



Gender Equity, Disability and Social Inclusion Strategic Framework

2023 - 2025

APTC is an Australian Government initiative in partnership
with the Pacific and Timor-Leste

Contents

1. Introduction	2
1.1 Background.....	3
1.2 Purpose	4
1.3 Principles.....	4
2. Context	5
2.1 Regional economic context.....	6
2.2 Regional commitments for Pacific and Timor-Leste TVET	7
3. GEDSI at APTC	8
3.1 Progress	9
3.2 Challenges	10
4. APTC Gender Equity, Disability and Social Inclusion Strategic Framework (2023- 2025)	9
4.1 Areas of Intervention.....	13
4.2 Our GEDSI commitments	13
5. Our GEDSI Implementation Pathway	16
5.1 Action Implementation Pathway	17
5.2 Monitoring and Evaluation	17
5.3 Roles and Responsibilities.....	18
6. Appendix 1	20
7. Appendix 2	24

Acronyms

APTC	Australia Pacific Training Coalition
ASQA	Australia Skills Quality Authority
DFAT	Australian Government Department of Foreign Affairs and Trade
GBV	Gender Based Violence
GEDSI	Gender Equity, Disability and Social Inclusion
ILO	International Labour Organisation
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex and Asexual plus
LLN	Language, literacy and numeracy
MELF	Monitoring, Evaluation and Learning Framework
OPD	Organisations for Persons with Disabilities
PacREF	Pacific Regional Education Framework
PALM	Pacific Australia Labour Mobility
PLF	Pacific Labour Facility
PWD	Persons with Disabilities
RHO	APTC Regional Head Office
RTO	Registered Training Organisation
SIDS	Small Island Developing States
TQ	TAFE Queensland
TVET	Technical and Vocational Education and Training

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 and Timor-Leste. APTC’s goal is “a more skilled, inclusive and productive workforce enhances Pacific and Timor-Leste prosperity”. Gender Equity, Disability and Social Inclusion (GEDSI) plays a significant role in contributing to equitable participation and successes within Pacific and Timor-Leste TVET systems.

The APTC Gender Equity, Disability and Social Inclusion Strategic Framework (2023- 2025) sets out APTC’s strategy and approach to promote equitable training and employment access and outcomes for women, persons with disabilities (PWD) and individuals from rural and remote areas and Small Island Developing States (SIDS).

To achieve this, APTC will address barriers to access and meaningful participation in Pacific and Timor-Leste TVET systems. We will improve pathways into TVET systems for those groups, and work with TVET partners to promote gender responsive and inclusive TVET.

Seven key operating principles underpin this GEDSI Strategic Framework:

1. Whole of organisation approach;
2. Building on APTC success and good practice;
3. Twin-track approach;
4. Integrating intersectionality;
5. Flexible model for diverse Pacific and Timor-Leste contexts;
6. Nothing about us without us; and,
7. Collaborative partnerships.

APTC’s GEDSI Strategic Framework (2023-2025) is informed by the above-mentioned interventions which has translated into the following three core commitments:

1. We commit to improving equitable access and training outcomes for women, PWD and individuals from small island developing states rural and remote areas.
2. We commit to improving employment outcomes for women, PWD and individuals from small island developing states and rural and remote areas.
3. We commit to promoting the implementation of GEDSI principles in APTC partner organisations to contribute towards gender responsive and inclusive TVET.

APTC will champion gender-responsive and inclusive Pacific TVET systems, which ultimately contributes to an equitable, skilled and productive workforce for greater Pacific and Timor-Leste productivity. By adopting the twin-track approach, APTC will ensure interventions are mainstreamed and targeted for meaningful change.

As a program strategy, we will embed social inclusion principles in all operations, and actively monitor results in line with the APTC Monitoring, Evaluation and Learning Framework (MELF).

1. Introduction



1.1 Background

APTC is the Australian Government's flagship for TVET investment in the Pacific Islands and Timor-Leste. Over 18,000 APTC graduates, comprising 45 percent women and 2 percent PWD, have graduated with Australian-standard qualifications since its establishment in 2007. The APTC program is implemented in ten countries: Fiji, Kiribati, Nauru, PNG, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu and Vanuatu.

APTC was formally established as the Australia-Pacific Technical College in 2007, after a strong call by Pacific leaders for a regional TVET initiative during the Pacific Islands Forum. APTC is now in its third stage (APTC3), which spans from July 2018 to March 2025. The goal and purpose of the program are:

Goal: To provide a more skilled, inclusive and productive workforce that enhances Pacific and Timor-Leste prosperity.

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

APTC seeks to achieve greater alignment with Pacific and Timor-Leste 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. APTC and partner graduates to have improved employment outcomes.
- ii. Co-investment in skills training increases.
- iii. Selected TVET partners demonstrate quality TVET provision.

In achieving these outcomes, APTC will ensure the following GEDSI-related outputs:

- More women to graduate with accredited qualifications year on year.
- People living with disabilities, women and individuals from rural and remote areas able to access additional support to participate in training.
- GEDSI outcomes are incorporated into all partnership agreements.
- Partnerships are established with a GEDSI-focussed organisation in each of the ten APTC countries.
- Micro-credential Course, *GEDSI in TVET*, developed for training providers.

APTC is implemented on behalf of the Australian Government by TAFE Queensland (TQ) (RTO 0275). TQ 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'.

APTC will build on the successes of the interventions implemented through the previous GEDSI Strategic Framework (2020-2022) and set new targets to achieve equitable participation of GEDSI groups in TVET systems in 2023-2025. As a program strategy, we will embed social inclusion principles in all operations, and actively monitor results in line with the APTC Monitoring, Evaluation and Learning Framework (MELF).

1.2 Purpose

The purpose of the GEDSI Strategic Framework is to provide overarching guidance for APTC's increasing support for GEDSI in TVET during 2023-2025, which is the final phase of APTC3. It aims to address the disparity in participation by women, people living with disabilities, individuals from rural and remote areas and citizens of SIDS in Pacific and Timor-Leste TVET systems.

1.3 Principles

The GEDSI Strategic Framework (2023- 2025) will be guided by the following seven principles:

1. Whole-of-organisation approach

Unless gender responsiveness and inclusion are systematically embedded into an organisation's culture, structure and attitudes of its staff, it is likely to remain a policy aspiration. A whole-of-organisation approach allows APTC to continue to role-model and mainstream the advancement of GEDSI through organisation-wide policies and practices in all areas: program administration, teaching and learning, partnerships, planning, monitoring and evaluation, and our strategic engagement with TVET stakeholders, ensuring we are aware, proactive, influential and accountable.

2. Building on APTC success and good practice

APTC will build on our successes to date by continuing, enhancing or scaling up our effective GEDSI initiatives, as well as identifying new opportunities or innovative ways to augment our support for GEDSI in TVET. We will continue to monitor the outcomes and impact of initiatives, continually adapting and enhancing activities to achieve the best results.

3. Twin-track approach

This Framework adopts the twin-track approach to GEDSI, which recognises that mainstreaming alone is insufficient and that a specific, responsive set of targeted interventions is necessary for positioning vulnerable and marginalised groups at the centre of GEDSI interventions in TVET.

4. Integrating intersectionality

While we are adopting a targeted approach that focusses on women, persons living with disabilities, individuals from rural and remote areas, and citizens of SIDS, we recognise that identities such as class, sexual orientation, gender identity and expression, sex characteristics and location can intersect to perpetuate specific forms of vulnerabilities, discrimination and inequalities. For instance, women living with disabilities face multiple forms of discrimination due to the intersection of negative stereotypes and biases relating to gender and disability in comparison to other groups.

5. Flexible model for diverse Pacific Island and Timor-Leste contexts

This Framework provides overarching guidance for the development and implementation of TVET GEDSI initiatives, while ensuring that proposed activities are tailored to be relevant and responsive to the diverse realities of Pacific Island and Timor-Leste contexts.

6. "Nothing about us, without us"

APTC recognises that no policies, plans or actions ought to be decided without the full, direct participation and representation of the groups affected. For this reason, our approach is to work in consultation and collaboration with relevant GEDSI-focussed peak bodies, associations, umbrella organisations and individual representatives to ensure our activities address the specific needs of target groups and are effective in achieving the desired outcomes.

7. Collaborative partnerships

APTC's approach is to work in partnership with relevant stakeholders in everything we do. In advancing GEDSI in TVET, we will work in partnership with TVET providers, national governments, other donor organisations and GEDSI groups that are committed to working collectively towards improving GEDSI outcomes within Pacific and Timor-Leste TVET systems.

2. Context



2.1 Regional economic context

The World Bank (2022) ¹ acknowledges that Pacific Island countries have extraordinary linguistic and cultural diversity, substantial natural resources and are enhancing digital connectivity and trade of goods and services in the global markets, however their remoteness and spread across numerous islands confronts many of the worst impact of climate change and natural disasters. The region is in the process of recovering from the impact of the COVID-19 pandemic, which affected health and economic systems, stifled growth and created new development challenges.

This situation exacerbates already low GEDSI indicators in the region, and means it is crucial for APTC to intensify our support for GEDSI in TVET to improve training and employment access and outcomes for GEDSI target groups.

Labour force participation

One of the key areas where there is vast disparity relating to gender and disability is labour force participation, ultimately influencing the economic prosperity of the APTC focus countries. In 2021, the World Bank published data on labour force participation rates for women, highlighting the following: 38 percent in Fiji, 31 percent in Samoa, 37 percent in Tonga, 60 percent in Vanuatu, 83 percent in Solomon Islands, 46 percent in Papua New Guinea (PNG) and 61 percent in Timor-Leste². Only three out of the ten APTC focus countries have above 50 percent female labour force participation rates.³ The 2021 publication “The Future of Work for Women in the Pacific Islands” emphasizes that occupation concentration by gender is a characteristic of the Pacific Labour Market.⁴

In terms of PWD being employed, a 2021 publication “The Shaping of Disability - Inclusive Employment in Asia and the Pacific”⁵ found that PWD had lower employment to population ratios than persons without disabilities, the exception being Timor-Leste where the ratio was similar for both groups. The publication emphasized that the intersecting disadvantages further worsen the employment situation for women with disabilities.

Gender-based violence

One of the major issues affecting APTC focus countries is the high levels of current and lifetime prevalence of violence against women compared to other countries and regions. While the global average suggests one in three women will experience Gender Based Violence (GBV) in their lifetime, estimates for the Pacific Island Countries (PICs) range from 60 percent –80 percent.⁶ Within the region, up to two in every three women are impacted by domestic or gender-based violence and this is twice the global average based on national prevalence studies, with Kiribati reporting 68 percent, Fiji and Solomon Islands reporting 64 percent and 60 percent in Vanuatu.⁷ Apart from the above-mentioned countries, 67 percent of women in Papua New Guinea suffer from domestic abuse and reports have estimated that 60 percent of men have participated in gang rape at least once, while in certain highland provinces the rate of violence against women was 100 percent.⁸ Timor-Leste has recorded 58.8 percent lifetime physical and/or sexual intimate partner violence.⁹

¹ The World Bank (2022) The World Bank in Pacific Islands: Overview <https://www.worldbank.org/en/country/pacificislands/overview> Accessed February 2023.

² Data was unavailable for Kiribati, Nauru and Tuvalu.

³ The World Bank (2021) Labor force participation rate, female (% of female population ages 15+ modeled ILO estimate https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS?name_desc=false Accessed February 2023.

⁴ The Asia Foundation (2021) The Future of Work for Women in the Pacific Islands https://asiafoundation.org/wp-content/uploads/2021/02/The-Future-of-Work-for-Women-in-the-Pacific-Islands_updateMarch1.pdf Accessed February 2023.

⁵ United Nations Economic and Social Commission for Asia and the Pacific (2021) The Shaping of Disability - Inclusive Employment in Asia and the Pacific <https://www.unescap.org/kp/2021/disability-glance-2021-shaping-disability-inclusive-employment-asia-and-pacific#:~:text=Disability%2Dinclusive%20employment%20has%20yet,disabilities%20throughout%20the%20labour%20market.> Accessed February 2023.

⁶ ICAAD and C. Chance. 2018. Sexual and Gender-Based Violence in the Pacific Islands. <https://icaad.ngo/wp-content/uploads/2019/01/ICAAD-SGBV-SentencingHandbook-1.19.pdf> Accessed February 2023.

⁷ Pacific Women Shaping Pacific Development (2019): Ending Violence Against Women Factsheet. <https://pacificwomen.org/our-work/focus-areas/ending-violence-against-women/> Accessed February 2023.

⁸ 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> Accessed February 2023.

⁹ UN Women (2021) Global Database on Violence against Women <https://evaw-global-database.unwomen.org/fr/countries/asia/timor-leste> Accessed February 2023.

The GEDSI challenges evident in the Pacific and Timor-Leste also has implications on education. While access to education has improved, as demonstrated through increased attendance levels in early childhood, primary and secondary school, good quality education remains a challenge in the Pacific region and Timor-Leste.¹⁰ Learning pathways, including pathways into TVET systems, are fragmented and, in most cases, lack flexibility and alternative entry points.

GEDSI in TVET

Within the Pacific region and Timor-Leste, TVET is increasingly being regarded as a viable solution for addressing youth unemployment, meeting skills shortages and accessing labour mobility opportunities. The 2020 “Guide on making TVET and skills development inclusive for all” publication by the International Labour Organisation (ILO) states that TVET systems are recognised as a crucial instrument for increasing employability, better job prospects and a mechanism for potentially improving social inclusion. However, it also noted that for a wide range of reasons, mainly relating to age, race, disability, sex, gender or other characteristics, many individuals and groups in society find themselves excluded from educational and training opportunities.¹¹

2.2 Regional commitments for Pacific and Timor-Leste TVET

The **Pacific Regional Education Framework (PacREF) 2018-2030** is an expression of regional commitment and shared priorities to improve education and training in the Pacific.¹² APTC’s strategic direction is guided by the PacREF’s four key policy areas of (1) Quality and relevance; (2) Learning pathways; (3) Student outcomes wellbeing; and (4) The teaching profession.

The PacREF promotes the underpinning values of human rights, gender equality and inclusion embedded in the Pacific Leaders Gender Equality Declaration (PLGED), Pacific Platform for Action on Gender Equality and Human Rights and Pacific Framework for the Rights of Persons with Disability (PFRPD) and the Framework for Resilient Development in the Pacific (FRDP). As such, GEDSI principles are embedded throughout the document. The following goal and outcome from Policy Area 1 of PacREF, in particular, continues to inform the APTC GEDSI Strategic Framework (2023-2025):

Goal: All learners are provided with a safe and supportive environment, within which they are offered high quality learning opportunities that are meaningful, valuable, inclusive and future-focused.

Outcome (iii): Curriculum and programmes, with appropriate pedagogy are inclusive, rights-based, promote gender equality, flexible and responsive to innovation and change and are adaptable to new learning opportunities.

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 knowledge, skills and competencies acquired through non-formal and informal education.¹³ This policy framework therefore strongly informs APTC’s GEDSI Strategic Framework (2023-2025).

¹⁰ 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> Accessed February 2023.

¹¹ International Labour Organisation (2020) Guide on making TVET and skills development inclusive for all. https://www.ilo.org/wcmsp5/groups/public/-ed_emp/--emp_ent/documents/publication/wcms_755869.pdf Accessed February 2023.

¹² Pacific Regional Education Framework. <https://www.forumsec.org/wp-content/uploads/2018/10/Pacific-Regional-Education-Framework-PacREF-2018-2030.pdf> Accessed February 2023.

¹³ 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 February 2023: <http://uis.unesco.org/sites/default/files/>

3. GEDSI at APTC



3.1 Progress

Gender equity in training delivery

APTC3 saw an increased focus on improving access to equitable training and employment outcomes for individuals across the APTC countries of focus, as well as promoting GEDSI within APTC business functions and training delivery.

From its establishment in 2007 until December 2022, APTC has had a total of 43 percent female graduates from full qualification courses, accredited and non-accredited short courses and micro-credentials. For the APTC3 period, there has been an upward trend of female graduates, with an overall of 45 percent of female graduates for the period.

A GEDSI analysis of the five key areas of study unsurprisingly reflects that the training areas of built environment and engineering remain predominantly male dominated, whilst community services, education and hospitality and tourism are female dominated. The share of female graduates from non-traditional areas of study sits at 9 percent since 2007, comprising 9 percent for full qualification courses and 13 percent for accredited short courses. The highest share of female graduates with full qualifications from non-traditional areas of study have been from Kiribati (15 percent) whereas Samoa has had the highest share of female accredited short course graduates (40 percent) from non-traditional areas of study. For the period of APTC3, there has been an upward trend of female graduates in non-traditional areas with an overall rate of 12 percent.

In APTC3 we developed and introduced a range of training products designed to attract women to study traditionally male-dominated trades with a high potential for meaningful employment, as well as courses that supported women to develop employability skills:

Non-accredited courses:

- Building Construction Taster
- Plumbing Essentials
- Pots and Pans – Introduction to Basic Cooking Skills
- Pins and Needles – Introduction to Basic Sewing Skills
- Interview Skills for Women

Accredited short courses:

- Women in Construction
- Women in Plumbing
- Women in Welding

These accredited short courses have provided a pathway for women to enrol in full qualifications. In Samoa, the short courses in Construction and Plumbing enabled 13 of the 37 women who undertook the short courses to enrol in Certificate II in Plumbing Services (4) and Certificate II in Construction (9). Two of the Welding students has progressed onto Certificate III in Light Vehicle Mechanical Technology.

Disability inclusion in training delivery

A total of 388 (2 percent) PWD have graduated from APTC's full qualification courses, accredited short courses, micro-credentials or non-accredited short courses. A gender breakdown reflects a majority (55 percent) of male graduates. For the APTC3 period, there has been an upward trend of persons with disabilities graduate with an overall rate of 2 percent.

Mainstreaming

APTC has had a strong focus throughout APTC3 on mainstreaming GEDSI within our business functions and training delivery through a range of initiatives such as:

- Establishing GEDSI sensitive student selection criteria and access bursaries;
- Using targeted marketing approaches;

- Developing and delivering GEDSI sensitivity training for staff through online modules;
- Establishing an internship initiative for PWD in APTC country offices and our Regional Head Office (RHO) in Fiji;
- Providing disability inclusion support to students with disabilities;
- Providing reasonable adjustment in training and assessment to support individual learning needs in accordance with RTO Standards 2015;
- Delivering training programs in rural and remote areas and in SIDS;
- Engaging the Organisations for Persons with Disabilities (OPD) to undertake Accessibility Audits in APTC's Samoa and Fiji campuses and RHO.

To ensure APTC provides a safe and inclusive learning environment, APTC has been monitoring incidents of discrimination experienced by students at APTC since 2020. With the majority (over 80 percent) of students indicating that they did not experience discrimination from staff or other students. APTC has established and continues to ensure robust reporting mechanisms and processes to address incidents of discrimination. In 2022, the survey expanded to collate information on whether the incident was reported by students whereby over 50 percent of the students indicated they had reported whereby 50 percent of students were satisfied with the outcome.

Partnerships and collaborations

In addition, we have collaborated with TVET stakeholders and GEDSI champions on a range of initiatives including:

- Funding infrastructure upgrades for local TVET providers that include disability access and accessible toilets;
- Hosting APTC's first GEDSI Forum in Vanuatu with local partners including Government Ministries and Non- Governmental Organisations to promote inclusive education and strengthen collaboration
- Supporting national GEDSI-related strategies and action plans;
- Supporting partner training providers to implement GEDSI initiatives:
 - Delivery of sensitivity training to local partners,
 - Research on supporting inclusive education in TVET in Timor-Leste which resulted in a project of establishing Disability Focal Point at Training Centres
 - Facilitating trainings with local GEDSI Champions

3.2 Challenges

Institutional barriers: structures, processes and systems

Institutional barriers are structures, processes, systems and policies which systematically create conditions of exclusion that disadvantage certain groups. For instance, PWD's are more likely to face difficulty in meeting the eligibility criteria for higher level courses in comparison to an abled-bodied individual who might have had easier access to prior training and apprenticeship opportunities. This creates an opportunity for APTC to provide targeted pathways into training and employment for GEDSI groups, as well as working with partner training providers to eliminate institutional barriers, and, continuing to review and revise our own plans and policies with a GEDSI lens.

Gendered and exclusionary norms and relations

Gendered norms on roles and responsibilities influence the choices that women and men make about training and employment. 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.

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual plus (LGBTQIA+) groups face additional pressure to uphold traditional gender norms based on their assigned identities. In some instances there is a societal belief that only limited career options are available for the group, mainly in the tourism and the beauty industries.

Similarly, PWD 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 PWD face in the Pacific.¹⁴

APTC will continue to strive for inclusive training and employment through targeted awareness raising, support and opportunities for women in male-dominated courses and industry areas, for PWD and for LGBTQIA+ groups.

Implications of COVID-19 on socially excluded and marginalised groups

COVID19 has impacted tourism, remittances, and food security as well as people’s livelihood in the Pacific and Timor-Leste. The World Bank reports that “Fewer local jobs and sluggishness in new international opportunities are all taking their toll on labour markets in the seven Pacific countries (Fiji, Kiribati, PNG, Samoa, Solomon Islands, Tonga and Vanuatu).”¹⁵

During any crisis whether it is COVID-19 or natural disasters, women, PWD, LGBTQIA+ as well as other vulnerable, marginalised groups are disproportionately affected. For women, there is increased risk of gender-based violence, additional care responsibilities and disrupted access to income and livelihood opportunities and support services.¹⁶ PWD and gender diverse individuals also face increased vulnerability, discrimination and social exclusion.

¹⁴ Pacific Disability Forum. (2019). Disability in the Pacific. Retrieved February 2023 from <http://www.Pacificdisability.org/About-Us/Disability-in-the-Pacific.aspx>

¹⁵ <https://reliefweb.int/report/fiji/pacific-island-countries-era-covid-19-macroeconomic-impacts-and-job-prospects> Retrieved February 2023.

¹⁶ <https://pacificwomen.org/research/pacific-women-thematic-brief-gender-and-covid-19-in-the-pacific/> Retrieved February 2023

4. APTC Gender Equity, Disability and Social Inclusion Strategic Framework (2023- 2025)



4.1 Areas of Intervention

APTC has highlighted the following broad areas of intervention for prioritisation in 2023-2025. These areas were identified through consultations, monitoring and evaluation of past GEDSI initiatives and the research “Challenges and Opportunities for Pacific women’s participation in TVET” conducted by APTC in 2020¹⁷:

1. Address barriers preventing access and meaningful participation of women, PWD and individuals based in rural and remote areas in TVET systems.
2. Improve pathways to accessing and participating in TVET systems for women, PWD and individuals based in rural and remote areas.
3. Promote gender responsive and inclusive Pacific TVET systems.

4.2 Our GEDSI commitments

Commitment One - Committing to improving equitable access to training for women, persons with disabilities and individuals from small island developing states and rural and remote areas.

APTC will continue to enhance and expand existing initiatives to ensure equitable training outcomes for GEDSI groups. We will ensure the initiatives are contextually relevant and respond to the barriers and challenges experienced by GEDSI target groups:

- In addition to continuing to use GEDSI criteria for the allocation of APTC access bursaries, we will evaluate and expand a targeted GEDSI tuition subsidy scheme with the aim of reducing financial barriers for GEDSI groups. GEDSI tuition subsidies will support specific outcomes such as increasing the number of women graduating from non-traditional areas of studies, or supporting the costs of child-care. The scheme will be implemented in consultation and collaboration with GEDSI-focussed organisations to identify the scope and application of the subsidy that will have the most impact.
- We will improve access to information on APTC and partner organisation courses in the form of targeted marketing initiatives to promote TVET as accessible and inclusive, ensuring we profile relevant success stories. Other activities will include, targeted outreach initiatives through partnerships with GEDSI organisations, including “taster” courses or campus visits for GEDSI groups.
- We will undertake infrastructure upgrades or modifications at APTC and partner facilities to ensure there is improved accessibility for students with disabilities. We will collaborate with local Organisations for Persons with Disabilities (OPD) to facilitate disability access audits and implement recommendations.
- In line with the Australian RTO Standards 2015, we will continue to provide reasonable adjustment to accommodate individual learning needs in training and assessment. In addition, we will increase disability inclusion support by providing professional development for staff of APTC and partner organisations in identifying barriers to accessing training and supporting students with disabilities. This will include setting up a network of disability inclusion focal points with partner training providers and the provision of sign language interpreters and investing in assistive devices.
- We will enhance gender responsive and inclusive practices at APTC and partner training providers through reviewing and establishing policies relating to domestic and family violence, prevention of sexual exploitation, abuse and harassment, GEDSI and Child Protection. APTC will improve the accessibility of our website.
- Working with GEDSI organisations to undertake training needs analysis, we will further develop and strengthen pathways for GEDSI groups to access training through delivering a range of accredited and non-accredited courses that meet the specific needs of the target group. This could be, for example, language, literacy and numeracy training to prepare candidates for certificate courses, or employability skills training that includes work placement to improve eligibility for further training.

¹⁷ Australia Pacific Training Coalition (2020) Challenges and Opportunities for Pacific women’s participation in TVET (unpublished)

- We will promote and establish peer support networks such as study groups and communities of practise to improve peer-to-peer learning and facilitate successful training completion.

By March 2025, the key outcomes of **Commitment One** will be:

1. More women graduate with accredited qualifications year on year from APTC and partner training providers.
2. GEDSI target groups to have access to additional support to participate in training.
3. GEDSI target groups to have improved access to information about training opportunities and available support.
4. Improved accessibility to infrastructure at APTC and partner training provider facilities.
5. Enhanced provision of disability inclusion support.
6. Enhanced gender responsive and inclusive practices at APTC and training partner institutions.
7. Targeted skills training that meets the needs of GEDSI groups.

Commitment Two - Committing to improving employment outcomes for women, people with disabilities and individuals from small island developing states and rural and remote areas.

APTC recognises the need to engage with employers and implement additional support mechanisms to promote gender-responsive and inclusive employment outcomes for GEDSI target groups so that successful training outcomes translate into meaningful and fulfilling employment.

APTC will implement the following initiatives:

- APTC will work in collaboration with the Pacific Labour Facility (PLF) to provide employment information to GEDSI target groups, and facilitate engagement with employers for the Pacific Australia Labour Mobility (PALM) scheme.
- We will support the strengthening of Employer Champion Network, a group of employers willing to promote gender responsiveness and inclusiveness identified through APTC Employer Engagement Surveys to directly connect graduates to both domestic and international employers, and continue to utilise the APTC alumni network to disseminate employment and training information.
- APTC will assist in improving employer understanding of GEDSI and commitment to inclusivity through GEDSI sensitivity training and support for disability accessibility audits and implement leadership skills for GEDSI groups in existing employment.
- In collaboration with training partners and GEDSI organisations, we will deliver customised training for GEDSI target groups that strengthen soft skills and job-readiness to increase employability. This training may include, for example, job preparation courses that cover application and interview skills, digital literacy training or communication skills. Alternatively, it may be professional development initiatives to strengthen skills that will assist target groups to advance in the workplace, such as leadership and management training.
- APTC will continue to engage with employers and industry bodies to promote inclusivity and diversity in the workplace. We will organise GEDSI forums and scoping initiatives to better understand the challenges and opportunities relating to employment outcomes for GEDSI target groups.

By March 2025, the key outcomes of **Commitment Two** will be:

1. Improved access to information on employment opportunities for APTC and partner graduates
2. Targeted training for employability skills
3. Improved commitment to GEDSI by employers
4. Enhanced industry engagement and learning to direct APTC's GEDSI Actions with employers

Commitment Three - Committing to promoting the implementation of GEDSI principles in APTC partner organisations to contribute towards gender-responsive and inclusive TVET.

APTC recognises the importance of leveraging our reputation and influence to model best practice and raise awareness of the importance of GEDSI outcomes in local TVET systems. We will work with partners to promote gender responsiveness and inclusion in all collaborations, embedding shared GEDSI outcomes in existing agreements and establishing new partnerships with GEDSI champions across the region to promote equitable training and employment outcomes for TVET graduates.

APTC will implement the following interventions:

- We will ensure that all partnership agreements incorporate shared GEDSI objectives and outcomes. These outcomes will be measured by reporting against MELF. This could include, for example, supporting partners with the development of their GEDSI strategies, policies and procedures, and the implementation of their corresponding GEDSI action plans. It may involve providing a GEDSI subsidy or other designated funding for a specific group and purpose that aligns with improving training and employment outcomes for GEDSI groups.
- To support and inform APTC's activities, we will establish a partnership with at least one GEDSI-focused organisation in each APTC country, with whom we will consult and collaborate to implement activities to promote gender responsiveness and inclusivity in TVET.
- We will enhance gender responsive and inclusive Pacific TVET systems by developing a GEDSI in TVET Micro-Credential for Training Providers, implementing TVET for Everyone workshops and collaborating with international and regional organisations such as International Labour Organisation to conduct researches on GEDSI participation in TVET. The targets for this intervention are to develop and implement the GEDSI in TVET Micro-Credential for Training Providers and complete one research activity on GEDSI participation in TVET.

By March 2025, the key outcomes of **Commitment Three** will be:

1. Shared GEDSI objectives and outcomes are incorporated into all APTC partnership agreements.
2. Partnerships are established with GEDSI-focused organisations in each APTC country.
3. A range of GEDSI awareness training products are developed and delivered to TVET stakeholders.

5. Our GEDSI Implementation Pathway



5.1 Action Implementation Pathway

The Gender Equity, Disability and Social Inclusion Strategic Framework (2023- 2025) will remain a dynamic, flexible living document which can be interpreted for a contextually relevant set of GEDSI actions by APTC country offices within the Pacific Region.

The strategic framework sets broad outcomes, which will be supported by specific annual targets and actions in the form of an annual GEDSI Action plan. Development of the annual GEDSI action plan will be aligned with the normal APTC planning processes with key priority actions identified by the Senior Leadership Team. The Table below outlines the proposed planning and implementation processes. The implementation of the Regional and Country level GEDSI Action Plan will need to take into consideration and proactively respond to the implications of the COVID-19 pandemic and in particular identified target groups impacted by COVID-19.

Platform, Processes and Reporting	
Platform	Senior Leadership Team meetings will act as the platform for decision-making in regards to the planning, implementation, reporting, reflection and learning for GEDSI initiatives.
Processes	<p>September - October</p> <p>1. Annual GEDSI reflection session with the Senior Leadership Team on the GEDSI Strategic Framework and progress towards GEDSI outcomes. This session will inform annual reporting and planning. Reporting: DFAT Progress and Performance reports</p> <p>January- February</p> <p>2. Members of the Senior Leadership Team, with support from the GEDSI Manager, will identify and incorporate relevant GEDSI activities into Team and Individual Performance Plans. The identification of GEDSI actions will be evidence-based and contextually responsive with clear expected performance/target indicators. The components of the plans will include GEDSI commitments, proposed actions, a delineation of roles and responsibilities, identification of resources required and timeframes.</p> <p>Reporting: APTC's Annual Performance Report will indicate key outcomes of GEDSI actions from the previous year.</p> <p>February-December</p> <p>3. Senior Leadership Team members lead the implementation of GEDSI initiatives with the support of the GEDSI Manager.</p> <p>Reporting: APTC's 6-Month Progress Report will indicate key outcomes of GEDSI actions from January to June.</p>
Reporting Pathway	<p>The reporting process aligns with APTC's reporting commitments to DFAT, reporting on program outcomes, outputs and MELF indicators.</p> <ol style="list-style-type: none"> 1. 6-Month Progress Report 2. Annual Performance Report

5.2 Monitoring and Evaluation

The interventions, approaches and three priority commitments outlined in the GEDSI Strategic Framework (2023-2025) contribute towards the key GEDSI priority areas as established by the APTC design. APTC will report through its 6-Month Progress Report and Annual Performance Report on how the program is contributing to the Australian Government's GEDSI priorities.

Monitoring and evaluation of APTC’s support for GEDSI in TVET will be undertaken through MELF. Evidence and learning will be generated, used and disseminated against the following key metrics:

- To what extent and how has the APTC promoted gender equality and social inclusion in access to training and empowerment?
- To what extent does the analysis of gender equality and social inclusion gaps and opportunities substantially inform APTC approaches?
- To what extent are risks to gender equality and social inclusion identified and appropriately managed across the investment?
- Effectiveness of the investment with regards to implementing strategies to promote gender equality and women’s empowerment within TVET systems.
- GEDSI disaggregated beneficiary data on GEDSI outcomes.
- Sufficiency of expertise and budget allocation to achieve gender equality related outputs of the investment.
- The extent to which APTC TVET partners increasingly treat gender equality, disability and social inclusion as a priority through their own policies and processes.
- The level of engagement from persons with disabilities and/or organisations for persons with disabilities are engaged in planning, implementation and monitoring and evaluation of the investment.
- Extent to which the investment identifies and addresses barriers to inclusion and opportunities for participation for persons with disabilities to enable them to benefit equally from the investment.

5.3 Roles and Responsibilities

Stakeholder	Roles and Responsibilities
GEDSI team	<ul style="list-style-type: none"> ▪ Facilitate and provide direction for implementation of GEDSI Strategic Framework (2023-2025), including the annual planning and review cycle. ▪ Provide technical and mentoring support to country office teams on GEDSI initiatives’ implementation and approach. ▪ Contribute to GEDSI evidence data collection and analysis. ▪ Support capability building of APTC staff, TVET partners and other stakeholders on GEDSI-responsive approaches and practices.
Planning, Monitoring, Evaluation and Learning (PMEL) team	<ul style="list-style-type: none"> ▪ Collect, evaluate and analyse GEDSI data. ▪ Report on GEDSI results and outcomes. ▪ Build capacity on PMEL in relation to GEDSI.
Functional, training and country office teams (Country office teams, partnerships and coalitions, labour mobility, strategic communications, training delivery, finance, HR)	<ul style="list-style-type: none"> ▪ With the support of GEDSI Manager, identify key priority GEDSI actions. ▪ Ensure quality implementation of the GEDSI Strategic Framework (2023-2025) within their respective teams. ▪ Contribute to the analysis of GEDSI progress in reports. ▪ Engage with other key stakeholders on GEDSI lessons and priority actions.
APTC Senior Leadership Team	<ul style="list-style-type: none"> ▪ Champion GEDSI within and outside of APTC ▪ Make evidence-based decisions on implementation of the GEDSI Strategic Framework (2023-2025). ▪ Provide input into GEDSI components in the design, scope and review of the APTC Annual Regional and Country Plans aligning to the GEDSI Strategic Framework (2023- 2025).

APTC Executive Director	<ul style="list-style-type: none"> ▪ Provide internal approval for GEDSI action implementations. ▪ Champion evidence-based decision making on GEDSI. ▪ Endorse resource allocation for enhanced GEDSI implementation.
DFAT	<ul style="list-style-type: none"> ▪ Approval of the APTC’s GEDSI Strategic Framework (2023-2025) ▪ Strategic engagement in analysis and interpretations of GEDSI reporting.
APTC partners and coalitions	<ul style="list-style-type: none"> ▪ Participate in learning and reflection on GEDSI. ▪ Scope and act upon opportunities for GEDSI actions based on shared objectives. ▪ Incorporate GEDSI initiatives into partnership agreements with APTC.
TAFE Queensland (TQ)	<ul style="list-style-type: none"> ▪ Registered Training Organisation – Australia Skills Quality Authority (ASQA) and RTO Standards 2015 compliance ▪ Implementing partner for the APTC program - contract compliance.

6. Appendix 1

GEDSI Strategic Framework 2023 – 2025				
Aim – To develop and strengthen responsive and contextually relevant actions to promote access to equitable training and employment outcomes for women, persons with disabilities and individuals from rural, remote and Small Island States.				
Specific outcome / outputs	Proposed key interventions	Targets (2023- 2025)	Data method / source	Responsibility
Commitment One - We commit improving equitable access and training outcomes for women, persons with disabilities and individuals from small island developing states and rural and remote areas.				
1.1 More women graduate with accredited qualifications year on year from APTC and partner training providers	<ul style="list-style-type: none"> Continue to include GEDSI criteria in the allocation of APTC access bursaries. Evaluate and expand the GEDSI Tuition Subsidy initiative as a tool for targeted intervention (e.g. for women in non-traditional areas of study). 	<ul style="list-style-type: none"> 48% female graduates in 2023/2024 50% female graduates in 2024/2025 	Student Management System	PMEL team Country Directors Skills for Employment and Training Director
1.2 GEDSI target groups access additional support to participate in training				
1.3 GEDSI target groups have improved access to information about training opportunities and available support	<ul style="list-style-type: none"> Run targeted marketing initiatives using diverse media platforms. Implement outreach initiatives through partner GEDSI organisations. Develop and deliver short courses for specific GEDSI target groups as a “tasters” and pathways into accredited courses. 			
1.4 Improved accessibility to infrastructure at APTC and partner training provider facilities	<ul style="list-style-type: none"> Undertake accessible infrastructure upgrade projects across the region. Conduct Disability Accessibility Audits at APTC and partner TVET provider facilities. 	<ul style="list-style-type: none"> Accessibility improvements completed for 10 sites across at least 7 APTC countries 	Reporting against MELF	Country Directors

<p>1.5 Enhanced provision of disability inclusion support</p>	<ul style="list-style-type: none"> ▪ Sign language interpreters available ▪ Provision of accessible laptops ▪ Reasonable adjustment made in training and assessment ▪ Research to identify barriers to accessing training at partner training institutions ▪ Develop Community of Practice for Disability Inclusion Focal Points in partner organisations 	<ul style="list-style-type: none"> ▪ 3% graduates with a disability in 2023/24 ▪ 4% graduates with a disability in 2024/2025 ▪ 80% retention rate of students with disabilities 	<p>Student Management System</p> <p>Reporting against MELF</p>	<p>Country Directors ICT team GEDSI team</p>
<p>1.6 Enhanced gender responsive and inclusive practices at APTC and partner training providers</p>	<ul style="list-style-type: none"> ▪ Review partner organisation policies and procedures to ensure a safe and inclusive learning environment ▪ Identify and support pathways to improve access to TVET for GEDSI target groups ▪ Introduce peer support systems ▪ Provision of safe transportation to training ▪ Flexible learning opportunities ▪ APTC website revamp includes improved accessibility functions 	<ul style="list-style-type: none"> ▪ 5 partner organisation policies reviewed to ensure gender responsiveness and inclusivity ▪ 50% increase in APTC enrolments for people living with disability, women and individuals from rural and remote areas (baseline of APTC3 enrolment data of previous year) ▪ APTC website meets accessibility criteria 	<p>Student End-of-Course Surveys</p> <p>Reporting against MELF</p>	<p>GEDSI team</p>
<p>1.7 Targeted skills training that meets the needs of GEDSI groups</p>	<ul style="list-style-type: none"> ▪ Deliver targeted professional development and training initiatives that meet the specific needs of GEDSI target groups such as contextualised leadership skills training, language, literacy and numeracy (LLN) courses, digital literacy workshops ▪ Develop and deliver short courses for specific GEDSI target groups as a “tasters” and pathways into accredited courses. ▪ Establish peer support groups and study groups to facilitate successful training completion. 	<ul style="list-style-type: none"> ▪ 48% female graduates in 2023/2024 ▪ 50% female graduates in 2024/2025 ▪ 48% female and 5% PWD applications in 2023/2024 ▪ 50% female and 7% PWD applications in 2024/2025 ▪ 3% graduates with a disability in 2023/24 	<p>Student Management System</p> <p>Reporting against MELF</p>	<p>Skills for Employment and Training Director Country Directors</p>

Commitment Two - We commit to improving employment outcomes for women, people with disabilities and individuals from small island developing states and rural and remote areas.				
2.1 Improved access to information on employment opportunities for APTC and partner graduates	<ul style="list-style-type: none"> In collaboration with the PLF, provide targeted information sessions on labour mobility for GEDSI groups Establish an Employer Champion Network to support employment for GEDSI groups (APTC and partner graduates) Disseminate employment information through APTC alumni networks 	<ul style="list-style-type: none"> 83% employment rate for women in 2023/2024 84% employment rate for women in 2024/2025 2% increase (baseline of Graduate Tracer Survey of 2022 data) of women accessing labour mobility pathways in 2023/2024. 3% increase of women accessing labour mobility pathways in 2024/2025 	Reporting against MELF	Country Directors GEDSI Manager Skills for Employment and Training Director
2.2 Targeted training for employability skills	<ul style="list-style-type: none"> Deliver work-ready training (e.g. job application and interview skills) Deliver employability skills training Delivery leadership and management skills for GEDSI groups 	<ul style="list-style-type: none"> GEDSI sensitivity training delivered to 50 employers 10 disability accessibility audits completed across at least 7 countries 	Reporting against MELF	Country Directors GEDSI Manager
2.3 Improved commitment to GEDSI by employers	<ul style="list-style-type: none"> Co-ordinate GEDSI sensitivity training for TVET stakeholders Support Disability Accessibility Audits 	<ul style="list-style-type: none"> 10 GEDSI forums for employers 10 scoping initiatives completed 	Reporting against MELF	Country Directors GEDSI Manager
2.4 Enhanced industry engagement and learning to direct APTC's GEDSI actions with employers	<ul style="list-style-type: none"> GEDSI forums Scoping initiatives with employers to enhance GEDSI Commitments 			
Commitment Three - We commit to promoting the implementation of GEDSI principles in APTC partner organisations to contribute towards gender-responsive and inclusive TVET.				
3.1 Shared GEDSI objectives and outcomes are incorporated into all APTC partnership agreements	<ul style="list-style-type: none"> Include initiatives that support shared organisational objectives and outcomes relating to GEDSI in all partnership agreements. Allocated funding in partnership agreements for initiatives that improve training and employment outcomes for GEDSI groups. 	<ul style="list-style-type: none"> 100% APTC partnership agreements incorporate shared GEDSI objectives and outcomes 	Partnerships register Reporting against MELF	Country Directors Partnership and Coalitions Coordinator
3.2 Partnerships are established with GEDSI-	<ul style="list-style-type: none"> Seek advice and expertise on relevant GEDSI-related training and employment matters 	<ul style="list-style-type: none"> 10 partnerships established 5 joint initiatives implemented to enhance 	Partnerships register	Country Directors GEDSI Manager

<p>focused organisations in each country</p>	<ul style="list-style-type: none"> ▪ Collaborate to recruit and select GEDSI interns to be based in APTC's country offices ▪ Collaborate to implement activities that promote gender responsive and inclusive Pacific and Timor-Leste TVET systems ▪ Undertake joint research to improve participation of GEDSI groups in TVET and employment, in collaboration with other regional or national organisations 	<p>GEDSI participation in TVET or employment</p> <ul style="list-style-type: none"> ▪ 1 GEDSI intern is employed at each APTC country office 	<p>Reporting against MELF</p>	<p>Partnership and Coalitions Coordinator</p>
<p>3.3 A range of GEDSI awareness training products are developed and delivered to TVET stakeholders</p>	<ul style="list-style-type: none"> ▪ Develop a GEDSI in TVET Micro-Credential for Training Providers to promote awareness of GEDSI issues in TVET ▪ Deliver TVET for Everyone Workshops to relevant TVET stakeholders 	<ul style="list-style-type: none"> ▪ GEDSI in TVET Micro-Credential for Training Providers developed and implemented in APTC Countries ▪ 1 research completed on GEDSI participation in TVET 	<p>Reporting against MELF</p>	<p>Skills for Employment and Training Director GEDSI Manager</p>

7. Appendix 2

The following terms are presented as defined by World Health Organisation unless stated otherwise.¹

Terms	Definitions
Gender	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 behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places.
Gender roles	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.
Gender norms	Refers to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialisation. 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.
Gender relations	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.
Gender-based discrimination	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 legitimising 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.
Gender stereotypes	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.
Gender inequality	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.
Gender responsive	A consideration of gender norms, roles and inequality in policy or programme design/ development with measures taken to actively reduce their harmful effects.
Gender equity	Refers to the consideration and provision to meet different needs, preferences and interests of women and men. For example, 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.
Gender equality	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.

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

Empowerment	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.
Agency	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. ² E.g. the career choices which students make is often influenced by the decision makers in the family rather than their own choices.
Disability	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. ¹⁸
Social model of disability	A social construct that recognises how PWD 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. ¹⁹ Some examples of this includes physical barriers, negative and exclusionary attitudes and perceptions which hinders full participation of PWD.
Reasonable adjustment	Reasonable adjustments mean 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. ²⁰
Social inclusion	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. ²¹ 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.
Intersectionality	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. ²² 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.
LGBTQIA+	An evolving acronym that stands for lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual. Many other terms (such as non-binary and pansexual) that people use to describe their experiences of their gender, sexuality and physiological sex characteristics. ²³

¹⁹ 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>

²⁰ 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>

²¹ World Bank. (2019). Understanding Poverty/Topics. Retrieved from Social Inclusion: <https://www.worldbank.org/en/topic/social-inclusion>

²² Merriam-Webster. (2019). Intersectionality. Retrieved from <https://www.merriam-webster.com/dictionary/intersectionality>

²³ La Trobe University. (2020). LGBTQIA resources Retrieved from What does LGBTQIA+ mean?: <https://www.latrobe.edu.au/students/support/wellbeing/resource-hub/lgbtqiqa/what-lgbtqiqa-means>

<p>Twin track approach</p>	<p>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 Equity, Disability and Social Inclusion is being mainstreamed into organisational functions, processes and systems. Secondly, targeted approach means adopting specific set of targeted interventions focused on a particular identified at risk group.</p>
<p>Targeted approach</p>	<p>Refers to investing in targeted actions and interventions to address the specific needs, vulnerabilities, barriers and challenges of identified excluded and marginalised groups.</p>
<p>Mainstreaming approach</p>	<p>Refers to a process of embedding gender and disability inclusion in all aspects of the organisation (policies, processes, systems, partnerships, monitoring and evaluation, projects, service delivery, infrastructure and so on).</p>
<p>Labour mobility</p>	<p>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.²⁴</p>

²⁴ Australia Pacific Technical College. (2018). Australia Pacific Technical Coalition Stage 3 (APTC3) Investment Design Document, pp.8.