholarships

Tasks:

- Provide school guidance teachers with professional development on scholarships
- Carry out scholarship awareness in all secondary schools on an annual basis

5. Increase the number of females taking science mathematics and technical subjects

Tasks:

- Develop and implement an awareness programme to promote the value of girls taking science, mathematics and technical subjects

6. Increase the number of female students in technical education

Tasks:

- Develop and implement an awareness programme to encourage girls to study technical education at the tertiary level
- Develop and implement an awareness programme to encourage employers to employ males and females on merit in non traditional areas
- Make available all technical subjects to both males and females in secondary schools
- Provide pathways for students from formal to non formal systems through TVET

7. Provide career guidance and subject choice advice for both males and females that does not limit student's employment/work options on the basis of their sex

Tasks:

- Develop a career guidance handbook that encourages both males and females to study and work in non stereotypical gender areas (including using the Girls Can do Anything book already completed)
- Train all pre service teachers in career guidance and use of the handbook as a part of the required courses for all secondary pre-service teachers
- Develop a system for evaluating the career guidance handbook and programme

- Carry out in-service training for School Guidance Teachers on the use of the handbook

8. Develop curricula, resources and courses that are gender inclusive

Tasks:

- Provide professional development for CDU and VITE staff on developing gender inclusive curricula
- Provide in-service and pre-service training on the implementation of a gender inclusive curricula
- Implement gender inclusive curricula

9. Increase the number of female principals and females in other senior positions

Tasks:

- Develop an Equal Employment Opportunity (EEO) in Education policy
- Identify and professionally develop women for senior positions
- Review and amend existing selection criteria for principal's positions for gender equity
- Change the title of leaders of primary and secondary schools to The Principal and include in all aspects of the work of the Ministry of Education

10. Increase the number of females employed in the Ministry of Education administration, particularly in senior positions

Tasks:

- Develop a recruitment drive to encourage women with relevant experience and qualifications to apply for positions in the Ministry of Education

11. Increase women's representation on committees; including the Teaching Service Commission (TSC)

Tasks:

- Change the Teaching Service Act No 15 of 1983 to allow for the appointment of at least two women and two men to the TSC, the fifth member to be either a man or a woman
- Review and revise the Teaching Service Act No 15 of 1983 so that the language used in the Act is gender inclusive and does not exclusively use the male pronouns as at present

12. Recruit more women to train as secondary teachers

Tasks:

- Develop and implement an awareness programme to encourage females to apply for secondary teacher education

13. Accurately track the progress towards achieving gender equality in education

Tasks:

- Develop a policy that covers the collection and reporting of sex disaggregated data so progress can be accurately tracked
- Seek donor funding for a TA with expertise in data collection and reporting to work with MOE Statisticians on developing consistent systems and processes for the collection of sex disaggregated data
- Develop consistent systems of collecting and reporting sex disaggregated data
- Provide professional development for principals on reporting sex disaggregated data to the MOE

The purpose of this policy

The purpose of this Gender Equity in Education Policy is to ensure that girls and boys, women and men of Vanuatu equally benefit from their participation in education

The goal of this policy

The goal of this Gender Equity in Education Policy is to provide equal opportunities (EO) for everyone in education that are not determined by their gender.

The policy covers the formal education sector including pre-school, primary, secondary and tertiary education.

Why we need this policy

Education improves the quality of life. It promotes health, expands access to paid employment, increases productivity and facilitates social and political participation. It is fair and equitable that both men and women should experience these benefits. The

education of girls and women is an important cultural, economic and social investment.

Investment in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth.

However, considerable gender inequalities exist in the education sector in Vanuatu. These were identified in a gender analysis of the education sector that was carried out in 2002. For example in 2002:

- Only one third of enrolments in technical and vocational were female
- Females were under-represented in Year 11 (44.3%), Year 12 (45.3%) and Year 13 (42.1%)
- Females made up 36% of the secondary teaching force but only 8% of the secondary school principalships
- Only one third of scholarship applications were received from females
- Only one third of those employed in the Ministry of Education were female
- All the directors of education were male
- Males and females tend to study gender stereotypical subjects, for example males were more likely to study science subjects and females arts subjects

The background to this policy

The international context

The Government of Vanuatu has ratified two important and influential international conventions, The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC) and has also endorsed the Pacific Islands Basic Education Action Plan. The ratification of these conventions requires the Government of Vanuatu to take steps to ensure gender equity in education.

The Vanuatu context

The Government of Vanuatu has indicated its commitment to gender equity through provisions detailed in the Constitution and the Comprehensive Reform Programme.

The Education Act No. 21 of 2001, Part 1, 8(1) states:

“A child is not to be refused admission to any school on account of his/her gender, religion, race, nationality, language or disability. ”

Eliminating gender inequalities in education is an important goal of the Ministry of Education. This commitment is detailed in the Ministry’s Corporate Plan 2004-2006 and Education for All Action Plan 2001-2015 (Priority Goals 2 and 5). In particular, the provision of free and compulsory primary education (as stated in Priority Goal 2) will be an important strategy in eliminating gender disparities in participation in primary education.

This policy is designed to assist the Ministry of Education meet these commitments.

Values and principles guiding this policy

The Vanuatu education system encourages, supports and promotes gender equity in education. Gender equity in education at all levels is essential to a positive learning experience where both males and females are given the same opportunities to reach their full potential. The following are the values and principles guiding this policy:

- Fairness in education is a human right for everyone;
- Providing high quality education for all students (male and female) is the professional responsibility of all those working in education;
- Being male or female does not determine our capacity to learn or to work, both males and females are equally capable;
- Being male or female should not determine which subjects are studied or which careers are followed;
- Equality of opportunity may at times mean that either males or females are treated differently for a period of time;
- Action needs to be taken to improve education for females and the employment of women in the education system;
- People need to be treated as individuals as there are differences between females and males, there are differences between females, and there are differences between males;
- Cultural practices/attitudes based on gender must not limit the educational opportunities of anyone;

- Education must prepare males and females for life in both the modern world and the traditional/cultural world; and
- To be able to learn and work effectively people must be safe, any form of harassment/bullying in education is completely unacceptable.

Culture and gender equity

There are many different cultures in Vanuatu that sustain and enrich the lives of its people. These cultures have evolved over many centuries. Cultural practices vary from island to island and within islands.

Culture does not stand still, over time it changes. This is the case in Vanuatu, for example over the last 150 years Christianity has become central in lives of many Ni Vanuatu. While it is important to preserve those aspects of culture that help sustain and enrich people it is also important to change those aspects that limit people's opportunities based on their gender. Both males and females should value each other and be valued equally in all aspects of their lives, including education.

It is acknowledged that many families struggle to find the money to pay school fees and sometimes it is impossible to pay for all their children to attend school. Often a boy is chosen to continue his education because a girl on marriage will leave her family. In this case, the child's sex rather than their ability determines their educational future. This practice disadvantages girls yet we know that when girls are educated the return to the family in terms of improved health is great, the whole family benefits. However, until Vanuatu has a free education system this practice disadvantages girls.

Over the years there have been some gains in reducing the gender disparities in accessing formal education. For example, in the primary school sector males and females are almost equally represented.

Disability and gender equity

Boys and girls with disabilities are less likely to receive an education than other children. Girls with disabilities are a particularly vulnerable group and seldom receive an education; they are less visible than boys with disabilities. All aspects of this policy include boys and girls with disabilities.

Gender inequality

Gender inequalities occur when there are differences in male's and female's ability to access and participate in education as students and employees. There are many different reasons why gender inequalities occur and these differ from country to country. Discrimination is an aspect of gender inequality and involves treating males and females unfairly.

A number of areas of gender inequality in education in Vanuatu have been identified. Research has shown in almost all the areas of the formal education system females are more disadvantaged than males. These include:

- More males than females participate in primary, secondary, tertiary, technical and university education;
- More males than females are employed in education;
- Females are underrepresented in senior positions and on committees in education;
- Females and males study gender stereotypical subjects; and
- Females drop out and are pushed out of education at a higher rate than males.

In addition, during the consultation process for this policy a number of other issues were identified that in particular limit the educational opportunities of females. These include:

- Pregnant girls are expelled from school, this is a discriminatory practice;
- Some schools have unsafe environments where students are bullied and harassed by other students and by staff; and
- Girls with disabilities are a particularly vulnerable group

Strategies have been developed (see the Logframe and Action Plan) that address these inequalities. Implementing these strategies is the responsibility of everyone who works in education.

Inclusive language

This policy uses inclusive language. How we use language reflects how our society and culture sees the role of men and women. It can also limit what people think is possible and appropriate. If when we write and talk about the principal we use "he" or "Headmaster" or we refer to a Chairperson as the Chairman then women can and often do believe that these are positions that are only for men.

The Ministry of Education is committed to using gender inclusive language in all its activities throughout all levels of the education system of Vanuatu.

Implementing this policy

Gender mainstreaming

Gender mainstreaming is the process that will be used to achieve the objectives outlined above. This means there will be a consistent use of a gender perspective in all activities in all educational organisations and by all those working in education.

Gender mainstreaming requires us to examine and change those attitudes and practices that contribute to gender inequalities in education. Some will be easier to change than others. It will take time and will involve professional development and the allocation of resources.

So that gender mainstreaming becomes an integral part of educational planning and implementation an extensive professional development programme will be needed.

Responsibility

The overall responsibility for the implementation of this policy will be the Department of Policy and Planning in the Ministry of Education through provincial education boards, school councils, principals and teachers.

Gender desk

A Gender Desk will be established within the Ministry of Education to oversee the implementation and monitoring of this policy. This will comprise of two Gender Officers (GO), one male and one female. Provincial Education Officers will also appoint a staff member as the Provincial Gender Officer (PGO) to oversee the implementation of this policy in their province. In addition, secondary schools will assign to a teacher the responsibility of implementing the relevant aspects of this policy in their respective schools. This person shall be called the School Guidance Teacher (SGT).

Gender equity handbook

To assist with the implementation of the policy a gender equity in education handbook will be developed.

Education and awareness raising

Education and awareness raising of gender equity issues in education was identified in the consultation process as the single most needed strategy. This includes education and awareness raising administrators, teachers, students, parents and communities. Therefore, education and awareness raising of will be incorporated into all the activities identified in the Action Plan 2005-2015.

Monitoring and evaluating progress

Monitoring and evaluating progress towards gender equality in education will be carried out every three years. The data gathered in the 2002 gender analysis of the education sector will be used as base line data against which progress will be measured. The first review of progress will be undertaken mid 2010.

Timeline and priorities

This Gender Equity in Education policy covers a period of ten years from 2005-2015. Some changes can be implemented immediately; they include discriminatory practices that do not require the allocation of resources or professional development. For example, girls who become pregnant while at school will no longer be expelled but allowed to remain at school to continue their education and allowed to return after the birth.

Other changes will be phased in over ten years (2005-2015). These are changes that require significant attitudinal change, allocation and professional development. Using a national consultation process, these changes have been prioritized (see Action Plan). For example, to increase the number of girls taking non-traditional and technical subjects a national awareness raising programme will need to be implemented to develop and raise awareness amongst teachers, students, parents and communities.

Financial considerations

The Ministry of Education has limited financial and human resources. Therefore, in 2005 funding will be sought from a donor to assist with the implementation of all aspects of this policy.

Defining Terms

Gender

Gender refers to the socially and culturally constructed differences and relations between men and women that are learned, vary widely among societies and cultures, and change over time.

Sex

Sex refers exclusively to biological differences between men and women.

Gender equality

Gender equality between men and women, involves the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid sex roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equity

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment, or treatment that is different but that is considered equivalent in terms of rights, benefits, obligations and opportunities.

Gender mainstreaming

Gender mainstreaming is a strategy for making women's and men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender analysis

Gender analysis is a tool to identify the differences between women and men regarding their specific roles, activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making. It studies

the linkages of this and other factors in the larger social, economic, political and environmental context.

The Ministry of Education completed a gender analysis of the education sector in 2002.

Affirmative action

Affirmative action is when programmes and actions are used to assist and support identified groups of people who are disadvantaged. It does not mean that people of lesser ability are appointed to or selected for positions, or awards, or places on training programmes. Merit still applies. However, sometimes we need to examine how we understand and apply merit.

Merit

Merit applies when you select the best person for the position or scholarship etc. However, sometimes how we view merit can be discriminatory. For example, if the selection criteria for scholarships is only on academic merit then those who have extensive life and work experience but may not necessarily have the highest scores, may not be considered for a scholarship. Yet, tertiary institutions find that students who are both academically capable and have some life/work experience are frequently more successful in their studies than those who have high academic scores.

Gender Equity in Education Policy Logframe and Action Plan 2005-2015

Goal	Verification	Means of verification	Risks
<p>Provide equal opportunities (EO) for everyone in education that are not determined by their gender.</p>	<p>Males and females participate equally in all aspects of learning and employment in education</p>	<p>Progress monitored every three years using MOE data</p>	<ul style="list-style-type: none"> • Lack of policy and systems to implement the policy • Change is not monitored and reported on and accurate data not gathered • Both males and females not included in policy and programme development • Lack of commitment to EO by educational personnel and the wider community • Lack of funding to undertake the required and necessary tasks • Lack of staff skills and expertise to implement EO • Barriers to EO not recognised and addressed

Objectives	Verification	Means of Verification	Risks
1. Establish an effective gender equity implementation and monitoring system	Gender Equity in Education Policy Gender Desk established Gender personnel appointed Gender equity handbook published	MOE Business Plan MOE Annual Report Gender equity in education policy document Gender equity handbook available	<ul style="list-style-type: none"> • Gender Desk not established • Gender personnel not appointed • Lack of funding
2. Reduce girls drop/push out rate in Years 11, 12, 13	Schools discipline policies amended Increase in retention rate Boarding facilities provided for girls	School's discipline policies MOE data	<ul style="list-style-type: none"> • Lack of support and understanding from educational personnel and communities • Accurate data not gathered and reported on • Lack of boarding facilities for girls • Lack of research on drop/push out
3. Provide a safe learning environment for all students	Training of principals and inspectors completed Harassment policies developed Safe learning environment provided	School harassment policies Principal's, Inspector's and Gender Desk Officers reports	<ul style="list-style-type: none"> • Lack of support and understanding from educational personnel • Lack of monitoring and recording harassment

Objectives	Verification	Means of Verification	Risks
4. Increase the number of females applying for and being awarded scholarships including post graduate scholarships	Professional development on scholarships for School Guidance Teachers Scholarship awareness programmes completed in secondary schools	Principal's reports Scholarships Office reports	<ul style="list-style-type: none"> • Lack of understanding of scholarships • Lack of accurate information and data on scholarships
5. Increase the number of females taking science mathematics and technical subjects	Implementation of awareness programme for educational personnel and communities	Principal's reports MOE Annual Report MOE data	<ul style="list-style-type: none"> • Lack of support and understanding from educational personnel and communities • Lack of qualified teachers
6. Increase the number of female students in technical education	Implementation of awareness programme for educational personnel and communities Technical subjects to be available and offered to both males and females in secondary schools Pathways provided for students from formal to non formal systems through TVET	MOE Annual Report Principal's reports MOE data TVET data	<ul style="list-style-type: none"> • Lack of support and understanding from educational personnel and communities • Accurate data not gathered and reported • Pathways not available

Objectives	Verification	Means of Verification	Risks
<p>7. Provide career guidance and subject choice advice for both males and females that do not limit student's employment/work options on the basis of their sex.</p>	<p>School Guidance Teachers in each secondary school</p> <p>Career guidance handbook developed</p> <p>Career guidance training for pre-service secondary teachers</p> <p>System for evaluating the career guidance handbook and programme developed</p> <p>In-service training for School Guidance Teachers on the use of career guidance handbook</p>	<p>Principal's reports</p> <p>Career guidance handbook published</p> <p>VITE reports</p> <p>System completed by MOE (Gender Desk Officers)</p> <p>Gender Desk reports</p>	<ul style="list-style-type: none"> • School Guidance Teachers not appointed • Career guidance handbook not developed • Career guidance not included in VITE curriculum • System for evaluating the career guidance handbook and programme not developed
<p>8. Develop curricula that are gender inclusive</p>	<p>Review of primary and secondary curricula for gender inclusion Provide PD for CDU and VITE, pre and in-service teachers staff on developing gender inclusive curricula</p> <p>Monitoring of gender inclusive curricula</p>	<p>CDU reports MOE Annual Report</p>	<ul style="list-style-type: none"> • Curriculum not reviewed and monitored • Lack of CDU staff expertise in developing and monitoring gender inclusive curriculum development • Teacher's lack expertise in implementation of gender inclusive curriculum

Objectives	Verification	Means of Verification	Risks
9. Increase the number of female principals and females in other senior positions	Development of Equal Employment Opportunity (EEO) in Education policy Monitoring of the employment of female principals and females in other senior positions	EEO in Education Policy developed MOE data	<ul style="list-style-type: none"> • Policy not developed • Accurate data not gathered and reported • Women not applying for Principal's and senior positions • Selection criteria not monitored
10. Increase the number of females employed in the Ministry of Education administration, particularly in senior positions	Monitoring of women's employment in MOE	MOE data	<ul style="list-style-type: none"> • Women do not apply for MOE positions • Women not encouraged to apply
11. Increase women's representation on committees including the TSC	Teaching Service Act No 15 of 1983 amended to include women	Teaching Service Act	<ul style="list-style-type: none"> • Review, revision and amendments not made
12. Recruit more women to train as secondary teachers	VITE and principals consulted Awareness programme developed and implemented	VITE and MOE data	<ul style="list-style-type: none"> • Programme not developed • Women do not apply

Objectives	Verification	Means of Verification	Risks
13. Accurate tracking of the progress towards achieving gender equality in education	<p>Policy on the collection and reporting of sex disaggregated data developed, implemented and resourced</p> <p>Donor funding received</p> <p>Monitoring data systems developed</p>	<p>Policy developed, implemented and resourced by MOE using donor funding MOE data</p> <p>Donor reports</p> <p>Monitoring data systems operating</p>	<ul style="list-style-type: none"> • Donor funding not received • Lack of education personnel skills in collecting and reporting sex disaggregated data • Policy not developed • Consistent and accurate systems not developed • Principals lack expertise

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 1: Gender Equity Systems</p> <ul style="list-style-type: none"> • MOE establish Gender Desk • Gender Desk Officers appointed • Gender policy distributed • Carry out training of education personnel in EO • Seek donor funding to implement this policy • Develop gender equity handbook 	<p>Gender Desk established Gender Officers appointed Gender policy available Training completed</p> <p>Project proposal received by donors Gender equity handbook developed</p>	<p>MOE Business Plan MOE Annual Report Donor project proposal Donors acquittal report Gender equity handbook available</p>	<p>Director General Gender Desk Officers</p>	<p>06/05</p>
<p>Objective 2: Reduce girl's drop/push out</p> <ul style="list-style-type: none"> • MOE to direct schools to stop the expulsion of pregnant girls and allow girls who have given birth to return to school • Develop and implement awareness programme to promote the value of girls continuing with their education including pregnant girls and girls who have given birth • Provide secondary schools with enough boarding facilities for girls 	<p>Schools receive directive and pregnant girls continue with their education School's discipline policy amended Awareness programme delivered Increase in retention of Year 11, 12 and 13 girls by 20%</p> <p>Boarding facilities provided</p>	<p>School's discipline policies</p> <p>MOE Annual Report MOE data</p> <p>MOE Annual Report</p>	<p>MOE, Principals, School Councils</p> <p>Principals, School Guidance Teachers, School Councils</p> <p>MOE, Principals School Councils</p>	<p>12/05</p> <p>12/06</p> <p>12/10</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 2: Reduce girl's drop /push out (cont)</p> <ul style="list-style-type: none"> • Research the feasibility of establishing single sex senior secondary schools • Research the causal factors of girls high drop/push out rate at all levels 	<p>Feasibility study completed</p> <p>Research completed</p>	<p>Research report</p> <p>Research report</p>	<p>MOE</p> <p>MOE</p>	<p>12/08</p> <p>12/07</p>
<p>Objective 3: Safe learning environment</p> <ul style="list-style-type: none"> • Develop a comprehensive harassment and safety policy covering students and staff in all schools • Provide professional development on harassment for principals and inspectors • Implement harassment policy in all schools • Monitor progress of implementation 	<p>Policy developed</p> <p>Professional development of all school principals and inspectors completed</p> <p>Harassment policy implemented</p> <p>Progress monitored</p>	<p>MOE Annual Report</p> <p>Policy document</p> <p>Principal's annual reports</p> <p>MOE data</p> <p>MOE Annual Report</p>	<p>MOE</p> <p>School Councils</p> <p>MOE</p> <p>Principals</p> <p>Gender Desk Officers</p>	<p>12/07</p> <p>12/08</p> <p>12/10</p> <p>12/12</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 4: Scholarships</p> <ul style="list-style-type: none"> • Provide guidance teachers with professional development on scholarships • Carry out scholarship awareness in all secondary schools on an annual basis 	<p>50% of scholarship applications made by females.</p> <p>50% of scholarships awarded to females and 50% awarded to males</p>	<p>SO Annual Report MOE Annual Report MOE data</p>	<p>SO, NEC</p> <p>School Guidance Teachers SO</p>	<p>12/08</p> <p>12/09</p>
<p>Objective 5: Science, maths and technical subjects</p> <ul style="list-style-type: none"> • Develop and implement an awareness programme to promote the value of girls taking science mathematics and technical subjects 	<p>50% increase in the number of females taking maths, science and technical subjects</p>	<p>Principal's annual reports MOE Annual Report</p>	<p>MOE, NEC School Guidance Teachers</p>	<p>12/2011</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 6: Technical education</p> <ul style="list-style-type: none"> • Develop and implement an awareness programme to encourage girls to study technical education at the tertiary level • Develop and implement an awareness programme to encourage employers to employ males and females on merit in non traditional areas • Make available all technical subjects to both males and females in secondary schools • Provide pathways for students from formal to non formal systems through TVET 	<p>50% increase in the number of females in technical education Increase in the number of males and females employed in non traditional areas of work Programme implemented</p> <p>Subjects available</p> <p>Pathways available</p>	<p>VIT Annual Report Vanuatu Statistics Office Labour Market Survey</p> <p>TVET Reports</p> <p>Principal's annual reports MOE Annual Report</p> <p>TVET Reports</p>	<p>MOE School Guidance Teachers Provincial Guidance Officers</p> <p>TVET, MOE</p> <p>Principals</p> <p>MOE, NEC, TVET</p>	<p>12/2010</p> <p>12/2012</p> <p>12/2008</p> <p>12/2008</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 7: Career guidance</p> <ul style="list-style-type: none"> • Develop a career guidance handbook that encourages both males and females to study and work in non stereotypical gender areas (including using the Girls Can do Anything book already completed) • Train all pre service teachers in career guidance and use of the handbook as a part of the required courses for all secondary pre-service teachers • Develop a system for evaluating the career guidance handbook and programme • Provide in-service training for School Guidance Teachers on the use of the handbook 	<p>Handbook developed</p> <p>All secondary pre-service teachers trained in the use of the handbook</p> <p>Evaluation system developed Career guidance handbook and programme evaluated In-service training completed</p>	<p>Handbook available</p> <p>VITE Annual Report</p> <p>MOE Annual Report</p> <p>VITE Annual Report MOE Annual Report</p>	<p>Gender Desk Officers</p> <p>VITE</p> <p>Gender Desk Officers</p> <p>Gender Desk Officers, VITE, MOE</p>	<p>12/2008</p> <p>12/2011</p> <p>12/2009</p> <p>12/2010</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 8: Curriculum Review primary and secondary curricula for gender inclusion</p> <ul style="list-style-type: none"> • Provide professional development for CDU and VITE staff on developing gender inclusive curricula • Provide in-service and pre-service training on the implementation of a gender inclusive curricula • Implement gender inclusive curricula 	<p>Review completed Primary Secondary Gender inclusive primary school curricula developed Gender inclusive secondary school curricula developed Training completed Gender inclusive curricula implemented</p>	<p>MOE Annual Report CDU Annual Report</p> <p>VITE Annual Report MOE Annual Report Principal's Annual Report</p>	<p>CDU</p> <p>CDU</p> <p>VITE CDU All teachers</p>	<p>12/2007 12/2008</p> <p>12/2009 12/2010</p> <p>12/2012</p> <p>12/2014</p>
<p>Objective 9: Senior women</p> <ul style="list-style-type: none"> • Develop an Equal Employment Opportunity (EEO) in Education policy • Identify and professionally develop women for senior positions • Review and amend existing selection criteria for principal's positions for gender equity • Change the title of leaders of primary and secondary schools to The Principal and include in all aspects of the work of the Ministry of Education 	<p>EEO in Education Policy developed</p> <p>40% of primary principals and 20% of secondary principals are women Criteria reviewed and amended</p> <p>The terms, head teacher, headmistress and headmaster no longer in usage</p>	<p>EEO policy document</p> <p>MOE Annual Report MOE data</p> <p>TSC selection criteria</p> <p>MOE Annual Report</p>	<p>MOE</p> <p>MOE, TSC</p> <p>MOE, TSC</p> <p>MOE</p>	<p>12/2006</p> <p>12/08</p> <p>12/08</p> <p>12/05</p>

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 10: Females in Ministry of Education administration</p> <ul style="list-style-type: none"> Develop a recruitment drive to encourage women with relevant experience and qualifications to apply for positions in the Ministry of Education 	50% increase in the number of women employed in the MOE	MOE Annual Report MOE data	Personnel Officer MOE	12/06
<p>Objective 11: Teaching Service Commission</p> <ul style="list-style-type: none"> Change the Teaching Service Act No 15 of 1983 to allow for the appointment of at least two women and two men to the TSC, the fifth member to be either a man or a woman Review and revise the Teaching Service Act No 15 of 1983 so that the language used in the Act is gender inclusive and does not exclusively use the male pronouns as at present 	<p>Act changed and at least two women and two men to the TSC, the fifth member to be either a man or a woman</p> <p>Act written in gender inclusive language</p>	<p>Teaching Service Act</p> <p>Teaching Service Act</p>	<p>Director General/ Minister of Education</p> <p>MOE, State Law Office</p>	<p>12/2006</p> <p>12/2006</p>
<p>Objective 12: Female secondary teachers</p> <ul style="list-style-type: none"> Develop and implement an awareness programme to encourage females to apply for secondary teacher education 	A minimum of 50% of applicants for secondary teacher education are women	VITE Annual Report MOE Annual Report	VITE, MOE, School Guidance Teachers	12/2008

Tasks	Verification	Means of Verification	Responsibility	Date
<p>Objective 13: Data collection</p> <ul style="list-style-type: none"> • Develop a policy that covers the collection and reporting of sex disaggregated data so progress can be accurately tracked • Seek donor funding for a TA with expertise in data collection and reporting to work with MOE Statisticians on developing consistent systems and processes for the collection of sex disaggregated data • Develop consistent systems of collecting and reporting sex disaggregated data • Provide professional development for principals on reporting sex disaggregated data to the MOE 	<p>Policy developed</p> <p>Donor project proposal completed and submitted</p> <p>Systems developed Statisticians trained</p> <p>Professional development completed</p>	<p>Policy document MOE Annual Report</p> <p>Donor funding obtained</p> <p>MOE Annual Report</p> <p>MOE Annual Report</p>	<p>Director of Policy and Planning, MOE</p> <p>Director of Policy and Planning, MOE</p> <p>MOE Statisticians</p> <p>MOE, Gender Desk Officers, Statisticians</p>	<p>12/2006</p> <p>12/2006</p> <p>12/2007 12/2008</p> <p>12/2009</p>

Acronyms

CDU	Curriculum Development Unit
CEDAW	Convention on the Eliminations of all forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
EO	Equal Opportunity
EEO	Equal Employment Opportunity
EEdO	Equal Educational Opportunity
GD	Gender Desk
GDO	Gender Desk Officer
MOE	Ministry of Education
NEC	National Education Commission
PA	Personal Assistant
PEO	Provincial Education Officer
PGO	Provincial Guidance Officer
SEO	Senior Education Officer
SO	Scholarships Office
SGT	School Guidance Teachers
TA	Technical Assistant
TSC	Teaching Service Commission
TVET	Technical Vocational Education and Training
VIT	Vanuatu Institute of Technology
VITE	Vanuatu Institute of Teacher Education