



# Gender Equality and Social Inclusion Strategic Framework

(2020-2022)



# Contents

List of Acronyms	3
Glossary of Terms	4-5
Executive Summary	6
1. Introduction	7
1.1. Background	8
1.2 Rationale	9
1.3 GESI Operating Principles	9
2. Context	10
2.1 Key Gender Equality and Social Inclusion Challenges in the Pacific	11
2.2 GESI Policy Landscape for Pacific TVET	13
3. Gender Equality and Social Inclusion at APTC	16
3.1 Progress	16
3.2 Barriers and Challenges	17
4. Strategic Intent - Interventions , Approach and Commitments	19
4.1 Our Areas of Intervention	20
4.2 Our Approach: Twin Track Approach to Gender Equality and Social Inclusion	20
4.3 Our GESI Commitments	21-25
5. Our GESI Implementation Pathway	26
5.1 Socialisation of Gender Equality and Social Inclusion Strategic Framework (2020- 2022)	27
5.2 Action Implementation Pathway	27
5.3 Monitoring and Evaluation	28
5.4 Roles and Responsibilities	29
6. Appendix	30-32

# List of Acronyms

APTC	Australia Pacific Training Coalition
TVET	Technical and Vocational Education and Training
GESI	Gender Equality and Social Inclusion
PLS	Pacific Labour Scheme
PLF	Pacific Labour Facility
RHO	APTC Regional Head Office
CO	APTC Country Office
TQ	TAFE Queensland
DFAT	Australian Government Department of Foreign Affairs and Trade
DPO	Disabled Persons Organisations
PLWD	Persons Living with Disabilities
FBO	Faith Based Organisations
CBO	Community Based Organisations
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex
SIS	Small Island States

# Glossary of Terms

The following terms are presented as defined by World Health Organization unless stated otherwise.<sup>1</sup>

Terms	Definitions
<b>Gender</b>	Refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviors – including how they should interact with others of the same or opposite sex within households, communities and work places.
<b>Gender Roles</b>	Refers to what males and females are expected to do (in the household, community and workplace) in a given society. E.g. Men are typically expected to do field work while women are expected to take care of domestic work.
<b>Gender Norms</b>	Refers to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialization. They change over time and differ in different cultures and populations. Gender norms lead to inequality if they reinforce: a) mistreatment of one group or sex over the other; b) differences in power and opportunities.
<b>Gender Relations</b>	Refers to social relations between and among women and men that are based on gender norms and roles. Gender relations often create to hierarchies between and among groups of men and women that can lead to unequal power relations, disadvantaging one group over another.
<b>Gender based discrimination</b>	Any distinction, exclusion or restriction (such as unfair or unequal treatment) made based on gender norms, roles and relations that prevents women and men of different groups and ages from enjoying their human rights. It perpetuates gender inequality by legitimizing stereotypes about men and women of different ages and groups. e.g. when women earn less than their male counterparts despite having the same level of qualification and experience for the same job.
<b>Gender Stereotypes</b>	Images, beliefs, attitudes or assumptions about certain groups of women and men. Stereotypes are usually negative and based on assumed gender norms, roles and relations.
<b>Gender Based Division of labor</b>	Refers to where, how and under what conditions women and men work (for or without pay) based on gender norms and roles.
<b>Gender Inequality</b>	Unequal participation in society due to stereotypes, norms, beliefs and discrimination based on a person's gender e.g. unequal pay for a male and female employee despite the same qualification and position.
<b>Gender Responsive</b>	A consideration of gender norms, roles and inequality in policy or programme design/development with measures taken to actively reduce their harmful effects.
<b>Gender Equity</b>	Refers to the consideration and provision to meet different needs, preferences and interests of women and men. E.g. this may mean that different treatment is needed to ensure equality of opportunity. This is often referred to as substantive equality (or equality of results) and requires considering the realities of women's and men's lives.
<b>Gender Equality</b>	Refers to equal chances or opportunities for groups of women and men to access and control social, economic and political resources, including protection under the law (such as health services, education and voting rights). It is also known as equality of opportunity – or formal equality.

<sup>1</sup> World Health Organization . (2019). Glossary of terms and tools . Retrieved from Gender, equity and human rights: <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>2</sup> World Bank. (2012). Promoting women's agency . Retrieved from World Development Report 2012: <https://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/chapter-4.pdf>



<b>Empowerment</b>	A multidimensional social process that enables people to gain control over their lives. Strategies for empowerment therefore often challenge existing power allocations and relations to give disadvantaged groups more power.
<b>Agency</b>	An individual's (or group's) ability to make effective choices and to transform those choices into desired outcomes. Agency can be understood as the process through which women and men use their endowments and take advantage of economic opportunities to achieve desired outcomes. <sup>2</sup> E.g. the career choices which students make is often influenced by the decision makers in the family rather than their own choices.
<b>Disability</b>	Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. <sup>3</sup>
<b>Social Model of Disability</b>	A social construct that recognises how PLWD are disabled by barriers within the society and therefore places emphasis on changing society to support people living with impairment; rather than changing people living with impairment to accommodate society. <sup>4</sup> Some examples of this includes physical barriers, negative and exclusionary attitudes and perceptions which hinders full participation of PLWD
<b>Reasonable Adjustment</b>	Reasonable adjustments means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. <sup>5</sup>
<b>Social Inclusion</b>	Social inclusion is a process of improving the ability, opportunity and dignity of those disadvantaged on the basis of their identity to take part in the society. <sup>6</sup> Grounds for exclusion can be hinged on a number of factors: gender, disability, age, and location, and socio-economic condition, level of education, sexual orientation, cultural status along with other intersecting identities of an individual.
<b>Intersectionality</b>	Refers to the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalised individuals or groups. <sup>7</sup> E.g. A female living with disability experiences double marginalization due to negative stereotypes and discrimination based on her gender and disability. She will have a unique set of challenges, barriers and vulnerabilities when it comes to accessing TVET.
<b>Twin Track Approach</b>	An approach which recognises that in order for development programs to be accessible to certain groups, it is important to recognise the specific needs and vulnerabilities and thus a responsive approach covers two aspects. Firstly, ensuring that Gender Equality and Social Inclusion (GESI) is being mainstreamed into organizational functions, processes and systems. Secondly, targeted approach means adopting specific set of targeted interventions focused on a particular identified at risk group.
<b>Targeted Approach</b>	Refers to investing in targeted actions and interventions to address the specific needs, vulnerabilities, barriers and challenges of identified excluded and marginalised groups.
<b>Mainstreaming Approach</b>	Refers to a process of embedding gender and disability inclusion in all aspects of the organization (policies, processes, systems, partnerships, monitoring and evaluation, projects, service delivery, infrastructure and so on).
<b>Labour Mobility</b>	The term 'labour mobility' encompasses several different types of moving to another country for paid work. Labour mobility includes moving for work for the short term (less than a year), medium term (between one and less than five years) and long term (five years or more). The term also includes different types of residency entitlements, such as the extent to which the worker's family is allowed to accompany the worker. <sup>8</sup>

<sup>3</sup> World Health Organization. (2019). Disabilities. Retrieved from Health Topics: <https://www.who.int/topics/disabilities/en/>

<sup>4</sup> The Australian Government Department of Foreign Affairs and Trade. (2016). Disability Action Strategy. <https://dfat.gov.au/about-us/publications/Documents/disability-action-strategy-2017-2020.pdf>

<sup>5</sup> Australian Treaty Series. (2008). Convention on the Rights of Persons with Disabilities. Retrieved from Australian Treaty Series: <http://www.austlii.edu.au/au/other/dfat/treaties/2008/12.html>

<sup>6</sup> World Bank. (2019). Understanding Poverty/Topics. Retrieved from Social Inclusion : <https://www.worldbank.org/en/topic/social-inclusion>

<sup>7</sup> Merriam-Webster. (2019). Intersectionality . Retrieved from <https://www.merriam-webster.com/dictionary/intersectionality>

<sup>8</sup> Australia Pacific Technical College. (2018). Australia Pacific Technical Coalition Stage 3 (APTC3) Investment Design Document, pp.8.

# ■ Executive Summary

The Australia Pacific Training Coalition (APTC) is the Australian Government's major investment in Technical and Vocational Education Training (TVET) in the Pacific region. APTC's goal is "a more skilled, inclusive and productive workforce enhances Pacific prosperity". Gender Equality and Social Inclusion (GESI) is an integral part of achieving this goal and breaking down inequalities and exclusions which lies deeply embedded within Pacific TVET systems.

The APTC Gender Equality and Social Inclusion Strategic Framework (2020-2022) aims to generate responsive and transformative actions that can tackle existing barriers, gaps and forms of exclusions whilst also taking into consideration the context within which APTC operates and its successes to date. The Strategic Framework is grounded on six key GESI operating principles: Building on APTC's existing success and good practices; Twin Track Approach; Integrating Intersectionality; Flexible Model for Diverse Pacific Island Contexts; Partnerships for embedding GESI within Pacific TVET systems and the principle of Nothing about us without us.

In order to address the barriers perpetuated by existing gendered and exclusionary norms; institutional processes, systems and policies as well as limitations of individual's agency, APTC has identified, through the consultations and GESI review process, 3 key areas of intervention:

1. Address gendered and exclusionary norms and relations within Pacific TVET systems
2. Eliminate institutional GESI barriers within APTC
3. Empower socially excluded and marginalised groups within Pacific TVET systems

The above interventions inform APTC's GESI commitments for 2020-2022. The GESI Strategic Framework (2020-2022) has four major commitments:

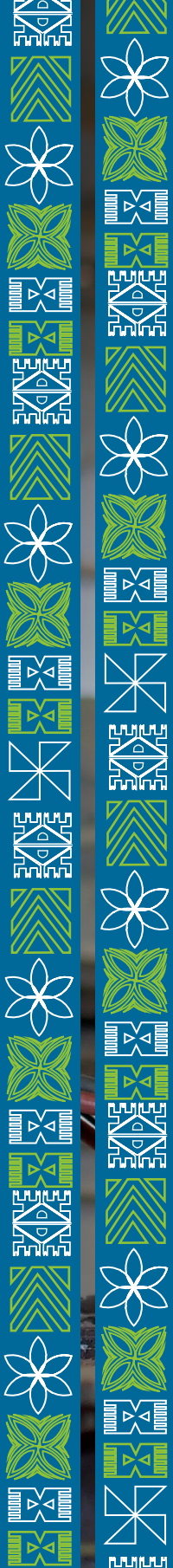
1. We will mainstream Gender Equality and Social Inclusion within APTC's operations
2. We will collaborate with reform minded partners and champions to promote inclusive enabling environment for excluded and marginalised groups within Pacific TVET systems
3. We will target equitable educational outcomes for women, persons living with disabilities and students from rural, remote, maritime and small island states.
4. We will target equitable employment outcomes for women, persons living with disabilities and students from rural, remote, maritime and small island states.

The above commitments are informed by Twin Track Approach which integrates both mainstreaming and targeted interventions.

In order to ensure that the 4 commitments translate into concrete set of actions, the Strategic Framework also establishes an annual action implementation pathway which is embedded within APTC's organisational planning, implementation, monitoring, evaluation, reflection and reporting cycle.

With the implementation of Gender Equality and Social Inclusion Strategic Framework (2020-2022), APTC aims to support inclusive and gender responsive Pacific TVET systems which contributes towards skilled and productive workforce for greater Pacific productivity.





# 1

## INTRODUCTION





# 1. Introduction

## 1.1 Background

The Australia Pacific Training Coalition (APTC) is the Australian Government's major investment in Technical and Vocational Education and Training (TVET) in the Pacific region. APTC provided Australian standard qualifications to over 15000 graduates since its establishment in 2007. It's a regional investment delivered/implemented through country offices in five Pacific countries – Fiji (which also hosts the Regional Head Office), Samoa, Papua New Guinea, Solomon Islands, and Vanuatu and through partnerships with other Pacific TVET institutions.

An Australian development program, APTC was formally established as the Australia-Pacific Technical College in 2007, after a strong regional call by Pacific leaders for a regional TVET training initiative during the Pacific Islands Forum. APTC is now in its third phase which runs from July 2018 to June 2022, with a possible four-year extension. The goal and purpose of the program are:

**Goal:** A more skilled, inclusive and productive workforce enhances Pacific prosperity

**Purpose:** The skills and attributes available to employers from TVET systems align with labour market requirements.

APTC seeks to achieve greater alignment with Pacific governments' priorities for national economic growth and skills development. It is expected to forge enduring pathways between skills development and employment in both national and international labour markets. The three end of program outcomes required by APTC3 are:

- i. Graduates have improved employment outcomes.
- ii. Co-investment in skill training increases.
- iii. Selected TVET partners demonstrate quality TVET provision.

Within Australian TVET policy, APTC operates under the requirements of Australian Registered Training Organisations (RTO) and must comply with the Standards for RTOs 2015. These Standards include the responsibility of providers to adhere to the principles of access and equality that are defined as:

'policies and approaches aimed at ensuring that TVET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

In reference to Gender Equality and Social Inclusion (GESI), APTC sets out more ambitious goals which looks beyond access to training program. The APTC design document adopts GESI as conceptual framework to enhance APTC's role in the Pacific in regards to:

1. Gender equality and mainstreaming;
2. Equality and social inclusion including with respect to access for people living with disabilities;
3. Access for people in rural and remote areas or without access to TVET training; and
4. Strengthening access to labor mobility opportunities.

This Strategic Framework is informed by a consultative process to identify barriers and challenges to which APTC should respond. Apart from internal consultation with APTC staff, external consultations with stakeholders

<sup>9</sup> Those who have successfully completed a qualification or skill set of international standard. In the longer term, the outcome refers not only to APTC graduates but also to those from Pacific TVET institutions that have engaged in TVET reform and are achieving international standards.

<sup>10</sup> Defined as the willingness to contribute to the cost of training by those who benefit from it – individuals, employers and governments. The principle of co-investment is understood as primarily investment in Pacific TVET, not as investment in APTC.

<sup>11</sup> Glossary, Standards for RTOs 2015, Australian Skills Quality Authority.

such as relevant government departments, youth based, women's and disabled people's organizations as well as donor agencies was carried out to inform this Strategic Framework. The process sought to generate responsive and transformative actions that can tackle existing barriers, gaps and forms of exclusions whilst also taking into consideration the context within which APTC operates and its successes to date. The consultations identified the barriers and challenges that APTC will be addressing through this Strategic Framework.

## 1.2 Rationale

The objective of the Strategic Framework is to provide overall directions for APTC's GESI investment and implementation pathway for 2020-2022.

## 1.3 GESI Operating Principles

This Strategic Framework will be guided by the following 6 principles

### 1. Building on existing APTC success and good practices

This Strategic Framework is based on APTC's successes to date whilst identifying and expanding the horizon for greater inclusivity and gender equality.

### 2. Twin Track Approach

This Strategic Framework adopts the Twin Track Approach for GESI by mainstreaming of gender equality and social inclusion within APTC business functions as well as simultaneously undertaking targeted set of GESI actions to improve outcomes for women, PLWD, citizens of small island states, remote and rural communities across the Pacific as well as any other identified at risk groups.

### 3. Integrating Intersectionality

This Strategic Framework whilst adopting a targeted approach focusing on women, persons living with disabilities and students from rural, remote, maritime and small island states, recognises how identities such as class, sexual orientation and location can intersect to perpetuate specific forms of vulnerabilities, discrimination and inequalities. For instance, women living with disabilities face multiple forms of discrimination which is due to the intersection of negative stereotypes and biases relating gender and disability in comparison to other groups.

### 4. Flexible Model for Diverse Pacific Island contexts

This Strategic Framework is flexible and adaptable to context. This is to ensure that the annual GESI actions proposed under the Strategic Framework is adaptable, relevant and responsive to the diverse realities of the Pacific Island country contexts.

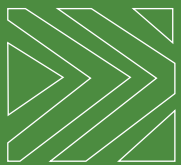
### 5. Partnerships for embedding GESI within Pacific TVET systems

This This Strategic Framework aims to explore and strengthen partnership opportunities with both existing as well as new reform minded champions, partners and organizations which are interested in working collectively towards embedding GESI outcomes within Pacific TVET systems.

### 6. Nothing About Us without Us

This Strategic Framework recognises that no policies, plans and actions ought to be decided without the full, direct participation and representation of the groups affected by this Strategic Framework.





# 2

## CONTEXT



## 2. Context

### 2.1 Key Gender Equality and Social Inclusion Challenges in the Pacific

The World Bank (2019), notes that Pacific Island nations share "similar challenges and opportunities as small and remote island economies. They are small in size with limited natural resources, narrowly-based economies, large distances away from major markets, and vulnerability to external shocks; all of which can affect growth and have often led to a high degree of economic volatility".<sup>12</sup> At the outset, it is important to highlight that GESI issues cannot be understood in isolation from the evolving and diverse contexts of Pacific Island nations as well as the broader geopolitical shifts happening within the Pacific region. Issues of gendered forms of inequalities and social exclusion within the Pacific region are deeply intertwined with the shifting social, cultural, economic, political and culturally diverse contexts within geographically dispersed Pacific island nations. This is further complicated by existing forms of underlying harmful social and cultural exclusionary norms, practices and systems of belief which perpetuate systemic and structural forms of discrimination, inequality and exclusion for many vulnerable and marginalised groups.

According to the First Quadrennial Pacific Sustainable Development Report (2018), the small and limited economic base of Pacific Island Nations restricts their capacities to increase employment opportunities and improve social safety nets for the vulnerable and elderly. Critical domestic challenges for almost all Pacific Island nations include: creating employment opportunities for youth; reducing vulnerability and promoting sustainable enterprises; enhancing the impact of remittances from labour migration schemes; and enhancing gender equality.<sup>13</sup>

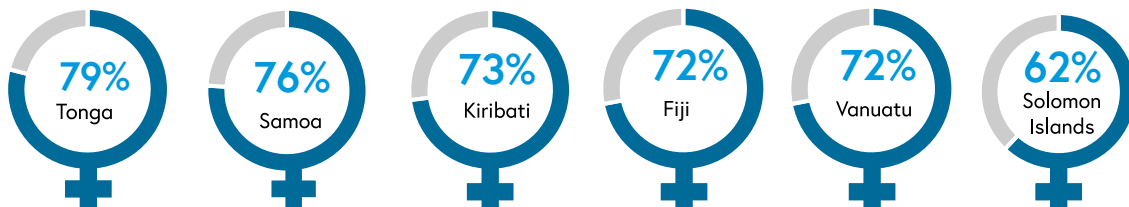
In particular, gender equality remains a major challenge in the Pacific region. This is manifested in the high prevalence rates of violence against women, with more than 60 percent in Melanesia, and more than 40 percent in Polynesia and Micronesia. Sexual and reproductive health and rights issues also remain substantial challenges to be addressed.

#### Gender Based Violence

Within the region, up to two in every three women are impacted by domestic violence and gender-based violence and this is twice the global average based on national prevalence studies.<sup>14</sup>



**Rate of Lifetime Violence** in the Pacific shows the percentage of Pacific women who have experience one or more acts of violence at some point in their lifetime



Apart from the above mentioned countries, 67% of women in Papua New Guinea suffer from Domestic abuse and reports have estimated that 60% of men have participated in gang rape at least once while in certain highland provinces, the rate of violence against women was 100%.<sup>15</sup>

<sup>12</sup> The World Bank (2019), The World Bank in Pacific Islands: Overview: <https://www.worldbank.org/en/country/pacificislands/overview>

<sup>13</sup> Pacific Islands Forum Secretariat (2018) First Quadrennial Pacific Sustainable Development Report: <https://www.sprep.org/attachments/VirLib/Global/quadrennial-pacific-sustainable-development-report-2018.pdf>

<sup>14</sup> Pacific Women Shaping Pacific Development (2019): Ending Violence Against Women Factsheet. <https://pacificwomen.org/our-work/focus-areas/ending-violence-against-women/>

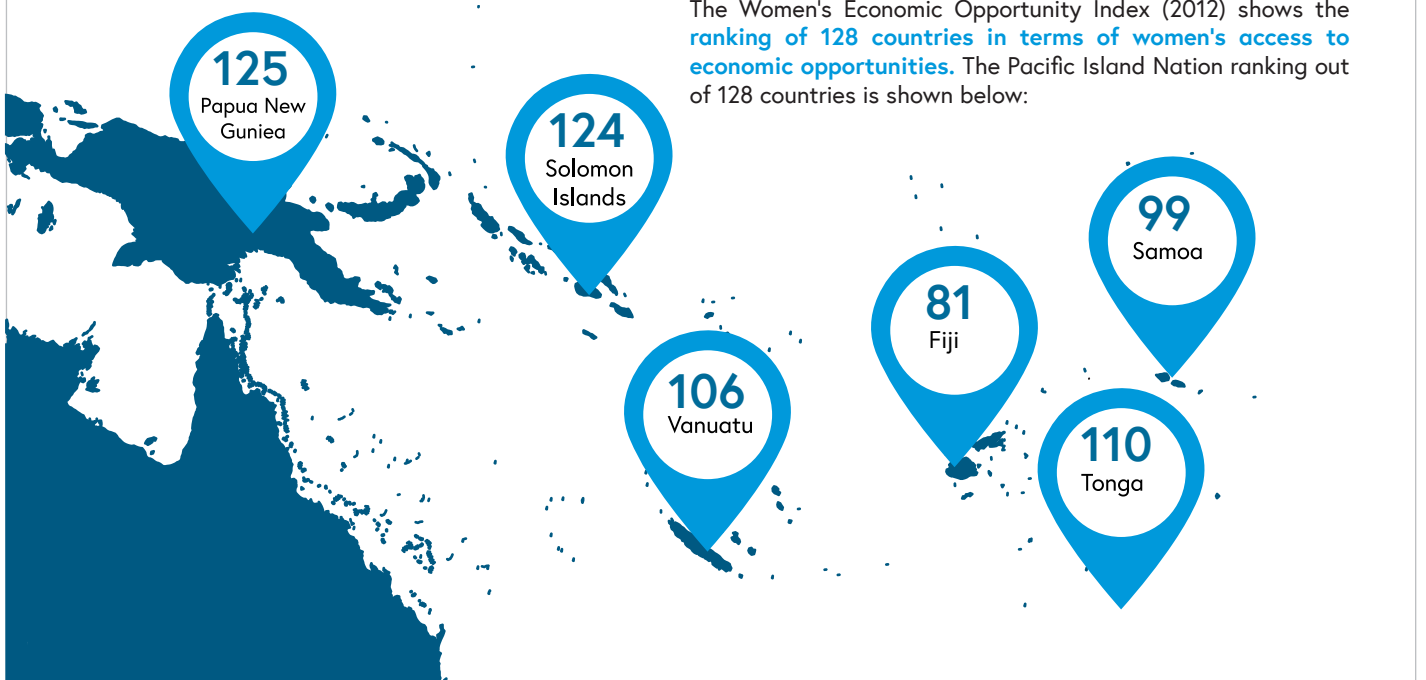
<sup>15</sup> The Guardian (2015), Two-thirds of women in Papua New Guinea suffer domestic abuse – how can it be stopped? <https://www.theguardian.com/global-development-professionals-network/2015/dec/16/women-domestic-violence-abuse-papua-new-guinea>



In addition to this, women face significant barriers in employment and access to decent work. According to the Pacific Community (2017), women's economic empowerment is often hindered by numerous factors such as adverse norms; discriminatory laws and workplace culture and practice; lack of access to information, resources and assets; lack of decision-making power; high prevalence of gender-based violence and the burden of unpaid care work. The 2019 female labor force participation rate for small Pacific island nations stands at approximately 47%.<sup>16</sup>

## Employment

Based on national prevalence studies men outnumber women in paid employment (outside the agricultural sector) by approximately **two to one**.

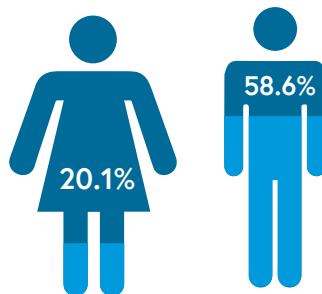


**1.708 million**



persons with disability in the Pacific.

**Average Employment Rate for PLWD by gender**



According to the Pacific Disability Forum (2012), disability in Pacific Island Countries (PICs) has typically been an invisible issue. There is relatively little accurate official data on the incidence of disability and few services for people living with physical or mental impairments. Studies show that women and girls with disabilities are two to three times more likely to be victims of physical and sexual abuse than women with no disabilities.

Apart from women, PLWD are also "among the poorest and most marginalised in their communities". They are over represented among those living in poverty and underrepresented in social, economic and public life, including in national decision-making. They generally have lower economic, health and education outcomes.<sup>16</sup> The First Quadrennial Pacific Sustainable Development Report (2018) notes that "at the regional level, Pacific Leaders have prioritised addressing challenges of vulnerable groups such as women, persons with disabilities through the Pacific Leaders Gender Equality Declaration (PLGED) and the Pacific Framework for the Rights of Persons with Disabilities (PFRPD). Despite this, Pacific governments allocate very limited financing to national institutions and initiatives to address gender equality (1%) and persons with disabilities development (0.2%)".

The pre-existing gender equality and social inclusion challenges evident in the Pacific also has implications on education. While access to education has improved, as demonstrated through increased attendance levels in early childhood, primary and secondary school, quality education still remains a challenge in the Pacific region.<sup>17</sup> In addition to that, learning pathways including pathways into TVET systems is disconcerted and, in most cases, lack flexibility and alternative entry points.<sup>18</sup> Within the Pacific Region, technical and vocational education and training is increasingly viewed as a viable solution for addressing youth unemployment, meeting skills shortages in informal and formal sector and in recent years for accessing labor mobility opportunities. However, a report by the Asian Development bank (2008) concludes access to technical and vocational skills are available only to a minority of those who enter the labor market, perhaps between 5% and 20% at most, with males tending to dominate skills training as well as monopolize technical and trades training. Women typically make up only 20–30% of enrollments and are found almost exclusively in home-oriented courses (e.g. sewing, cooking, and housekeeping).<sup>19</sup>

Hence, it is important to address the implications of the broader gender equality and social inclusion issues which are entrenched within Pacific TVET systems.

## 2.2 GESI Policy Landscape for Pacific TVET

In most countries, women [and people living with a disability or other socially excluded groups] face professional and occupational limitations, and do not have access to the full range of qualifications and professional opportunities.<sup>20</sup> At the highest level, Sustainable Development Goal # 4 commits all nations to ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030, also known as the Education 2030 agenda.

According to the Incheon Declaration and SDG4 – Education 2030 Framework for Action, an important commitment in the Education 2030 agenda is the promotion of quality lifelong learning opportunities for all, in all settings and at all levels of education. This commitment includes 'equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance.' It goes further to cover essential aspects of TVET including the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education.<sup>21</sup> This policy framework therefore provides a key pillar for APTC's GESI Strategic Framework.

Further to this policy framework, there are several other key International, regional and national level policies are equally important in terms of situating and embedding APTC's GESI Strategic Framework (2020-2022). Some of the key policies/frameworks and legislations are mentioned below:

<sup>16</sup> The World Bank (2019) Labor force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - Pacific island small states: <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS>

<sup>17</sup> Pacific Islands Forum Secretariat (2018) First Quadrennial Pacific Sustainable Development Report: <https://www.sprep.org/attachments/VirLib/Global/quadrennial-pacific-sustainable-development-report-2018.pdf>

<sup>18</sup> Ibid

<sup>19</sup> German Cooperation et al. (2015). Regional TVET Conference. Supporting AEC Integration through Inclusive and Labour Market Oriented TVET, (pp. Thematic Field 2: Inclusive Vocational Education: Mainstreaming Inclusion into Technical and Vocational Education and Training Systems in Asia – Progress, Challenges and Ways Forward). Lao PDR. Retrieved from <https://www.regional-tvet-conference-laos.org/kontext/controllers/document.php/64.9/1/74c529.pdf>

<sup>20</sup> UNESCO. (2019). Leading SDG 4: Education 2030. Retrieved from UNESCO: <https://en.unesco.org/themes/education2030-sdg4>

<sup>21</sup> UNESCO. (2019). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning... Retrieved from UNESDOC: [http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

## Snap Shot of Policy Landscape

### International

#### Sustainable Development Goals

- Goal 4 (Quality Education)
- Goal 5 (Gender Equality)
- Goal 8 (Decent Work and Economic Growth)
- Goal 9 (Industry, Innovation and Infrastructure)
- Goal 10 (Reduced Inequalities)
- Goal 17 (Partnership for the goals)

#### Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)

- Article 10—equal rights with men in the field of education
- Article 11—eliminate discrimination against women in the field of employment

#### Convention on the Rights of Persons with Disabilities (CRPD)

- Article 24 and Article 27 emphasizes effective support, services and access to technical and vocational programs including promotion of vocational and professional rehabilitation, job retention and return to work programs

### Regional

#### Pacific Platform for Action on Gender Equality and Women's Human Rights (2018-2030) and Pacific Leaders Gender Equality Declaration (2012)

Whilst the platform for Action does not exclusively mention TVET, it does highlight gender parity, accessibility and the need for partnerships to support and provide transition pathways from education to employment for women's economic empowerment.

#### The Pacific Framework for the Rights of Persons with Disabilities (2016-2025)

reiterates CRPD Article 27 on the role of the state to take appropriate measures to ensure that equal rights of persons living with disabilities to just and decent working conditions, equal pay, vocation training and reasonable accommodation in the workplace

#### Pacific Regional Education Framework 2018-2030

Under Priority Area 2 on Learning Pathways, one of the priority strategies notes that In order to improve learning pathways for marginalized groups, the framework recommends "contextualized tools to assist national systems to provide viable options for continued formal education and access to skills development for out-of-school children, young women and girls, persons with a disability and at risk youth".

#### The Pacific Roadmap for Sustainable Development

The road map broadly covers education, gender and people with disabilities in terms of improving the quality and access to education.

#### S.A.M.O.A Pathway

The SIDS Action Platform has been developed to support the follow up to the Third International Conference on Small Island Developing States (SIDS Conference), including through a partnerships platform, a partnerships framework, and a UN Implementation Matrix.

### National

#### National Level Policies and legislation on:

- Gender
- Education
- National Development
- Employment
- TVET qualification framework

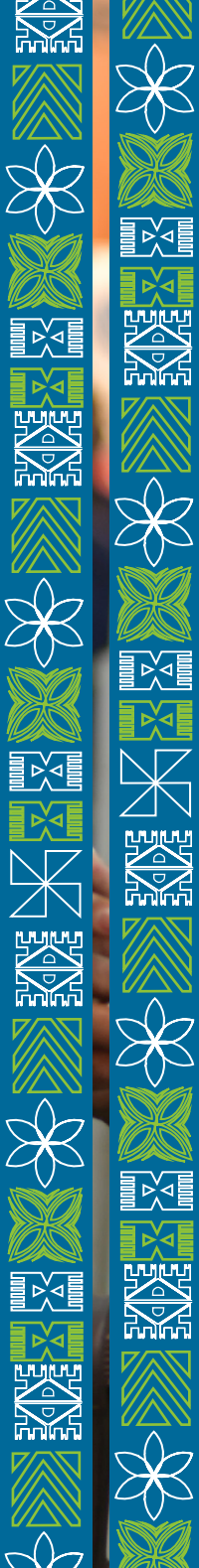
### Donor Programs

#### Existing Donor Programs at country and Regional Level in relation to

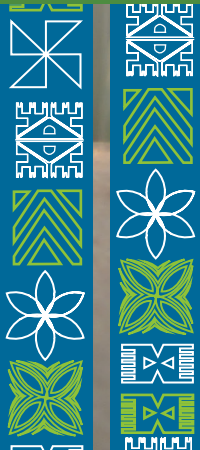
- Gender
- Education
- Employment
- TVET programs

**APTC's Gender Equality and Social Inclusion Strategic Framework (2020-2022) aims to contribute towards and mutually reinforce key international, regional and national level commitments**





**3 GENDER EQUALITY AND SOCIAL INCLUSION AT APTC**



## 3. Gender Equality and Social Inclusion at APTC

### 3.1 Progress

To date, APTC is generally considered to have a good track record in promoting and providing TVET opportunities for women, people living with disabilities and citizens of small island states, and also providing such opportunities within its own institutional structure<sup>22</sup> As of November 2019, a total of 6023 females (40%) have completed their qualifications at APTC. Whilst women tend to be concentrated in non-trade qualifications, APTC did achieve success in enrolling women in three non-traditional occupations. As of November 2019, females constituted 38 per cent of total completions in commercial cookery, 30 per cent in painting/decorating and 25 per cent in wall and floor tiling.

Disability Inclusion is an important area for intervention particularly within the TVET sector. To date, APTC is an active member of the Pacific Regional Reference Group on Disability (RRGD) and has provided inputs for the Convention on the Rights of Persons with Disabilities, has been part of the Special Education Taskforce responsible for mapping the Pacific Regional Inclusive Education Framework (PRIEF) onto Pacific Regional Education Framework (PacREF). Furthermore, APTC has worked closely with the Pacific Disability Forum and its members in the identification and recruitment of PLWD to attend APTC or partner run courses. With the intentions of identifying potential areas for further collaboration to support PLWD upskilling for employability and connecting their skills to employment, APTC is now at an advance stage of finalizing a tripartite partnership arrangement with Pacific Disability Forum and Pacific Island Forum Secretariat. Apart from this APTC is also engaging with Nuanua O Le Alofa (NOLA) Disability Advocacy Organization in Samoa for 2020 Certificate II Skills for Work and Vocational Pathways for PLWD.

APTC has also contributed towards improving support for people living with disabilities by offering two qualifications in disability which has been completed by 236 students.<sup>23</sup> As of November 2019, 92 persons living with disabilities have successfully completed their course with APTC. APTC has been providing reasonable adjustments since it commenced its training delivery in 2007 to support the learning experience for students living with disabilities. In terms of equality, individuals from small island states (SIS) are well represented and have access to training they would not otherwise obtain. As of November 2019, total of 2675 students from rural and remote area were able to complete APTC courses including 774 students from Federates States of Micronesia, Kiribati, Marshall Islands, Tuvalu.

Other than student completions, there has also been progress in terms of staff recruitment. As of November 2019, 55 per cent of staff employed by APTC are women. In addition to that, 84% of the staff employed by APTC are Pacific Islanders. Furthermore, APTC has actively recruited female trainers in nontraditional areas as well as into senior management and leadership roles in APTC.

There has also been progress made in terms of GESI Responsive Policies. APTC has policies in regards to Social inclusion, Domestic and Family Violence and Child Protection. There is a child protection statement that is signed by staff with a commitment to mandatory reporting. Sexual reproductive health and information on domestic violence is covered in the courses on offer.

<sup>22</sup> Ibid., p.4.

<sup>23</sup> The Education Resource Facility. (2014). Independent Review of Australia Pacific Technical College.



## 3.2 Barriers and Challenges

### 3.2.1 Institutional barriers: structures, processes and systems

Institutional barriers are structures, process, systems and policies which systematically create conditions of exclusion can operate to disadvantage certain groups. One of the most predominant forms of institutional barrier is the misinterpretation of equality and inclusion as ensuring equal and therefore standardize service and delivery for all. This does not consider the equity problem of some groups being more marginalised than others and hence they require GESI Responsive set of affirmative actions. For instance, PLWD's are more likely to face difficulty in meeting the eligibility criteria for higher level courses in comparisons to an abled-bodied individual who might have had easier access to prior training and apprenticeship opportunities.

The absence of GESI responsive and affirmative actions may not be deliberate but it plays a crucial role in reinforcing the gendered and exclusionary norms and relations. Some of the institutional processes, structures and systems where a GESI mainstreaming gap could be identified and actioned includes, amongst others, the following: APTC's strategies, business functions, policies and processes. This covers annual work plans, issues of access, staff recruitment, capability development opportunities for staff and students, opportunities for accessing training and labour mobility, organisational finance and resourcing, infrastructure, human resource policies, planning monitoring evaluation and learning, communications, student academic and support services, training and delivery, enrollments, marketing and student academic regulations.

### 3.2.2 Existing gendered and exclusionary norms and relations

The TVET sector is imbued with gendered and exclusionary perceptions. To begin with, there is already a poor public perception of TVET as a second-class alternative education pathway for those that are not eligible for 'higher education' in universities. In addition to that, existing forms of gendered norms on roles and responsibilities defines the different and mostly gendered educational and labour force participation choices that men and woman make. This results in gender gaps and overall feminisation and masculinisation of certain types of jobs.

Those who do attempt to break these gendered patterns of participation often face an uphill battle against the predominant beliefs, stereotypes, structural and systemic forms of discrimination reinforced by parents, families, communities, schools, peers, colleagues' employers, and other key institutions. For instance, women's choices in particular are affected by gendered norms and relations which affects level of support from family and spouses, burden of unpaid care work, autonomy over decision making, safety security and limitations in mobility, access to prior industry experience, motherhood penalty and gender pay gaps as well as exposure to high rates of sexual and gender-based violence within families and workplaces.

Similarly, person's living with disabilities in the Pacific are faced with exclusion from communities, education and the workplace. The International Labour Organisation notes that "negative attitudes, prejudice, ignorance and apathy of policy-makers and the community" are other problems that persons with disabilities face in the Pacific.<sup>24</sup>

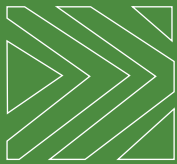
<sup>24</sup> Pacific Disability Forum. (2019). Disability in the Pacific. Retrieved from <http://www.Pacificdisability.org/About-Us/Disability-in-the-Pacific.aspx>

### 3.2.3 Implications on individual's agency

Both the gendered and exclusionary norms affect individual's agency in term of their ability to make the educational and employment choices and in most cases these decisions are contingent upon a wide range of factors such as access to information, influence and family and community, access to funding, time and resource allocation, the level of support from spouses and families along with many other social, cultural political and geographical factors. Enhancing voices, access, opportunities and resources for marginalised and socially excluded groups within Pacific TVET systems will require a re-configuration of how APTC can partner with other stakeholders to contribute towards building an inclusive and enabling environment where excluded and marginalised groups can make their own educational and employment choices for full participation in all aspects of the society.







# 4

## STRATEGIC INTENT - INTERVENTIONS, APPROACH AND COMMITMENTS

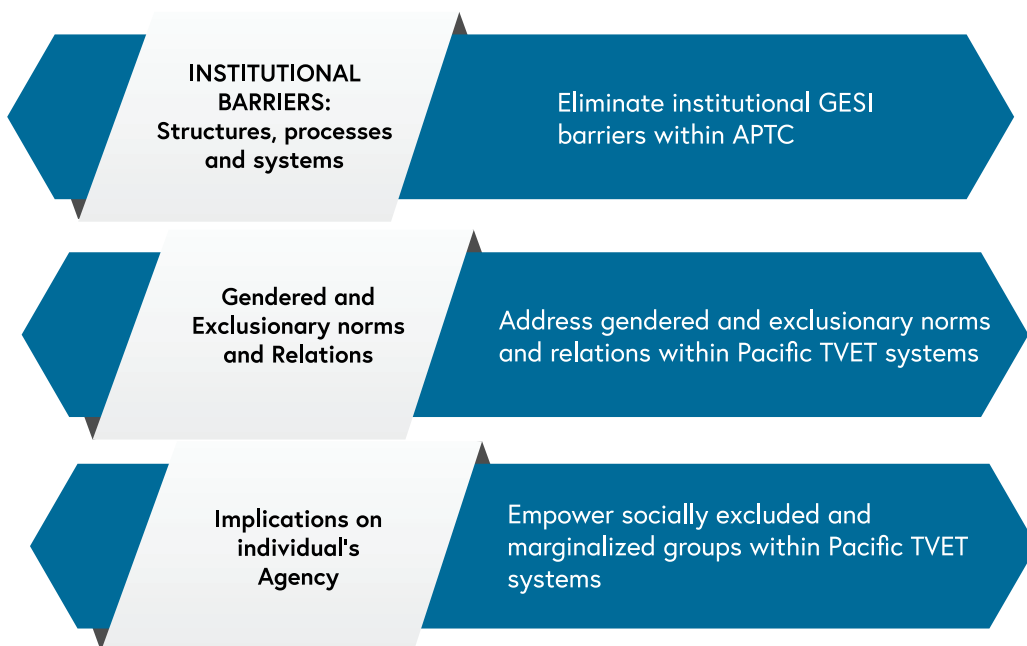




# 4. APTC Gender Equality and Social Inclusion Strategic Framework (2020-2022)

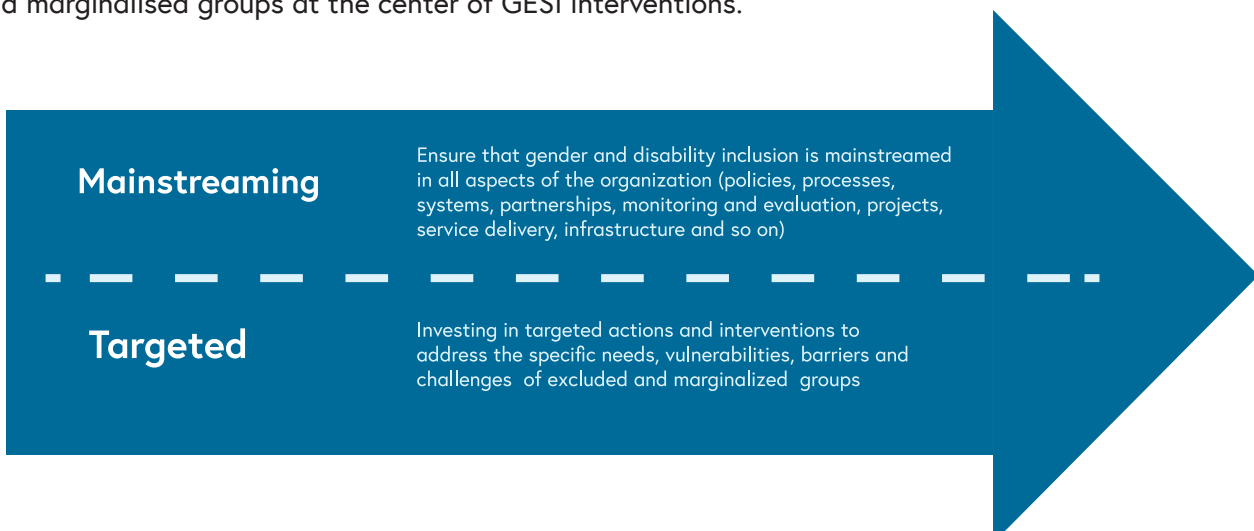
## 4.1 Our Areas of Intervention

Existing forms of gendered inequalities and exclusionary barriers within Pacific TVET systems impedes Pacific prospect and the development of skilled, inclusive and productive workforces. The main premise for this Strategic Framework is to link and generate responsive and transformative actions that can tackle the afore-mentioned barriers, gaps and forms of exclusions. Hence, the three priority areas of interventions are aligned with and directly respond to the barriers and challenges identified from the consultations and GESI review reports:



## 4.2 Our Approach: Twin Track Approach to Gender Equality and Social Inclusion

The APTC GESI Strategic Framework adopts the Twin Track approach to GESI which focuses on both mainstreaming and targeted interventions. The Twin Track approach recognises that mainstreaming alone is not enough and that specific responsive set of targeted interventions are necessary for positioning vulnerable and marginalised groups at the center of GESI interventions.



## 4.3 Our GESI Commitments

Based on the framing of the Twin Track Approach, APTC will pursue 4 GESI Commitments for 2020-2022. One of the commitments will be implemented under the mainstreaming approach, while the other three will be under the targeted approach. For each of the commitments, annual targets will be developed as part of the APTC planning process as described in section 5 of this Strategic Framework.

### Mainstreaming

Mainstreaming gender and social inclusion across APTC's business functions and operations will occur concurrently and in synergy with the targeted efforts directed at specific groups.

#### **Commitment 1: We will mainstream Gender Equality and Social Inclusion within APTC's operations**

APTC will embed social inclusion practices of access and equality, awareness and inclusive practices via mainstreaming GESI approaches within APTC's policies, process, systems and practices.

In the first 12 months of strategic framework implementation, we will undertake a GESI Audit to identify the gaps in policies and procedures and establish progressive concrete sets of actions to address such gaps. The audit will also be extended to APTC's business functions namely facilities and properties (especially built environment), finance, human resources, information and communication technologies, student academic and support services, labor mobility, development effectiveness, strategic communications, partnerships and coalitions and well as planning monitoring evaluation and learning and identify a plausible list of early wins and major projects for mainstreaming GESI.

In addition to the GESI audit, we will continue to implement and strengthen ongoing GESI responsive approaches includes the following: Emphasis on the recruitment of female trainers particularly in trade-based qualifications; implementation of existing policies on social inclusion, family and domestic violence and child protection; provision of reasonable adjustments for students living with disabilities; collection of sex disaggregated data etc.

**At the end of the strategic framework period, the key outcomes of this commitment will be**

1. Gender responsive APTC policies, procedures and business functions.
2. Enhanced staff capabilities to engage with and support the implementation of GESI actions.

#### Targeted Interventions

Under targeted actions, APTC has three major commitments which mutually reinforce each other. Targeted interventions are set of affirmative actions, strategies and approaches which specifically responds to the needs, vulnerabilities, gaps and opportunities related to specific identified at risk or marginalised groups. In recognising that some groups are more marginalised than others, APTC will invest in targeted actions of the groups identified from the GESI review as well as the consultations as follows (herein referred to as our target groups):

- Women
- Persons living With Disabilities
- Individuals from Small Island States
- Individuals from Rural and remote areas

**As the strategic framework unfolds, APTC will pay particular attention to any new groups, identified to be at risk and develop appropriate GESI actions in line with this strategic framework.**

## **Commitment 2: We will collaborate with champions and partners for promoting inclusive enabling environment for excluded and marginalised groups within Pacific TVET systems**

In line with our broader APTC regional theory of change program strategy, APTC will deliberately target opportunities to engage and collaborate with various stakeholders who have shared interest in contributing towards improving educational and employment access, opportunities and outcomes for our target groups within Pacific TVET systems.

Under this commitment we will target three main actions:

- 1. Strengthen engagement with DPO's:** For GESI strategic framework implementation and specifically disability inclusion work, we will continue and further expand APTC's engagement with DPO's such as Pacific Disability Forum. Disability inclusion related work within APTC country offices will be a major priority under this Strategic Framework and will be done in consultation with locally based DPO's within the country locations.
- 2. Advocate and explore shared GESI interests with existing TVET partners:** As we continue with our shifting from training college to a coalition, it is important for APTC to work with reformed minded champions and partners who have shared interests in working together to advance GESI actions focused on improving educational and employment outcomes for specifically identified at risk groups. As the necessary first step, awareness, advocacy and consensus building around GESI is integral.
- 3. Advocacy and Engagement with Employers on GESI:** The consultation sessions revealed the important role of employers in not only increasing employability outcomes but also in terms of ensuring safe, decent and non-discriminatory workplaces for certain at-risk groups such as PLWD and women in trade. Consequently, APTC will strengthen its industry engagement process with employers in order to promote sustainable and inclusive workplaces and employability for at risk groups.

Over the course of this strategic framework we will:

1. Formalise partnership with the Pacific Disability Forum (PDF) and the Pacific Islands Forum Secretariat (PIFS). The partnership will build on and strengthen current pieces of work with these two institutions around the mapping of mapping Pacific Regional Inclusive Education Framework against the Pacific Regional Education Framework along with future engagement on the implementation of Pacific Regional Framework on the Rights of Persons Living with Disability.
2. Apply the partnership brokering approaches, thinking and working politically as well as political economy analysis approaches, to identify mutually beneficial entry points to bring GESI discussions to the table with our current partnerships. Where opportunities exist, we will adopt a strengths-based approach across these partnerships to draw out what we are already doing in the GESI space, what we could do more of and where we need to focus our attention.
3. Undertake a mapping of key GESI collaborators across the region and relevant GESI commitments in DFAT bilateral investments to help guide our country teams improve local level collaboration and identify locally led actions. We will build up existing relationships such as with Nuanua O Le Alofa a Disability advocacy group in Samoa for disability inclusion work for increase in intake of PLWD for Certificate II Skills for Work and Vocational Pathways in Semester 1 2020.
4. Explore ways to effectively engage with industry and employers to open up dialogue on GESI. This can be done by exploring ways to strengthen existing industry/employer contact points through the employer engagement system.

**At the end of the strategic framework period, the key outcomes of this commitment will be**

- Enhanced engagement with DPO's and other relevant DFAT investments during planning, implementation and monitoring and evaluation of APTC country and regional strategies as required.
- Targeted and actioned commitments to GESI in a selection of our formal partnerships.
- Enhanced industry engagement system generating evidence and learning to direct APTC's GESI actions with employers.

**Commitment 3: We will target equitable educational outcomes for women, persons living with disabilities and students from rural, remote, maritime and small island states**

APTC recognizes that our target groups face the barriers and experience challenges in terms of accessing education. This commitment will follow a holistic outlook in terms of addressing challenges prior to enrollment (pre-contact) during enrollment process and during their studies at APTC or with our partners (contact) as well as after graduation (post contact).

To date, APTC has invested in a number of actions for ensuring equitable educational outcomes. This includes: Target marketing of APTC courses and using appropriate imagery such as women, PWD for course material, soft skills development sessions for those struggling to meet required language and numeracy standards, prioritized bursary assistance for the above identified groups, access to student support services, provision of reasonable adjustments for PLWD and so forth. Over the course of this strategic framework, we will we will further build and strengthen these actions as well undertake new ones:

1. Work to establish a plausible quota for our target groups especially women graduates. During the design of phase 3, a 50% target was proposed for women graduates. Experience to date has delivered around 40% and therefore we will critically appraise evidence, practice and context to establish a plausible target for women and incentives required to achieve it. The latter could include targeted marketing, co-investments opportunities etc.
2. Review and update APTC's eligibility requirements specifically in relation to PLWD, women or any other identified at-risk groups.
3. Improve student orientation and contact period experience through design and conduct of gender training and awareness for students, including disability and preventing sexual exploitation, abuse and harassment awareness.<sup>25</sup>
4. Targeted Marketing for increased enrollment of women, PLWD's and students from rural, remote, maritime and small island states. This will also include efforts to effectively contact and communicate with above identified groups to encourage their enrolment and retention, where relevant, including labour mobility opportunities.
5. Further strengthen soft skills as part of the core curriculum and efforts to improve work readiness (study skills, job search, communication, gender equality, gender-based violence, preventing sexual exploitation, abuse and harassment, reproductive health, strategies to stay safe in the workplace, relevant legislation to protect workers etc.).

**At the end of the strategic framework period, the key outcomes of this commitment will be**

- An evidence-based quota system established and implemented to meet increased number of women graduates from APTC supported courses.
- Improved pre-contact, contact and post contact experiences of women, PLWD and citizens of small island states, remote and rural communities.

<sup>25</sup> Awareness sessions on Preventing Sexual exploitation abuse and harassment will be in accordance to DFAT's policy on Preventing Sexual Exploitation, Abuse and Harassment. <https://www.dfat.gov.au/international-relations/themes/preventing-sexual-exploitation-abuse-and-harassment/Pages/default.aspx>

## **Commitment 4: We will target equitable employment outcomes for women, person living with disabilities and students from rural, remote, maritime and small island states**

Achieving educational outcomes would be meaningless if it does not translate into quality employment outcome. As established in the context, the above identified groups often experience challenges and discrimination when it comes to accessing employment opportunities and progressing further in their career pathways. Over the strategic framework period, APTC will adopt a 2-pronged approach towards an increase in equitable outcomes for women, PLWD's and students from rural, remote, maritime and small Island states namely:

### **a) Bridging the gap between training delivery and labor market demands**

Whilst at a broader level, connecting training to labor market demand will ultimately increase employability chances, women, PLWD and students from rural, remote, maritime and small island states require specific targeted interventions. Priority interventions for APTC include:

- Working with PLF to target and support women, PLWD and graduates from rural, remote, maritime and small island states in accessing labor mobility opportunities.
- Creating work experience or internship programs for PLWD within APTC.

### **b) Strengthening soft skills and job readiness to increase employability**

As part of Australian training package requirements, TVET qualifications incorporate soft skills training contextualised for the relevant industry to ensure a graduate is job ready. Soft skills include customer focus, work ethic, punctuality, communication, teamwork and personal presentation. In addition, as part of the APTC to Work program, APTC students to date have had access to training in skills such as resume' development; preparing job applications; being entrepreneurial, such as skills to be self-employed or to run a small business; managing finances; and maintaining skill development post-APTC. For the empowerment of the above identified groups we will specifically invest in the following:

- Develop the APTC to Work program to incorporate more gender equality and disability awareness training that focuses on working with and employing women and PLWD.
- Increase support for necessary skills development for those seeking labor mobility opportunities particularly for the above identified groups who have opted to international labour mobility track.

**At the end of the strategic framework period, the key outcomes of this commitment will be**

- Proportionate increase in women, PLWD, citizens of remote, rural and small islands states in labour mobility opportunities.
- Enhanced soft skills of target groups thereby improving their employability.

## APTC Gender Equality and Social Inclusion Strategic Framework (2020-2022)

### Vision :

To support inclusive and gender responsive Pacific TVET systems which contribute towards skilled and productive workforce for greater Pacific productivity.

### Our 3 Key Interventions

**1**  
Address gendered and exclusionary norms within the Pacific TVET systems

**2**  
Eliminate Institutional GESI barriers within APTC

**3**  
Empower socially excluded and marginalised groups within Pacific TVET systems

APTC's 3 key areas of interventions will be supported by 4 commitments

**Commitment 1**  
We will mainstream Gender Equality and Social Inclusion within APTC's operations

**Commitment 2**  
We will collaborate with reform minded partners and champions to promote inclusive enabling environment for excluded and marginalised groups within Pacific TVET systems

**Commitment 3**  
We will target equitable educational outcomes for women, persons living with disabilities and students from rural, remote, maritime and small island states.

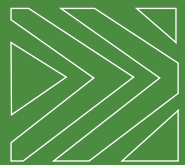
**Commitment 4**  
We will target equitable employment outcomes for women, persons living with disabilities and students from rural, remote, maritime and small island states.

Mainstreaming

These commitments will take a  
Twin Track Approach

Targeted





5

## OUR GESI IMPLEMENTATION PATHWAY





## 5. Our GESI Implementation Pathway

### 5.1 Socialisation of Gender Equality and Social Inclusion Strategic Framework (2020-2022)

The Gender Equality and Social Inclusion Strategic Framework (2020-2022) is dynamic, flexible living document which can be interpreted for a contextually relevant set of GESI actions by APTC country offices within the Pacific Region. To enhance its use, the Strategic Framework will be socialised as part of continuous ongoing engagements with internal and external stakeholders. GESI specific recommendations from these engagements will be incorporated as part of the annual GESI reflection and planning cycle.

To improve accessibility of this strategic framework document, different versions will be further developed to cater for different target audiences.



### 5.2 Action Implementation Pathway

The strategic framework sets broad outcomes, which will be supported by specific annual targets and actions in the form of an annual GESI Action plan. Development of the annual GESI action plan will be aligned with the normal APTC planning processes with key priority actions identified by the Leadership Team. The Table below outlines the proposed planning and implementation processes.

Platform, Processes and Reporting	
<b>Platform</b>	The Leadership Team meet on a quarterly basis with 2 face to face meetings per year.  Leadership team meetings will act as platform for decision-making in regards to the planning, implementation, reporting, and reflection and learning process for annual gender equality and social inclusion actions.

<p><b>Processes</b></p>	<p><b>October- December (Previous Year)</b></p> <p>1. Annual GESI reflection session with the Leadership Team to reflect on the strategic framework and identify annual high-level GESI actions which will be incorporated in Executive Team and Leadership Team Plans, and Annual Plan for DFAT. Leadership Team with the support of the GESI facilitator then agree on a GESI Action Plan for the following year (refer to sample in Appendix 1)</p> <p><b>Reporting:</b> DFAT Progress and Performance reports</p> <p><b>January- February</b></p> <p>2. Members of the Leadership team with support from GESI facilitator will identify and incorporate relevant GESI activity from GESI action plan in Team and Individual Performance Plans. The identification of GESI action will be evidence-based and contextually responsive with clear expected performance/target indicators. The components of the action plan will include GESI commitments, proposed action, delineation of roles and responsibilities, identification of resources required and timeframe.</p> <p><b>Reporting:</b> APTC's Annual DFAT Report to be submitted in February will report back on key outcomes for GESI actions from the previous year</p> <p><b>February-October</b></p> <p>3. Leadership Team members lead the implementation of GESI actions with the support of the GESI Facilitator.</p> <p><b>Reporting:</b> APTC's 6-monthly Progress Report to be submitted in August will report on key outcomes of GESI actions from January to July. TAFE Queensland monthly report will capture the progress of GESI actions.</p>
<p><b>Reporting Pathway</b></p>	<p>The reporting process aligns with APTC's reporting commitments to TQ and DFAT.</p> <ol style="list-style-type: none"> <li>1. Monthly TQ report by Regional Head Office and County Office.</li> <li>2. 6 monthly Progress Report for DFAT</li> <li>3. Annual Performance Report for DFAT</li> </ol>

### 5.3 Monitoring and Evaluation

The GESI Strategic Framework interventions, approach and the 4 priority commitments contribute towards DFAT's major priorities in regards to Gender Equality and Disability Inclusion. APTC will report on how it is contributing to DFAT's overall efforts to improve GESI through its 6-monthly and Annual Report.

Monitoring and Evaluation of this strategic framework will fall under the APTC Monitoring, Evaluation and Learning Framework (MELF), guided by DFAT's six indicators for gender equality and two on disability. Evidence and learning will be generated, used and disseminated against the following key metrics:

- Extent to which the analysis of gender equality gaps and opportunities substantially inform APTC approaches?
- Extent to which risks to gender equality are identified and appropriately managed across the investment.
- Effectiveness of the investment with regards to implementing strategies to promote gender equality and women's empowerment.
- GESI disaggregated beneficiary data on gender equality outcomes.
- Sufficiency of expertise and budget allocation to achieve gender equality related outputs of the investment.
- Extent to which APTC TVET partners increasingly treat gender equality as a priority through their own policies and processes.
- Extent to persons with disabilities and/or disabled people's organisations are engaged in planning, implementation and monitoring and evaluation of the investment.
- Extent to which investment identifies and addresses barriers to inclusion and opportunities for participation for persons with disabilities to enable them to benefit equally from the aid investment.

## 5.4 Roles and Responsibilities

Stakeholder	Roles and Responsibilities
<b>GESI Facilitator</b>	<ul style="list-style-type: none"> <li>Facilitate and provide directions for implementation of GESI Strategic Framework including the annual planning and review cycle.</li> <li>Provide technical and mentoring support to technical teams on GESI action implementation and approach.</li> <li>Contribute towards GESI evidence data collection and analysis</li> <li>Support capacity building of APTC staff, TVET coalition partners and other stakeholders on GESI responsive approaches and practices.</li> </ul>
<b>Planning, Monitoring, Evaluation and Learning (PMEL) Unit</b>	<ul style="list-style-type: none"> <li>Collect GESI data</li> <li>Build capacity building on PMEL in relation to GESI</li> <li>Evaluation and analysis of GESI data</li> <li>Report on GESI results and outcomes</li> </ul>
<b>Technical Units</b> (Campuses (Country Teams), Partnerships and Coalitions, Development Effectiveness, Labour Mobility, Strategic Communications, Academic, Finance)	<ul style="list-style-type: none"> <li>With the support of GESI Facilitator, identify key priority GESI actions.</li> <li>Ensure quality implementation of GESI Strategic Framework within their respective teams.</li> <li>Contribute to the analysis of GESI progress in Progress Reports and monthly TQ reports.</li> <li>Engage with other key stakeholders on GESI lessons and priority actions.</li> </ul>
<b>APTC Leadership Team</b>	<ul style="list-style-type: none"> <li>Champion GESI within and outside of APTC</li> <li>Make evidence-based decision making on implementation of GESI Strategic Framework</li> <li>Input into design, scope and review of Annual GESI Action Plan and the overall GESI Strategic Framework</li> </ul>
<b>APTC Executive Team</b>	<ul style="list-style-type: none"> <li>Provide internal approval for GESI action implementations.</li> <li>Champion evidence-based decision making on GESI</li> <li>Endorse resource allocation for enhanced GESI implementation</li> </ul>
<b>DFAT</b>	<ul style="list-style-type: none"> <li>Approval for APTC's GESI Strategic Framework (2020-2022)</li> <li>Strategic engagement in analysis and interpretations of GESI reporting</li> </ul>
<b>APTC Partners and Coalitions</b>	<ul style="list-style-type: none"> <li>Participate in Learning and Reflection on GESI where feasible</li> <li>Scope and act upon opportunities for GESI actions based on shared interests</li> <li>Input into GESI review and redesign</li> </ul>
<b>TAFE Queensland (TQ)</b>	<ul style="list-style-type: none"> <li>Registered Training Organisation – ASAQ Compliance</li> <li>APTC Managing Contractor - Contract Compliance</li> <li>Learning and Reflection</li> </ul>





6

## APPENDIX 1





# 6. Appendix 1

## Sample GESI Action Plan 2020

Proposed Action	Targets/Performance Indicators	Responsibility
<b>Commitment 1: We will mainstream Gender Equality and Social Inclusion within APTC's operations</b>		
1.1 Conduct GESI Audit for facilities and properties (especially built environment), HR policies and Training Profiles.	# of sites assessed for accessibility # of accessibility issues identified # of GESI Responsive Polices # of training profiles reviewed	Manager Human Resource Manager Properties and Facilities Chief Academic Officer
1.2 Explore Internship and recruitment opportunities for PLWD in APTC.	# of PLWD recruited	Manager Human Resource GESI Facilitator
1.3 Invest in internal APTC advocacy groups and activities focused on elimination of violence against women and children.	# of Groups set up # of advocacy events/awareness conducted by the groups # capability building sessions attended by group members # staff outreach Feedback on the impact	GESI advocacy Group Coordinators GESI Facilitator
1.4 Design and conduct gender training and awareness for staff. This also includes disability and preventing sexual exploitation, abuse and harassment awareness training.	# sessions conducted staff outreach Feedback on the impact	Leadership Team GESI Facilitator
<b>Commitment 2: We will collaborate with reform minded partners and champions to promote inclusive and an enabling environment for excluded and marginalised groups within Pacific TVET systems</b>		
2.1 Undertake a mapping of key GESI collaborators across the region and relevant GESI commitments in DFAT bilateral investments to help guide our country teams improve local level collaboration and identify locally led actions.	# of GESI stakeholders consulted # of partnership work with other DFAT bilateral investments Rating on the relevance of the stakeholder map. Ratings on the usage of stakeholder map.	Manager Partnerships and Coalitions Country Engagement and Liaison Coordinator GESI Facilitator
2.2 Formalise partnership with the Pacific Disability Forum (PDF) and the Pacific Islands Forum Secretariat (PIFS) and work towards the implementation of shared goals for 2020.	Partnership agreement % of shared goals implemented Feedback on the impact	Manager PMEL Partnerships and Coalitions Team GESI Facilitator
2.3 Identify shared GESI interests within existing partnerships for GESI implementation.	# of shared GESI interests identified # shared GESI actions implemented Feedback on the impact	Partnerships and Coalitions Team GESI Facilitator

<b>Commitment 3: We will target equitable educational outcomes for women, person living with disabilities and students from rural, remote, maritime and small island states.</b>		
3.1 Targeted Marketing Strategy for increased enrollment of women, PLWD's and students from rural, remote, maritime and small island states. This will also include efforts to effectively contact and communicate with above identified groups to encourage their enrolment and retention, where relevant, including labour mobility opportunities.	Marketing and recruitment plan for Country offices # targeted marketing conducted # of enrolments for women, PLWD and students from rural and remote communities. Feedback on the impact	Country Directors Country Engagement and Liaison Coordinator Communication, Alumni and Events Officer GESI Facilitator
3.2 Work to establish a plausible enrollment quota and bursary assistance for our target groups especially women and PLWD.	# women and PLWD enrolled # women, PLWD received bursary assistance # women, PLWD received bursary assistance via co-investment # of women and PLWD enrolled # women enrolled in trade courses # women and PLWD graduates # women graduates' in trade courses	Chief Academic Officer Student Academic Services GESI Facilitator
3.3 Improve student orientation and contact period experience through design and conduct of gender training and awareness for students, including disability and sexual exploitation, abuse and harassment awareness.	#sessions conducted # student outreach Feedback on the impact	Student Support Services GESI Facilitator
3.4 Further strengthen soft skills as part of the core curriculum and efforts to improve work readiness (study skills, job search, communication, gender equality, gender-based violence, preventing sexual exploitation abuse and harassment, reproductive health, strategies to stay safe in the workplace, relevant legislation to protect workers etc.).	# students outreach # students participated in GESI related activities/events/training sessions Feedback on the impact	Student Welfare Officers Student Support Services GESI Facilitator
<b>Commitment 4: We will target equitable employment outcomes for women, person living with disabilities and students from rural, remote, maritime and small island states.</b>		
4.1 Explore ways to effectively engage with industry and employers to open up dialogue on GESI. This can be done by exploring ways to strengthen existing industry/employer contact points through the employer engagement system.	# of GESI stakeholders consulted # of partnership work with other DFAT bilateral investments Rating on the relevance of the stakeholder map. Ratings on the usage of stakeholder map.	Country Engagement and Liaison Coordinator GESI Facilitator
4.2 Working with PLS to target and support women, PLWD and graduates from rural, remote, maritime and small island states in accessing labor mobility opportunities.	# women, PLWD on labour mobility track # women and PLWD recruited via PLS Feedback on the impact	Country Directors Labour Mobility Advisor Student Support Services GESI Facilitator
4.3 Partner with DPO's such as PDF to research and increase awareness and advocacy on Disability inclusion amongst employers and Industry Partners.	# of employers and industry partners engaged with for disability Inclusion # of disability inclusion awareness conducted Feedback on the impact	Manager PMEL GESI Facilitator





# Gender Equality and Social Inclusion Strategic Framework (2020-2022)



@aptcpacific



[www.aptc.edu.au](http://www.aptc.edu.au)

