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# **Analysis of gender equality in Veterinary Services in the Pacific, and disability and social inclusion in Veterinary Services in **South-East Asia and the Pacific****

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## List of Abbreviations

ASEAN	The Association of Southeast Asian Nations
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CERD	International Convention on the Elimination of All Forms of Racial Discrimination
CRPD	Convention on the Rights of Persons with Disabilities
DFAT	Australian Department of Foreign Affairs and Trade
ESCAP	Economic and Social Commission for Asia and the Pacific
GEDSI	Gender Equality, Disability and Social Inclusion
GEP	WOAH Gender Equity Plan
GTF	WOAH Gender Task Force
ICESCR	International Covenant on Economic, Social and Cultural Rights
PVS	Performance of Veterinary Services
PICTs	Pacific Island Countries and Territories
PLGED	Pacific Leaders Gender Equality Declaration
SEA	Southeast Asia
SDGs	Sustainable Development Goals
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
VPP	Veterinary Paraprofessional
WHO	World Health Organization
WOAH	World Organisation for Animal Health

## Glossary

Disability	<p>A long-term physical, mental, intellectual, or sensory impairment which in interaction with various barriers may hinder a person's full and effective participation in society on an equal basis with others.</p> <p><a href="#">Article 1 - Purpose   Division for Inclusive Social Development (DISD) (un.org)</a></p>
Gender	<p>The roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men.</p> <p><a href="#">Gender Equality Glossary (unwomen.org)</a></p>
Gender diversity	<p>Recognizes that many peoples' preferences and self-expression fall outside commonly understood gender norms.</p> <p><a href="#">Gender Equality Glossary (unwomen.org)</a></p>
Gender equality	<p>The equal rights, responsibilities and opportunities of women and men, and girls and boys.</p> <p><a href="#">Gender Equality Glossary (unwomen.org)</a></p>
Gender equity	<p>The preferred terminology within the United Nations is gender equality, rather than gender equity. Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women. Such use of equity in relation to the advancement of women has been determined to be unacceptable. During the Beijing conference in 1995 it was agreed that the term equality would be utilised. This was later confirmed by the CEDAW committee.</p> <p><a href="#">Gender Equality Glossary (unwomen.org)</a></p>
Gender mainstreaming	<p>The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.</p> <p>The primary objective behind gender mainstreaming is to design and implement development projects, programmes and policies that:</p> <ol style="list-style-type: none"><li>1. Do not reinforce existing gender inequalities (Gender Neutral)</li><li>2. Attempt to redress existing gender inequalities (Gender Sensitive)</li><li>3. Attempt to re-define women and men's gender roles and relations (Gender Positive / Transformative)</li></ol> <p><a href="#">Gender Equality Glossary (unwomen.org)</a></p>
Performance of Veterinary Service (PVS) Pathway	<p>An independent and in-depth monitoring mechanism of the performance of national Veterinary Services to identify their strengths and areas for improvement, and to recommend solutions specifically adapted to each country for sustainable improvement and investment.</p> <p><a href="#">PVS Pathway - WOA - World Organisation for Animal Health</a></p>

Social Inclusion	<p>The process of improving participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.</p> <p><a href="#">full-report.pdf (un.org)</a></p>
Veterinary Services	<p>The combination of governmental and non-governmental individuals and organisations that perform activities to implement the standards of the WOAH Terrestrial Animal Health Code</p>
Washington Short Set	<p>A set of six questions on functioning for use on national censuses and surveys was developed, tested and adopted by the Washington Group on Disability Statistics. The questions address:</p> <ol style="list-style-type: none"> <li>a. Difficulty seeing, even if wearing glasses</li> <li>b. Difficulty hearing, even if using a hearing aid</li> <li>c. Difficulty walking or climbing steps</li> <li>d. Difficulty remembering or concentrating</li> <li>e. Difficulty communicating such as understanding or being understood by others, even when using their usual language.</li> </ol> <p><a href="#">WG Short Set on Functioning (WG-SS) - The Washington Group on Disability Statistics (washingtongroup-disability.com)</a></p>

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## 1. Executive Summary

The World Organisation for Animal Health (WOAH) is seeking to strengthen its knowledge and capacity on gender equality, disability and social inclusion (GEDSI). This report builds on WOAH's 2023 [Gender Assessment of Veterinary Services in South-East Asia](#) (SEA) to extend the scope of WOAH's analysis to the Pacific Island Countries and Territories (PICTs: the Pacific), and to include disability and social inclusion in both subregions.

Together the two reports will be used to, among other things, inform a GEDSI Analysis and Action Plan for Phase 2 of the *Australia-WOAH One Health Partnership*, a four-year programme funded by the Australian Department of Foreign Affairs and Trade (DFAT). The Australia-WOAH One Health Partnership aims at strengthening Veterinary Services to improve regional health security through a 'One Health' approach to prevent, prepare for and respond to infectious disease threats.

### Methodology

To gather data, four online surveys were developed and distributed to WOAH Members in SEA and the Pacific with the request that they be disseminated as widely as possible amongst relevant organisations and institutions. Participation was voluntary and anonymous. The four surveys were:

	Survey title	Number of responses	Number of countries & territories represented
1	Disability and social inclusion in SEA: in-service	185 (114 women, 69 men, 2 other/prefer not to say)	10
2	Disability and social inclusion in SEA: pre-service	1130 (646 women, 455 men, 29 other/prefer not to say)	10
3	GEDSI in the Pacific: in-service	75 (48 women, 27 men)	14
4	GEDSI in the Pacific: pre-service	15 (9 women, 6 men)	4

Desk research and analysis was undertaken to complement the findings of the surveys through an examination of the relevant cultural, legal and policy contexts.

### Findings

Countries and territories in SEA and the Pacific have well-developed frameworks of legal and policy instruments to recognise, promote and protect the rights of women, people with disabilities and people from diverse backgrounds. These include international and regional agreements as well as national legislation and policies. However, economic, social, and institutional factors impede the equal participation for all, resulting in lower incomes and poorer development outcomes for some groups, including women. This impacts the performance of all sectors, including Veterinary Services.

The in-service surveys found that 5% of SEA respondents (3 women, 7 men) and 7% of Pacific respondents (2 women) identify as having a disability. This is below the global average for the population of 16%<sup>1</sup>, suggesting that people with disabilities are under-represented or under-reporting in the sector. Nevertheless, in both regions, most respondents with disabilities do not believe that their disability impacted their ability to get a job in Veterinary Services, and most are satisfied with their organisation's approach to disability in the workplace. In SEA, three of the ten (2 women) have progressed in their careers to executive level and both Pacific women have progressed to senior level. One woman in SEA noted that her disability has had a negative impact on training and travel opportunities.

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<sup>1</sup> WHO, 2022, *Global report on health equity for persons with disability*, [Global report on health equity for persons with disabilities \(who.int\)](#), p25. 15.6% of people in SEA and 15.3% in the Pacific experience disability

In SEA, 17% of pre-service respondents (93 women, 91 men) stated that they have a disability, suggesting a substantial decline in representation between study and employment. In the Pacific, representation stayed steady with 7% of pre-service respondents (1 woman) stating that they have a disability. Further enquiry is needed to understand the situation.

In both regions, respondents are mostly positive about the inclusivity of their workplace. For example, in SEA 78% of women (N=89) and 81% of men (N=56) agree that their organisation actively provides a welcoming environment for all. In the Pacific this figure was 73% of women (N=35) and 71% of men (N=19). However, in both regions women are less inclined than men to perceive equal treatment of people of all genders and ages and people with disabilities.

In SEA, 68% (N=127) of respondents stated that their organisation has a GEDSI policy, or similar and 15% (N=27) stated that there is no policy. In the Pacific, these figures were 43% (N=32) and 25% (N=19) respectively. In both subregions, the data potentially indicate that women benefit more than men from GEDSI policies. That is, where policies are in place, more women perceive inclusivity than where policies are not in place, but men either have the opposite experience (SEA) or experienced little difference (Pacific).

The Pacific survey questions that were specific to gender equality (not included in the SEA surveys) showed that women and men respondents are represented across a range of areas of Veterinary Services and animal health, with most variation in the private sector (25% of women (N=12): 7% of men (N=2)) and academia/education (0% of women: 11% of men (N=3)). Women and men respondents have been equally mobile in terms of re-locating for work, and they are equally educated in the highest degrees.

There is a perception by women respondents in the Pacific that they have similar opportunities as men to advance in their careers. Yet, amongst respondents, men outnumber women at the executive level (13% of women (N=6): 19% of men (N=5)), while women outnumber men at the senior level (42% of women (N=20): 26% of men (N=7)).

Women and men appear to have about the same level of job satisfaction if assessed in terms of their satisfaction with their salaries and their intention (or lack of) to quit their jobs. But in their comments, women provided numerous examples of behaviours that impede their work and create stress or even severe distress in the workplace. These included bullying, being paid less than their male counterparts, being held back in their careers, and being undermined by colleagues and clients. These raise concerns for the welfare of individuals as well as organisational performance.

#### GEDSI at WOA

GEDSI at WOA is led by a Gender Task Force (GTF) formed in 2021, who work as an internal network to contribute to specific and organisational efforts. A [Gender Equity Plan \(GEP\)](#) has been published by the Directorate of Administration.

In late 2023, WOA undertook a diagnostic study of gender equality in its Performance of Veterinary Services (PVS) process. The PVS Pathway will be utilised in implementation of the *Australia-WOA One Health Partnership* to support capacity building efforts. The report proposes a list of actions which are anticipated to be adopted by WOA.

#### Recommendations

It is recommended that the forthcoming Analysis and Action Plan for the *Australia-WOA One Health Partnership* consider the following:



- Advocate for and, where possible, support the development of GEDSI policies for WOAHA Members in SEA and the Pacific.
- For WOAHA Members that already have GEDSI policies, undertake an appreciative inquiry of their implementation. Share with other countries the lessons learnt on the benefits of the policy for the Veterinary Services and its employees.
- Contribute to the adaptation of WOAHA's PVS manuals and tools in line with the recommendations of the *Diagnostic report on gender mainstreaming in the PVS Pathway* eg, by piloting gender inclusive PVS missions in the region.
- Explore ways to integrate and support GEDSI in networking and collaboration between WOAHA Members. This could include measures such as: ensuring that online events are appropriately targeted to and accessible for people of all genders and people with disabilities; establishing a networking group for women country representatives; establishing a mechanism for sharing learnings on GEDSI responsive policies that are relevant to Veterinary Services and animal health.
- Continue to model and promote GEDSI in communication materials.
- Raise awareness of GEDSI among WOAHA Members in SEA and the Pacific and beyond.
- Introduce/continue requirements that guarantee equal opportunities for women and people with disabilities to participate in and lead training, workshops and professional development initiatives.
- Continue to model and promote GEDSI in WOAHA's corporate processes associated with the *One Health Partnership*. This includes measures such as: inclusive recruitment of programme staff; implementation of WOAHA's GEP; celebration of International Women's Day, International Day of People with Disabilities, International Day of Women and Girls in Science; equal representation of women and men in WOAHA events.
- Explore ways to strengthen GEDSI in the policymaking of partner organisations eg policies on rabies response.
- Ensure that GEDSI is integrated into any research and analysis undertaken or supported by the *One Health Partnership*.
- Integrate GEDSI in the monitoring and evaluation framework, including through the collection and analysis of sex and age disaggregated data. Encourage Members to collect sex and age disaggregated data.
- Consider ways in which the *One Health Partnership* can provide a mechanism through which WOAHA can expand its approach to, and treatment of, negative or discriminatory behaviours in the workplaces of WOAHA Members. For example, GEDSI learnings from the *One Health Partnership* may be useful for informing further iterations of the WOAHA GEP, especially in relation to its application to WOAHA's international programmes.

## 2. Introduction

The World Organisation for Animal Health (WOAH) is seeking to strengthen its knowledge and capacity on gender equality, disability and social inclusion (GEDSI) in recognition of its impact on the realisation of human rights as well as organisational performance and the delivery of activities.

To inform this work, in 2023 WOAHA conducted a [Gender Assessment of Veterinary Services in South-East Asia](#). To build on that report, in 2024 WOAHA undertook further primary research in South-East Asia (SEA) and the Pacific, along with desk research, to extend the geographic scope and subject-matter of the analysis. This report presents the findings of this additional analysis.

Together, the reports will, among other things, inform a GEDSI Analysis and Action Plan for Phase 2 of the *Australia-WOAH One Health Partnership*, a four-year programme funded by the Australian Department of Foreign Affairs and Trade (DFAT).

This report comprises five sections: Methodology; Disability and Social Inclusion in SEA and the Pacific; Gender Equality the Pacific; GEDSI at WOAHA; and Conclusion and Recommendations.

## 3. Methodology

Four surveys were developed and disseminated across 11 SEA countries and 14 Pacific Island Countries and Territories, most of them being covered by the *One Health Partnership*.<sup>2</sup> The surveys were tailored to: people working in Veterinary Services and related occupations (in-service); and people studying to join Veterinary Services and related occupations (pre-service).

The four surveys were:

	Survey title	Number of responses	Number of countries & territories represented
1	Disability and social inclusion in SEA: in-service	185 (114 women, 69 men, 2 other/prefer not to say)	10 <sup>3</sup>
2	Disability and social inclusion in SEA: pre-service	1130 (646 women, 455 men, 29 other/prefer not to say)	10 <sup>4</sup>
3	GEDSI in the Pacific: in-service	75 (48 women, 27 men)	14 <sup>5</sup>
4	GEDSI in the Pacific: pre-service	15 (9 women, 6 men)	4 <sup>6</sup>

The surveys were sent to WOAHA focal points and other WOAHA contacts in each country who were requested to disseminate them widely. Participation in the survey was self-selecting, voluntary and anonymous. This method of dissemination and participation meant that some groups (for example, by

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<sup>2</sup> The countries are: Pacific - Kiribati, FSM, Fiji, Marshall Islands, Nauru, New Caledonia, Niue, Palau, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu; SEA – Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam. One response from Cook Islands and one from Wallis and Futuna were received and included in the analysis. To be noted that New Caledonia, Singapore and Brunei Darussalam are not eligible for Official Development Assistance so are not covered by DFAT funding. However, they are relevant to WOAHA's work, so are included in this analysis.

<sup>3</sup> The 10 countries are: Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor Leste and Vietnam

<sup>4</sup> The 10 countries are: Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand, Timor Leste and Vietnam

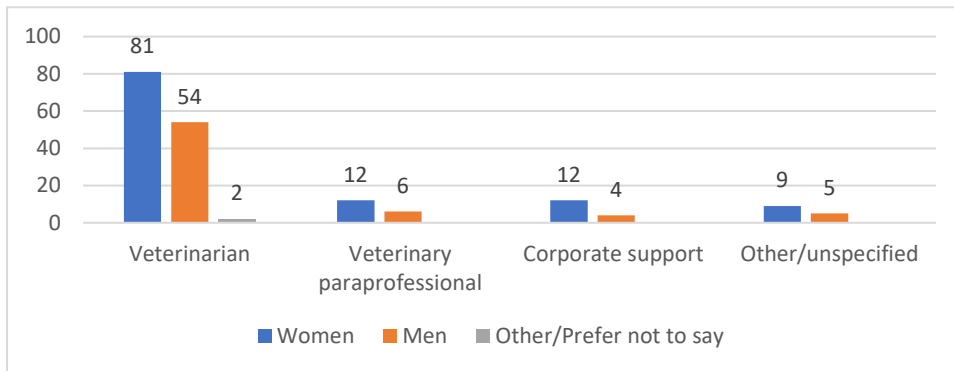
<sup>5</sup> The 14 countries and territories are: American Samoa, Cook Islands, Fiji, Kiribati, Marshall Islands, New Caledonia, Niue, PNG, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Wallis and Futuna.

<sup>6</sup> The four countries are: Fiji, PNG, Solomon Islands and Vanuatu.

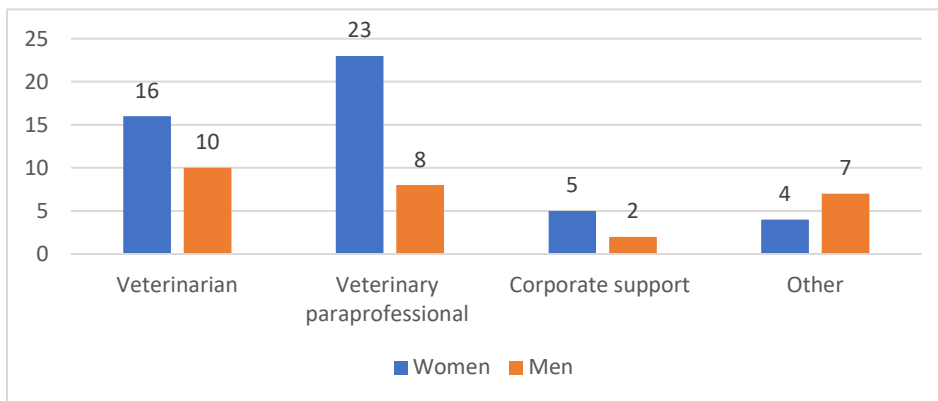
nationality, gender, profession, disability etc) were likely over-represented or under-represented in proportion to others. The surveys were online (Microsoft Forms), self-administered and written in English. They were not pilot tested but, where appropriate, questions were the same as those in the 2023 *Gender Assessment* to facilitate comparison across regions and subject matters. See **Annex D** for a list of questions.

Data was gathered from people working across the sector, the nature of their work being categorised into four groups: veterinarian, veterinary paraprofessional, corporate support and other.

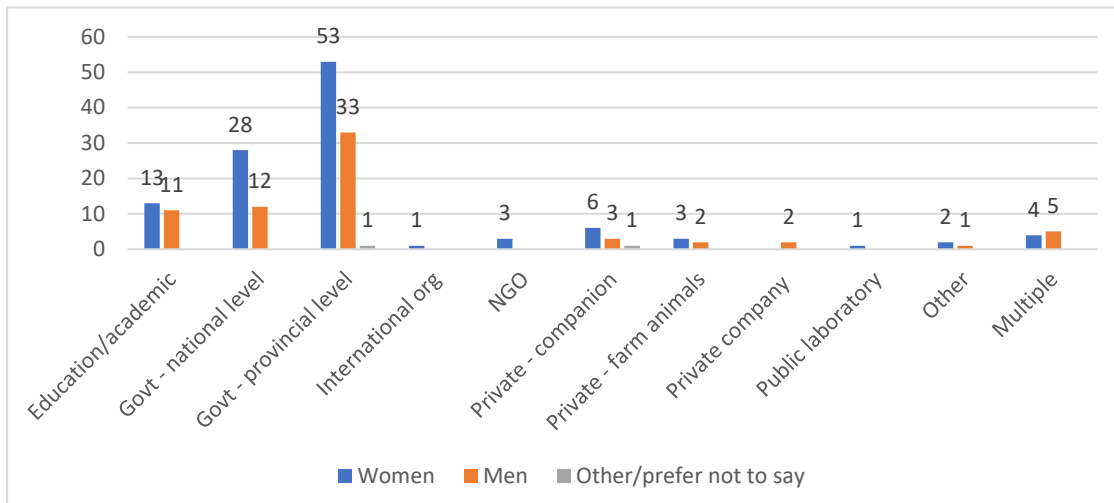
**Graph 1 SEA in-service type of work (number of respondents)**



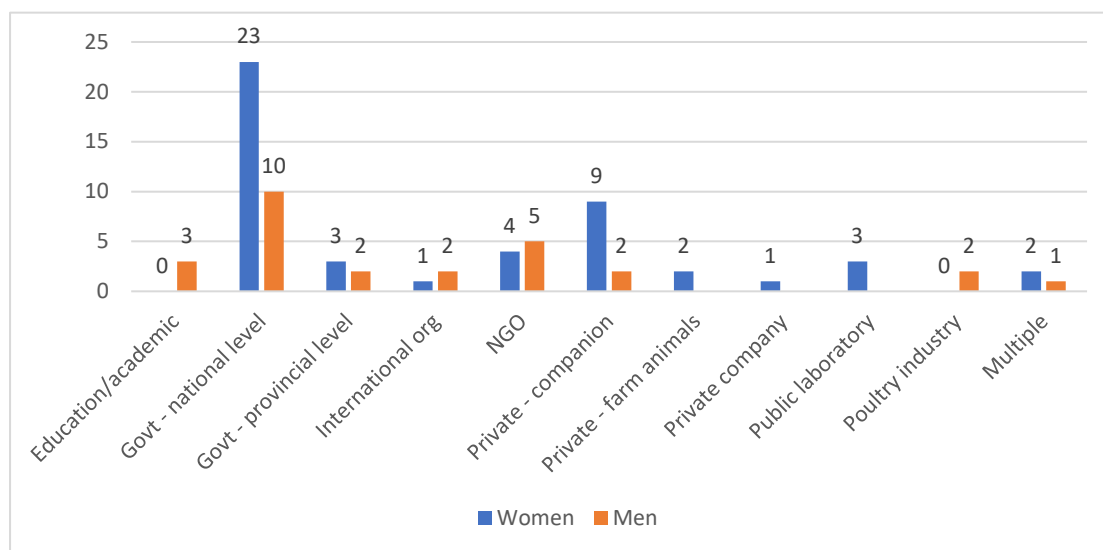
**Graph 2 Pacific in-service type of work (number of respondents)**



**Graph 3: SEA in-service type of organisation (number of respondents)**



**Graph 4: Pacific in-service type of organisation (number of respondents)**



See **Annex A** for additional data on the demographics of respondents, including country of residence, age group, and level of seniority.

Desk research and analysis was undertaken to complement the findings of the surveys through an examination of the relevant cultural, legal and policy contexts.

#### 4. Disability and social inclusion: South-East Asia and the Pacific

##### 4.1 Disability

Disability can be understood as a long-term physical, mental, intellectual, or sensory impairment which in interaction with various barriers may hinder a person’s full and effective participation in society on an equal basis with others.<sup>7</sup>

This description captures a focus on social and human rights rather than the medicalisation of disability. That is, disabilities are created by the attitudinal and environmental barriers that limit access and participation, rather than by the impairment itself.

The World Health Organization (WHO) estimates that around 16% of people globally (15.6% of people in SEA and 15.3% in the Pacific) experience disability.<sup>8</sup> Globally, the number of people with disabilities is increasing due to demographic and epidemiological changes such as longer life expectancy and growing numbers of people with noncommunicable diseases.<sup>9</sup>

The global prevalence of disability increases with age, rising from around 6% in children and adolescents, to 34% among adults aged 60 years and over. Women have higher prevalence of disability than men – 18% for women and 14% for men.<sup>10</sup>

##### 4.1.1 Experiences of disability

Disability is experienced differently by different people, even in cases where the impairment is similar. Experience is impacted by intersecting factors such as gender, age, finances, religion, culture and so

<sup>7</sup> [Article 1 - Purpose | Division for Inclusive Social Development \(DISD\) \(un.org\)](#)

<sup>8</sup> WHO, 2022, *Global report on health equity for persons with disability*, [Global report on health equity for persons with disabilities \(who.int\)](#), p25

<sup>9</sup> WHO, 2022, *Global report on health equity for persons with disability*, [Global report on health equity for persons with disabilities \(who.int\)](#), p15

<sup>10</sup> WHO, 2022, *Global report on health equity for persons with disability*, [Global report on health equity for persons with disabilities \(who.int\)](#),

on. For example, financial wealth may help some people with disabilities overcome limitations, while people with disabilities who live in remote locations may be disadvantaged due to lack of services. Women with disabilities are at least two to three times more likely than other women to experience physical, sexual and economic abuse.<sup>11</sup>

In many countries, the rates of unemployment for people with disabilities are higher than for those without disabilities. In the Asia-Pacific region, people with disabilities are two to six times less likely to be employed than people without disabilities.<sup>12</sup> As a result, it is estimated that the region experiences a social and economic loss of 3% to 7% due to unemployment, underemployment and exclusion of people with disabilities from the labour market.<sup>13</sup> Globally, the exclusion of people with disabilities from employment is estimated to equate to up to USD1.9 trillion loss in GDP annually.<sup>14</sup>

Those people with disabilities that are employed are more likely to be in jobs with poor prospects, in vulnerable jobs in the informal economy without social protection, in corporate social responsibility projects, or in self-employment.<sup>15</sup> As discussed further below (Section 4.3.1), the survey data suggest that, as a proportion of the population, people with disabilities are under-represented or under-reported in Veterinary Services in SEA and the Pacific.

#### 4.1.2 Conventions and laws relevant to disability

Various global, regional and national instruments recognise, promote and protect the rights of people with disabilities in SEA and the Pacific.

##### **Global agreements: Disability**

The highest of these is the United Nations **Convention on the Rights of Persons with Disabilities (CRPD)**. This international framework recognises the importance for people with disabilities of individual autonomy and independence. It considers that people with disabilities should have the opportunity to be actively involved in decision-making processes and enjoy fundamental rights and freedoms without discrimination.<sup>16</sup> All countries in this analysis, except for Niue, have signed the CRPD and all countries except for Niue and Tonga have ratified it.<sup>17</sup> See Annex B: Table 1.

Disability is referenced in the **Sustainable Development Goals (SDGs)**, specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs. All countries in this analysis, except Niue, are signatories to the SDGs.<sup>18</sup>

In 2021, WHO Member States adopted resolution **WHA74.8: The highest attainable standard of health for persons with disabilities**, which reiterates the need for countries to ensure that persons with disabilities exercise their full right to health. All countries in this analysis are members of WHO.<sup>19</sup>

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<sup>11</sup> [Facts and figures: Women and girls with disabilities | What we do | UN Women – Headquarters](#)

<sup>12</sup> [ESCAP-2020-RP-Employment-Persons-Disabilities.pdf](#) p2

<sup>13</sup> [ESCAP-2020-RP-Employment-Persons-Disabilities.pdf](#) p3

<sup>14</sup> [People with disabilities \(ilo.org\)](#)

<sup>15</sup> [ESCAP-2020-RP-Employment-Persons-Disabilities.pdf](#) p2

<sup>16</sup> [Convention on the Rights of Persons with Disabilities | OHCHR](#)

<sup>17</sup> **New Caledonia:** International conventions and legal instruments promoting equality between men and women ratified by France apply *ipso jure* to New Caledonia. **Niue:** Treaties signed by New Zealand prior to 1988 were extended to Niue through association. Treaties signed under this arrangement include CEDAW, signed in 1985. The United Nations Secretariat recognized the full treaty-making capacity of Niue in 1994 but since that time, Niue has only signed the Convention on the Rights of the Child in its own right. [UN WOMEN NIUE.pdf](#), [tbineternet.ohchr.org/layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en](http://tbineternet.ohchr.org/layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en)

<sup>18</sup> [Sustainable Development Report 2023 \(sdgindex.org\)](#)

<sup>19</sup> [Countries | World Health Organization \(who.int\)](#)

## Regional agreements: Disability

The **Incheon Strategy** was adopted in 2012 by members of the Economic and Social Commission for Asia and the Pacific (ESCAP). The Incheon Strategy has 10 disability-specific development goals, 27 targets and 62 indicators to boost and track progress toward inclusive development for people with disabilities. All countries in this analysis are full or associate members of ESCAP.<sup>20</sup>

The **ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities** seeks to mainstream the rights of persons with disabilities across the three pillars of the ASEAN community: Political-Security, Economic and Socio-Cultural.<sup>21</sup> All SEA countries in this analysis, except Timor-Leste, are members of ASEAN<sup>22</sup>.

The Pacific Islands Forum's **Pacific Framework for the Rights of Persons with Disabilities: 2016 -2025 (PFRPD)** aims to support Pacific governments to promote, protect and fulfil the rights of people with disabilities while strengthening coordination and collaboration of national initiatives.<sup>23</sup> All Pacific countries and territories in this analysis, including New Caledonia, are members of the Pacific Islands Forum.

## National obligations: Disability

In the Asia-Pacific region, the commitment to disability rights is explicitly expressed in the constitutions of at least nine countries. For example, constitutions variously: include provisions that express a commitment to addressing the basic needs of people with disabilities and to taking measures to ensure their social protection (Cambodia, Palau, Vietnam); explicitly prohibit the discrimination against citizens on the ground of disability (Fiji and Thailand); and, mandate the establishment of an agency to promote the inclusion of people with disabilities in mainstream society (Philippines).<sup>24</sup> Fiji's Constitution provides the right for people with disabilities to the reasonable adaptation of buildings, infrastructure, vehicles, working arrangements, rules, practices or procedures, to enable their full participation in society and the effective realisation of their rights.<sup>25</sup> Vietnam's Constitution contains a commitment to providing favourable conditions for people with disabilities to access vocational learning as well as developing a social security system to assist people with disabilities.<sup>26</sup>

Legislation in the region includes: Indonesia's Law on Persons with Disabilities which protects the rights of people with disabilities to be free from discrimination; Palau's Disabled Persons' Anti-Discrimination Act which prohibits discrimination in employment; Philippines' Magna Carta for Disabled Persons Act which prohibits discrimination on the grounds of disability in employment, education and other aspects of life; Vietnam's Law on Persons with Disabilities which forbids stigmatisation of people with disabilities and discrimination against them; and Vietnam's Labour Code which requires employers to consult with employees with disabilities on issues related to their rights and interests and to provide people with disabilities with equal pay for work of equal value, suitable working conditions, working tools and safety and health provisions.<sup>27</sup>

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<sup>20</sup> [Incheon Strategy \(English\).pdf \(unescap.org\)](#)

<sup>21</sup> [AEM2025-2.indd \(asean.org\)](#)

<sup>22</sup> In 2022, Timor Leste was admitted "in principle" as ASEAN 11<sup>th</sup> member, with full membership pending

<sup>23</sup> [PFRPD.pdf \(forumsec.org\)](#)

<sup>24</sup> ESCAP, 2020, *Employment of Persons with Disabilities in Asia and the Pacific: Trends, Strategies and Policy Recommendations* [ESCAP-2020-RP-Employment-Persons-Disabilities.pdf](#), p21: ILO, 2014, *Achieving Equal Employment Opportunities for People with Disabilities through Legislation* [wcms\\_322685.pdf \(ilo.org\)](#)

<sup>25</sup> *Constitution of the Republic of Fiji*, [Fiji-Constitution-English-2013.pdf \(paclii.org\)](#)

<sup>26</sup> *Constitution of the Socialist Republic of Vietnam*, Articles 59 and 61, [translation\\_of\\_vietnams\\_new\\_constitution\\_enuk\\_2.pdf \(constitutionnet.org\)](#)

<sup>27</sup> [ESCAP-2021-RP-Disability-glance.pdf](#)

## 4.2 Social inclusion

Social inclusion can be understood as the process of improving participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.<sup>28</sup> People may be excluded by factors such as ethnicity, religion, race, cultural practices, sexual orientation, or other aspects that mean that they perceive themselves, or are perceived by others, as being different from the majority of the population.

Social inclusion can cover issues that are sensitive in some contexts, and which may challenge people's personal beliefs and perceptions of socially acceptable norms and behaviours. For example, even where same-sex relationships are legalised, they may not be widely accepted. In some countries, people from certain ethnic, religious, or cultural groups can experience discrimination. Such discrimination can be overt or covert and, in some cases, it may be sub-conscious, unrecognised or perpetrated through ignorance.

### 4.2.1 Conventions and laws relevant to social inclusion

Social inclusion cuts across a wide range of areas covered by international conventions as well as national and regional legal frameworks. International agreements that are pertinent to this analysis include:

- The **Universal Declaration of Human Rights (UDHR)** provides for the rights of all peoples, including those of diverse sexual orientation and gender identity. Twenty four of the 25 countries in this analysis have ratified this declaration. (Annex B Table 2)
- The **International Covenant on Economic, Social and Cultural Rights (ICESCR)**. Fourteen countries in this analysis are signatories to this convention. (Annex B Table 2)
- The **Sustainable Development Goals** which address social inclusion directly in Goals 10 and 16 while incorporating its principles in Goals 4, 5, 8, 9 and 11. As noted above, all countries in this analysis, except Niue, are signatories to the SDGs.<sup>29</sup>
- The **International Convention on the Elimination of All Forms of Racial Discrimination (CERD)**. Sixteen countries in this analysis are signatories to this convention. (Annex B Table 2)
- The **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)** establishes a framework of minimum standards for the survival, dignity and well-being of Indigenous peoples and it elaborates on existing human rights standards and fundamental freedoms as they apply to Indigenous peoples. All countries in this analysis, except for Niue, are signatories to the declaration. (Annex B Table 2)

National legislation pertinent to social inclusion includes that on **the rights of people of diverse gender identity and sexual orientation**. Ten of the countries in this analysis have laws in place that outlaw same-sex relations and/or forms of gender expression, such as wearing clothes that are regarded as that of the opposite gender. (Annex B Table 3) These laws run contrary to the international agreements above.

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<sup>28</sup> [full-report.pdf \(un.org\)](#)

<sup>29</sup> [Sustainable Development Report 2023 \(sdgindex.org\)](#)

## 4.3 Findings of the surveys on disability and social inclusion in SEA and the Pacific.

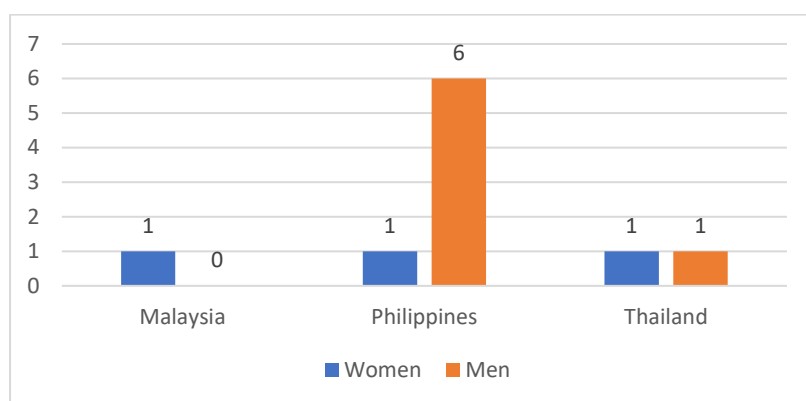
### 4.3.1 Disability

#### In-service surveys

In the **SEA in-service surveys**, 5% of the 185 respondents (N=3W/7M<sup>30</sup>) stated that they have a disability, which they variously categorised as difficulty with seeing, walking, hearing, remembering and communicating, and one person has a type of cancer.<sup>31</sup>

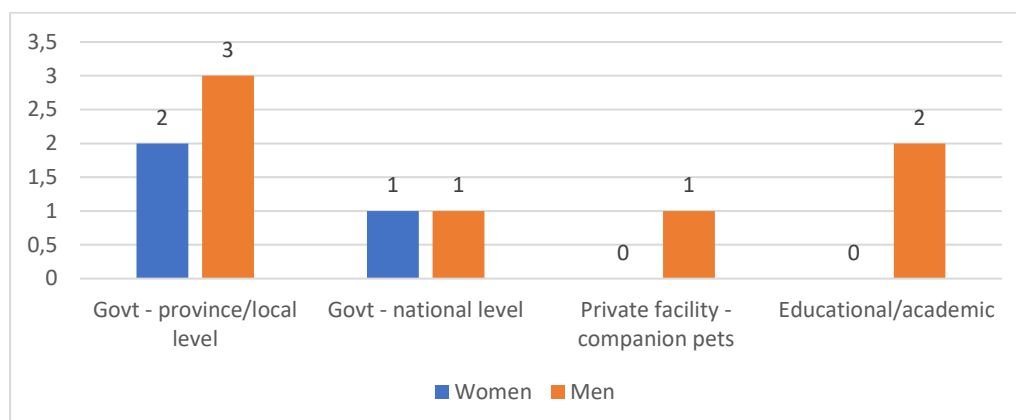
Most SEA respondents (70%: N=1W/6M) who identified as having a disability are from the Philippines. Because the Philippines accounts for only 40% of total respondents, this is potentially a signifier that there is less stigma in recruitment and/or greater self-identification in that country.

**Graph 5 Country of residence of people with disabilities: SEA (number of respondents)**



The respondents with disabilities work in different types of organisations, with the majority (N=3W/4M) working in government.

**Graph 6: Type of organisation of people with disabilities: SEA (number of respondents)**



All but **one of the ten SEA respondents with a disability is a veterinarian**, and three (N=2W/1M) have progressed to executive level in their organisations. When asked about workplace adjustments, one woman who has difficulty walking or climbing stairs stated that she requires adjustments, but that these have not been provided. Two other respondents (N=1W/1M) stated that workplace adjustments were provided in part. Seven of the ten respondents believe that their disability did not impact their

<sup>30</sup> N= indicates the number of respondents. W indicates women, and M indicates men.

<sup>31</sup> Respondents could select a category from the Washington short set and provide further details if they wished to do so. [WG Short Set on Functioning \(WG-SS\) - The Washington Group on Disability Statistics \(washingtongroup-disability.com\)](https://www.washingtongroup-disability.com/) See also [Glossary](#).



ability to get a job in the sector with two saying they are not sure and one preferring not to answer. None believe that their disability has impacted their salary. Their attitudes to their organisation’s approach to disability ranged from ‘somewhat unsatisfied’ (N=1W/1M) to ‘very satisfied’ (N=3M). One woman noted the negative impact that her disability has had on training and travel opportunities.

Forty-one SEA respondents (22%) stated that someone in their team has a disability, 15 of whom were women, 23 were men and 3 were other/prefer not to say or were uncategorised.<sup>32</sup> It should be noted that in some cases, multiple respondents may be in the same team and are thereby referring to a single person. Respondents categorised the disability of the team member variously as difficulty walking, hearing, seeing, remembering, and poor mental health. Of these, seven people believed that the person was treated differently at work due to their disability. However, when asked to describe the difference, two respondents noted inclusivity and the workplace approach of equal treatment, suggesting that the person is not treated differently. One respondent noted that there is a different Act for people with disabilities and one respondent commented that people are mindful of what they say around the person with the disability.

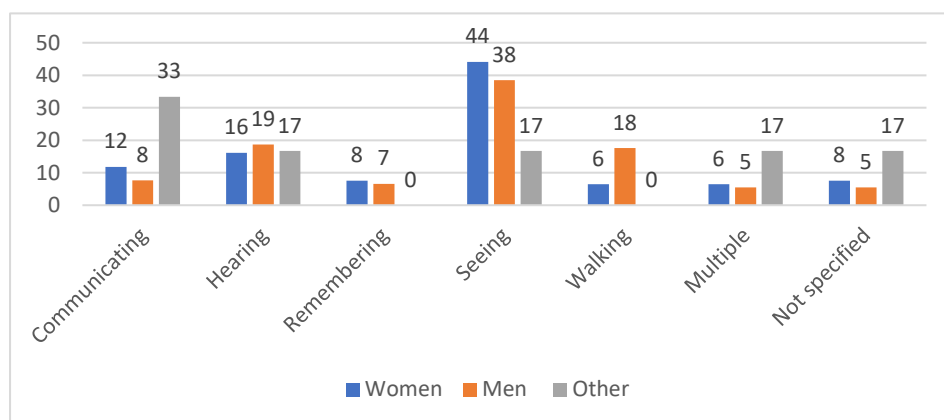
In the **Pacific in-service surveys**, 7% of the 75 respondents (two people: both women) stated that they have a disability. One described her disability as lifelong pain, the other did not specify. Both work in Government agencies at the national level and both are ‘somewhat satisfied’ with their organisation’s approach to disability in the workplace. One requires workplace adjustments which have been partially provided. Neither woman believes that their disability impacted their ability to get a job, and both have advanced in their careers to hold senior positions.

Eleven respondents (14%) of the Pacific in-service surveys stated that a member of their team has a disability: the team members with disabilities comprised 4 women, 6 men and 1 other/prefer not to say. Categorisation of the disabilities included difficulty hearing, walking, performing manual work, concentrating, and learning. Four of the eleven believe that the person is treated differently because of their disability - they noted physical accommodations, as well as poor treatment by colleagues. One expressed frustration that the person cannot meet expectations for the role.

### Pre-service surveys

In the **SEA pre-service survey**, 17% of the 1130 respondents stated that they have a disability (14% of women (N=93), 20% of men (N=91) and 21% of other/prefer not to say (N=6)). Difficulty seeing was the most common form of disability identified.

**Graph 7 Categorisation of disability: SEA pre-service (percentage of each gender)**



<sup>32</sup> Respondents were provided three choices for gender: woman; man; other/prefer not to say. The latter was given as one rather than two options to replicate the *Gender Assessment*. Neither of the Pacific surveys had respondents that nominated themselves in this category.

Fifty-one per cent (N=98) of respondents stated that they require classroom adjustments and 92% (N=90) of these have had those adjustments provided in-full or in-part. Of the students with disabilities, 9% (N=16) are studying somewhere other than their home country which, perhaps surprisingly, is slightly higher than the average for the group (6%: N=64). In addition, respondents with a disability were, on average, more confident than those without a disability of getting their dream job within 12 months of graduation: of those with disabilities, 81% of women (N=75), 75% of men (N=67) and 33% of other/prefer not to say (N=2) said that they were 'very confident' or 'somewhat confident'. This compared to 53% of women (N=404), 66% of men (N=298) and 50% of other/prefer not to say (N=14) of the entire cohort.

Of the 15 **Pacific pre-service** respondents, only one person – a woman - stated that they have a disability, which she categorised as difficulty with hearing. She is studying overseas and does not believe that her disability impacted her ability to secure a place at university. She is confident in finding her dream job within twelve months of graduation.

In terms of representation, as noted above, around 15.6% of people in SEA experience disability.<sup>33</sup> Only 5% of respondents of the SEA in-service surveys self-identified as having a disability, well below the population average. This compares with 17% for the SEA pre-service surveys, slightly above the population average. The reason for this drop in numbers is beyond the scope of the surveys and the voluntary, self-selecting nature of the surveys means that there are statistical biases in the data. But we can consider a few options for what these numbers might indicate for SEA. It is possible that changes in attitude mean that younger people are more willing to identify as having a disability. It may also be that workplace cultures discourage disclosure of disability more than university cultures. Or it may be that South-East Asians with disabilities who study Veterinary Medicine and related subjects are less able or less willing to work in the sector on completion of their studies.

For the Pacific, the percentage of respondents with a disability stayed constant at around 7% for both in-service and pre-service surveys. This is well below the regional average of 15.3%, indicating that people with disabilities may be under-represented in the sector. This can potentially mean that there is reticence by people of all ages to identify as having a disability. Alternatively, it may mean that people with disabilities are less likely to be attracted to the sector, or that they are unable to enter the sector due to barriers to educational and employment opportunities.

#### 4.3.2 Social Inclusion

The four surveys included a question on minority status: 'Do you identify yourself as belonging to a minority group in your home country? That is, do you belong to a group that is distinct from the majority of the population due to religion, race, ethnicity, cultural practices, sexual orientation, or other factors?' It was evident from some of the responses that the intention of this question was not understood by all. The data on this question was therefore assessed as unreliable and so is not included in this analysis.

##### **In-service surveys**

Social inclusion was also assessed in the surveys by questions on perceptions of inclusion in the workplace.

When asked about **workplace cultures**, SEA respondents had mostly positive responses: 78% of women (N=89), 81% of men (N=56) and 100% of other (N=2) agree that their organisation actively

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<sup>33</sup> WHO, 2022, *Global report on health equity for persons with disability*, [Global report on health equity for persons with disabilities \(who.int\)](https://www.who.int/publications/m/item/global-report-on-health-equity-for-persons-with-disabilities), p25

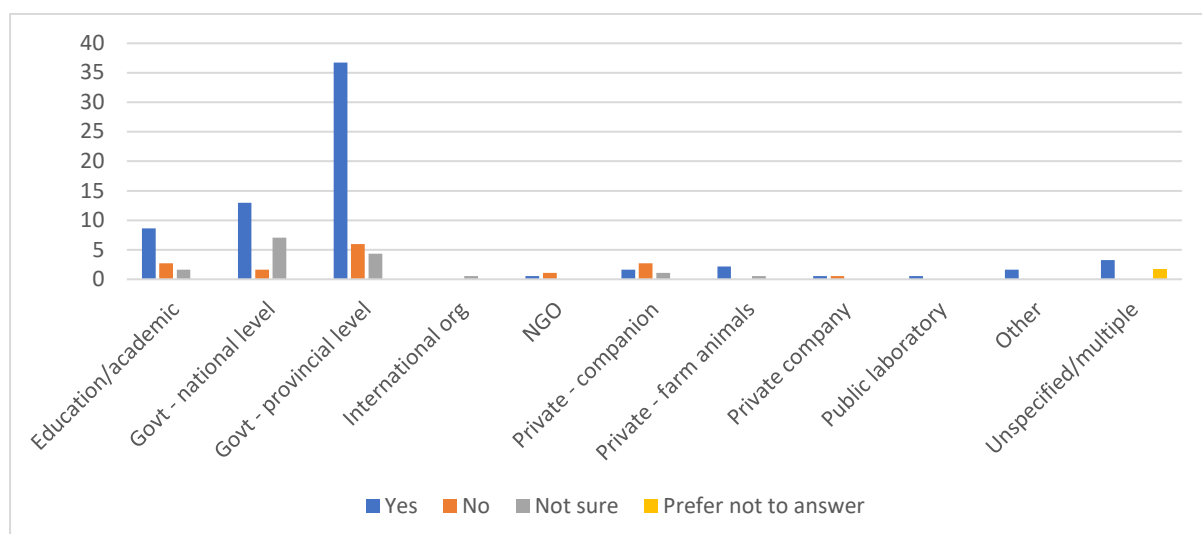
provides a welcoming environment for all (Annex A: Graph 15). Around the same number of women (77%, N=88) but more men (86%, N=60) agreed that their organisation treats employees of all genders equally (Annex A: Graph 24). In organisations where there are employees known to have disabilities, 73% of women (N=66), 79% of men (N=49), and 100% of other (N=1), agreed that their organisation treats employees with disabilities equally (Annex A: Graph 25). Around the same number agreed that their organisation treats people from all backgrounds equally (72% of women (N=82), 80% of men (N=55) and 50% of other (N=1)) (Annex A: Graph 26). Similar numbers were found for those that agreed that their organisation treats people of all ages equally (72% of women (N=82), 83% of men (N=57) and 100% of other (N=2)) (Annex A: Graph 27).

In the Pacific, 73% of women (N=35) and 71% of men (N=19) agree that their organisation actively provides a welcoming environment for all (Annex A: Graph 28). Fewer women agreed that their organisation treats employees of all genders equally (69% of women (N=33): 77% of men (N=21)) (Annex A: Graph 29) and fewer still agreed that, in cases where there are employees known to have disabilities, those employees are treated equally (56% of women (N=15): 58% of men (N=10)) (Annex A: Graph 30). Only 66% of women (N=32) and 50% of men (N=13) agreed that their organisation treats people from all backgrounds equally (Annex A: Graph 31), while 71% of women (N=34) and 74% of men (N=20) agree that their organisation treats employees of all ages equally (Annex A: Graph 32).

In terms of workplace cultures, in both SEA and the Pacific, women and men are similar in their attitudes to the welcoming environment of their organisation. But in both regions, and more so the Pacific, there is room for improvement. The data reveal that in both regions **women are less inclined than men to perceive equal treatment** of people of all genders, people with disabilities and people of all ages. Interestingly in the Pacific, men are less inclined than women to perceive equal treatment of people of all backgrounds, the only criteria in which a lower proportion of men than women agreed with the statement. The data reveal both gendered differences in workplace experiences, as well as areas in which improvements to workplace culture can be targeted.

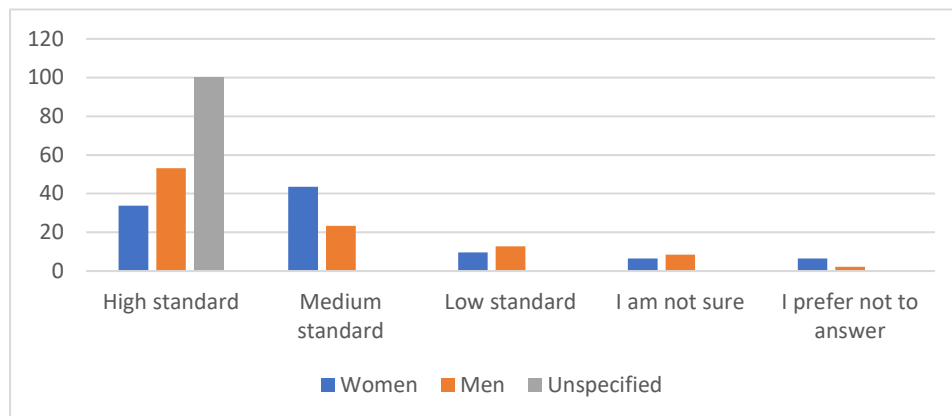
For SEA, 68% (N=127) of respondents stated that **their organisation has a GEDSI policy**, or similar and 15% (N=27) stated that there is no policy. These policies are in place in all types of organisations: government, non-government, educational, and private sector (Graph 8 below). In terms of other measures, there were few specific mechanisms identified, yet comments from over half of respondents expressed the view that women and men had equal opportunities in the workplace.

**Graph 8: Percentage of total respondents by organisation that state that their organisation has a GEDSI policy or similar: SEA**



In SEA 52% of respondents (N= 97) expressed a view on the quality of implementation: of these 39% of women (N=21) and 60% of men (N=25) and 100% of other (N=1) believed implementation is of a high standard; 50% of women (N=27) and 26% of men (N=11) believe it is medium standard; and 11% of women (N=6) and 14% of men(N=6) believe the standard is low.

**Graph 9 Opinions on the quality of implementation of their organisation’s GEDSI policy (percentage of each gender): SEA**

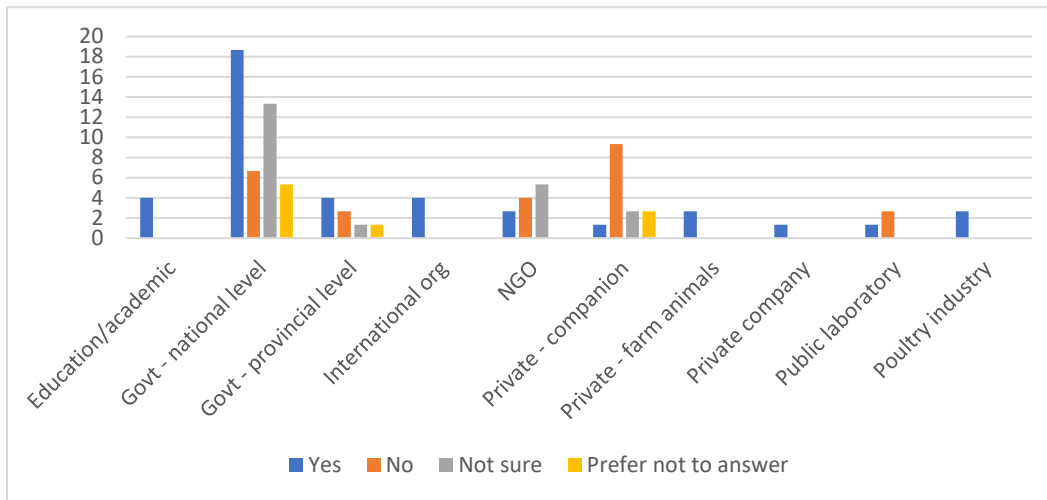


In SEA there is not a strong correlation between opinions on the quality of implementation of GEDSI policies, and views on the inclusivity of the organisation. Of those respondents who regard implementation of the policy to be high quality, 70% of women (N=26), and 64% of men (N=16) agree to all five criteria of their organisation being welcoming to all, and treating people of all genders, ages and backgrounds, and those with disability equally (this includes respondents who ticked ‘not applicable’ for disability). Conversely, of those respondents who stated that their organisation does not have a policy, fewer women (61%, N=11) but more men (88%, N=7) agreed to all five statements on inclusivity.

The data potentially indicate that in SEA women benefit more than men from GEDSI policies. That is, where policies are in place, more women perceive inclusivity than where policies are not in place, but men have the opposite experience. In addition, the data potentially suggest that expectations for the policies are low - even where implementation of the policy was assessed as high, perceptions of inclusivity for all are not high.

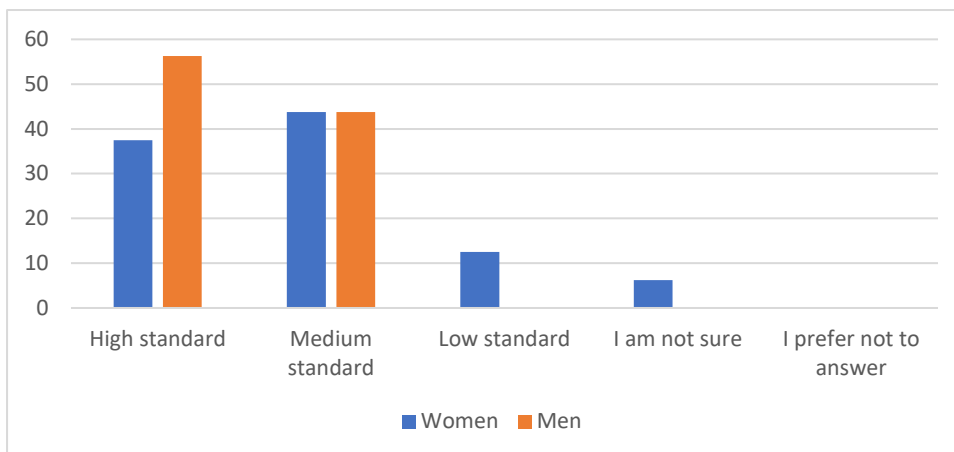
For the Pacific, 43% of respondents (N=32) stated that their organisation has a GEDSI policy, or similar. Twenty-five per cent (N=19) stated that their organisation does not have a policy and the remainder are either unsure (23%: N= 17) or preferred not to answer (9%: N=7). These policies are in place in all types of organisations: government, non-government, educational, and private sector (Graph 10 below). In terms of other measures, four people noted that legislation provides equal rights for women and men in the workplace.

**Graph 10: Percentage of total respondents by organisation that state that their organisation has a GEDSI policy or similar: Pacific**



Of the 43% who expressed a view on the quality of the policy’s implementation, the majority believe that the policy is being implemented to a high or medium standard: 38% of women (N=6) and 56% of men (N=9) believe it is implemented to a high standard, 44% of women (N=7) and 44% of men (N=7) believe it is implemented to a medium standard.

**Graph 11 Opinions on the quality of implementation of their organisation’s GEDSI policy (percentage of each gender): Pacific**



In the Pacific, of those respondents who regard implementation of the policy to be high quality, 83% of women (N=5) and 56% of men (N=5) agree that their organisation provides a welcoming environment for all and treats people of all genders, ages and backgrounds, and those with disability equally (this includes respondents who ticked ‘not applicable’ for disability). For respondents who stated that their organisation does not have a policy, only 50% of women (N=7) and 50% of men (N=2) agree to all five statements on inclusivity.

Once again, the data potentially indicate that in the Pacific women benefit more than men from GEDSI policies. That is, where policies are in place, more women perceive inclusivity than where policies are not in place, but for men there is little difference. The data potentially reveal stark differences between women and men in terms of expectations for the policies - in organisations where implementation of the policy is assessed as high, perceptions of inclusivity are high for women but low for men.

## Pre-service surveys

For pre-service, 58% (N=657) of SEA respondents believe that their university or institution has a GEDSI policy or similar. Nineteen per cent (N=216) believe that there is no policy. In the Pacific, 40% (N=6) of pre-service respondents believe that their institution has a GEDSI policy or similar and 20% (N=3) believe that there is no policy in place.

## 5. Gender equality: Pacific Island Countries and Territories

This section on gender equality focusses only on the Pacific Island Countries and Territories (PICTs) to extend the geographic scope of the [Gender Assessment of Veterinary Services in South-East Asia](#) undertaken in SEA in 2023.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys.<sup>34</sup> Gender equality is a human right, but it is also a precondition for, and an indicator of, sustainable people-centred development.<sup>35</sup> That is, equality between women and men drives economic growth and prosperity, reduces poverty, increases health and education outcomes, and contributes to peace and security.

For organisations such as WOA, gender equality is critical to efforts to strengthen the quality of organisational performance. There is a growing body of evidence to demonstrate that a gender balance in the workplace brings social and economic benefits. For example, companies with greater representation of women are more likely to be stake-holder orientated and promote collaboration and innovation, and less likely to be involved in fraudulent behaviour.<sup>36</sup> Gender diversity in governance structures leads to better decision-making and business outcomes.<sup>37</sup> Considerations of gender are also critical to policymaking in the areas of health and bio-security.

In the PICTs, social, cultural and religious norms commonly result in distinct roles for women and men, often leading to male dominance and privilege. This plays out in public and private spheres where men commonly hold greater influence in leadership and decision-making. While data on gender norms and development in the Pacific is limited, there is evidence of regional trends in terms of gender equality. For example, the data reveal that, in relation to women, men have higher gross national income per capita (Annex B: Graph 37) and higher levels of human development (Annex B: Graph 38). The gender development index shows that women in Kiribati experience equality well below the global average (Annex B: Graph 39). Women are under-represented in positions of leadership: women comprise an estimated 21% of board directors, 13% of Chief Executive Officers<sup>38</sup> and the Pacific has the lowest levels of women's political representation in the world at fewer than 7%.<sup>39</sup> In addition, the PICTs experience some of the world's highest rates of violence against women, a signifier of, as well as a contributor to gender inequality.<sup>40</sup>

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<sup>34</sup> UN Women, [Gender Equality Glossary \(unwomen.org\)](#)

<sup>35</sup> UN Women, [Gender Equality Glossary \(unwomen.org\)](#)

<sup>36</sup> Bankwest Curtin Economic Centre, Gender Equity Insights 2020: Delivering the Business Outcomes, [BCEC WGEA Gender Equity Insights 2020 Delivering the Business Outcomes WEB FINAL.pdf](#)

<sup>37</sup> Bankwest Curtin Economic Centre, Gender Equity Insights 2020: Delivering the Business Outcomes, [BCEC WGEA Gender Equity Insights 2020 Delivering the Business Outcomes WEB FINAL.pdf](#)

<sup>38</sup> PSDI, 2021, *Leadership Matters: Benchmarking women in business leadership in the Pacific*, [PSDI-LeadershipMatters-Web3.pdf](#), p11

<sup>39</sup> [One Step Forward, Two Steps Back: Women's Political Representation in the Pacific - Australian Institute of International Affairs - Australian Institute of International Affairs](#)

<sup>40</sup> [UNFPA Asiapacific | Violence Against Women - Regional Snapshot \(2020\) - kNOwVAWdata](#)

## 5.1 Conventions and laws

Various global, regional and national instruments recognise, promote and protect gender equality and the rights of women and people of diverse sexual orientation and gender identity.

### Global agreements

The foremost global agreement for women's rights is the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**. Described as an international bill of rights for women CEDAW entered into force in 1981 and has now been ratified by 197 countries.<sup>41</sup> All PICTs in this study, apart from Niue and Tonga, have ratified CEDAW. (Annex B: Table 1)

The **Beijing Declaration and Platform for Action** was adopted in 1995 by 189 countries. It sets strategic objectives that aim to secure gender equality in law and practice.<sup>42</sup> All PICTs, except for Niue, endorsed the Declaration.

### Regional agreements

In 1994, all PICTs agreed to the first regional instrument to promote gender equality: the **Pacific Platform for Action on Gender Equality and Women's Human Rights**. The agreement was most recently updated in 2021 and includes targets and indicators on women's rights and gender equality under four themes: mechanisms to promote the advancement of women; women's legal and human rights; women's access to services; and economic empowerment of women.<sup>43</sup>

In 2023, Pacific Island leaders endorsed the revitalised **Pacific Leaders Gender Equality Declaration (PLGED)**, renewing their commitment to implement national policy actions to progress gender equality through gender responsive government programs and policies, decision making, economic empowerment, ending violence against women, and health and education.<sup>44</sup>

### National obligations

Only seven of the 14 PICTs in the study have laws in place to prohibit discrimination in employment based on gender (Annex B: Table 3).

Gaps in legislation can result in unequal pay for equal work, unfair dismissal on the grounds of pregnancy, absence of provisions for parental leave, fewer opportunities for promotion, and other limitations. Even where laws are in place, there may be gender gaps in employment, promotion, pay or workplace rights, but the presence of legislation helps limit discrimination for women and people of diverse gender identity.

Only four of the PICTs in this study have legislation to prohibit sexual harassment in the workplace. (Annex B: Table 4)

## 5.2 Findings of the surveys on gender equality in the Pacific Islands and Territories

### In-service surveys

The survey data suggests that, regionally, there are **more women than men working in the livestock and animal health sector** in the Pacific: 59% of women (N=28) and 52% of men (N=15) believe that there are more women than men in their organisation. Amongst respondents, women and men are represented across a range of areas of Veterinary Services and animal health, with most variation in

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<sup>41</sup> [Convention on the Elimination of All Forms of Discrimination against Women New York, 18 December 1979 | OHCHR](#)

<sup>42</sup> [World Conferences on Women | UN Women – Headquarters](#)

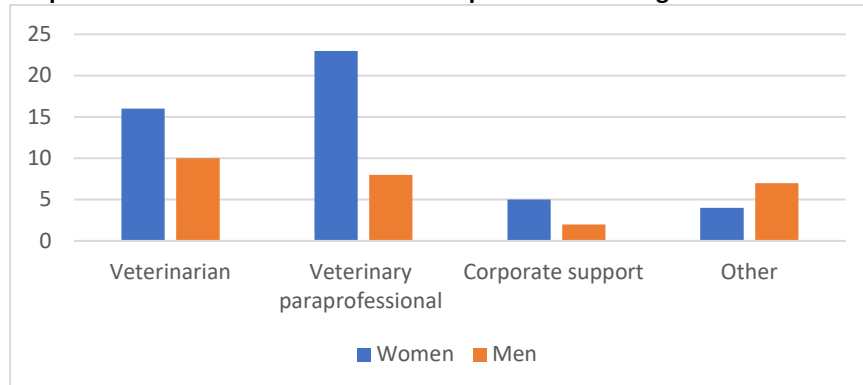
<sup>43</sup> [PPA-2018-Part-I-EN2.pdf \(spc.int\)](#)

<sup>44</sup> [PACIFIC LEADERS GENDER EQUALITY DECLARATION 30 August 2012, Rarotonga, Cook Islands – Pacific Islands Forum \(forumsec.org\); PIF Leaders Renew Commitment to Gender Equality in the Pacific Region – Pacific Islands Forum \(forumsec.org\)](#)



the private sector (25% of women (N=12): 7% of men (N=2)) and academia/education (0% of women: 11% of men (N=3)).

**Graph 12 Number of women and men respondents working in different areas within the sector**

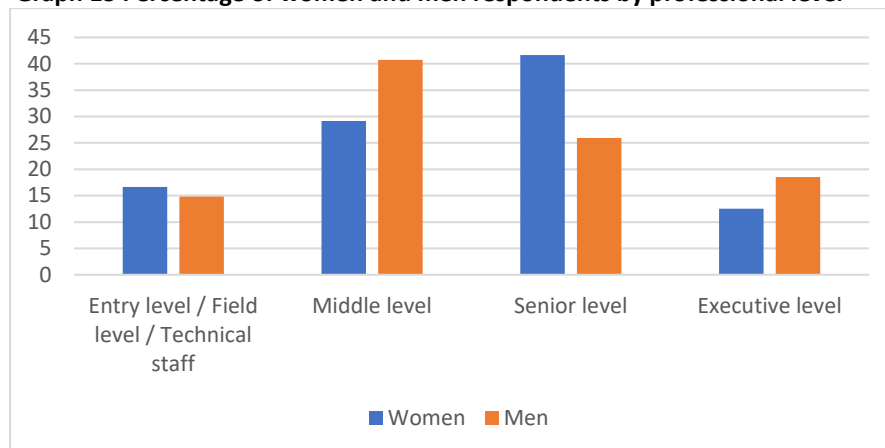


Women and men have been **equally mobile**, with 45% of women (N=23) and 48% of men (N=13) now working in a different type of location to that where they were born. For example, some people born in their national capital are now working in an island village or small island community, and vice versa.

Women and men respondents are **equally educated in the highest degrees** with 46% of women (N=22) and 45% of men (N=12) attaining a master's degree or higher (Doctor of Vet. Medicine or PhD). Women outnumber men in the lowest levels of education, with 16% of women (N=8) and 4% of men (N=1) attaining only secondary school or vocational/technical certificates or diplomas.

Amongst respondents, men outnumber women at the executive level (13% of women (N=6): 19% of men (N=5)), while women outnumber men at the senior level (42% of women (N=20): 26% of men (N=7)). While the numbers are small, this potentially indicates a 'glass ceiling' for women working in the sector.

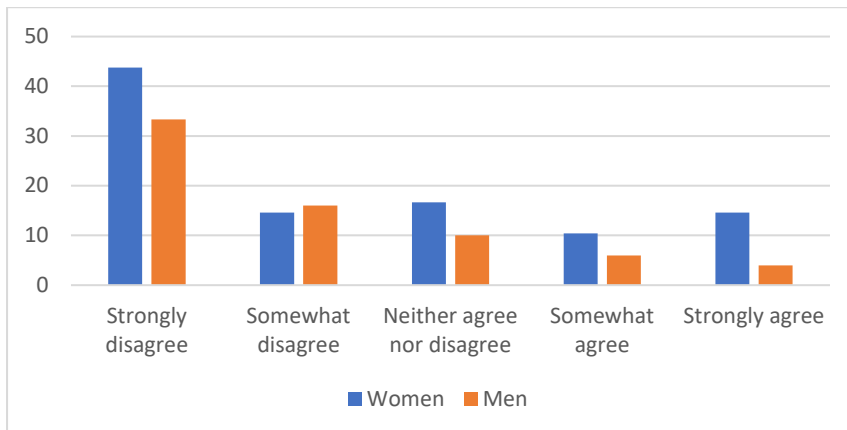
**Graph 13 Percentage of women and men respondents by professional level**



The data indicate a **perception by women that they have similar opportunities as men to advance in their careers**. Fifty-nine per cent of women (N=28), compared with 49% of men (N=17), disagree with the statement that, in their organisation, 'it is more difficult for women to be promoted to a higher position than for men' (Graph 14 below). Both women and men disagree that 'it is more difficult for women to access resources and opportunities that improve career development' (63% of women (N=30): 82% of men (N=22)). In addition, 69% of women (N=33) and 77% of men (N=21) agree that their organisation treats employees of all genders equally (Annex A: Graph 24).



**Graph 14 Percentage of women and men who agree that in their organisation it is more difficult for a woman to be promoted than for a man.**



***In my 20 years of service, I have never encountered anything that makes us women feel like we have been treated unfairly or poorly in our work environment. We have the same access to resources and opportunities.*** Comment from woman respondent in the Pacific.

***Regardless of my qualifications and achievements in an executive role, I am pushed out. I have also seen a female colleague pushed out of her role due to the CEO perceiving her as difficult. The CEO discredits my position and gives important meetings to a male colleague even though he has contributed nothing to the relevant reporting.*** Comment from woman respondent in the Pacific.

Women and men appear to have about the **same level of job satisfaction**. Thirty-seven per cent of women and the same percentage of men state that they have thought of quitting their jobs. But 47% of women and 48% of men state that they have not thought of quitting. Overall, women respondents are more **satisfied with their salaries** than men respondents (59% of women (N=28): 48% of men (N=13)) (Annex A: Graph 35).

In written comments, women stated that they: had been bullied; are paid less than their male counterparts; are less likely to be listened to when providing technical advice; face challenges with clients preferring a male vet; are expected to defer to the opinions of their male counterparts; miss out to men on overseas training opportunities; and, they have had substantial achievements overlooked.

While some men observed similar treatment of their female colleagues, one man expressed dissatisfaction with women being able to take maternity leave, and one man held a perception that women are given free reign while men are more likely to be held to account.

In spite of these responses, 55% of women (N=26) compared with only 19% of men (N= 5) say they had been treated differently at work because of their gender (Annex A: Graph 33). In their written comments, women provided numerous examples of behaviours that impede their work and create stress or distress for them in the workplace (See text boxes).

When asked about **what they enjoy at work**, women and men talk about similar things including: the pleasure of working with and treating animals; building relationships and working with

colleagues, clients and communities; travel; training and mentoring; learning; autonomy; and diversity.

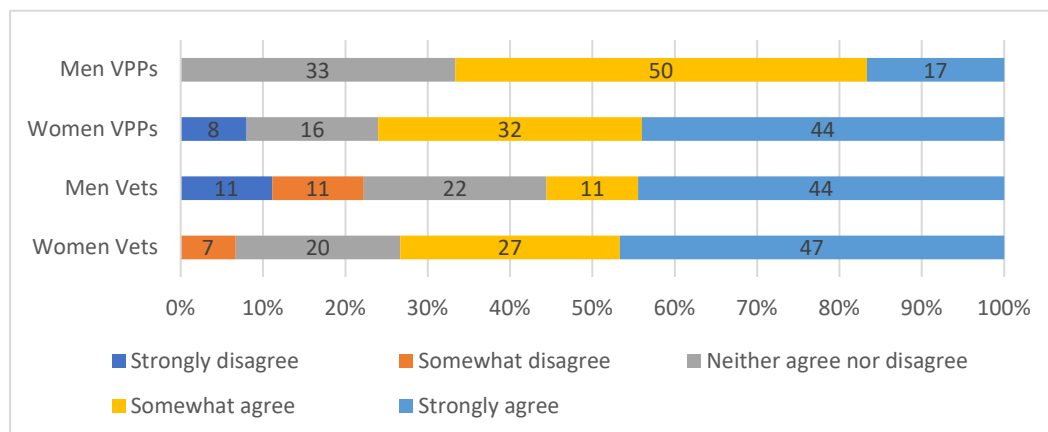
In terms of **challenges**, women and men again talk about similar things including: lack of capacity and resources including staff, transport, equipment and infrastructure; staff turnover; lack of training; poor legislation and changes in political priorities; the inability of some clients to pay fees; fragility of the environment; farmers using outmoded practices; poor communication between organisations; lack of recognition of qualifications; spending time away from home; and after-hours work.

A slightly higher proportion of men than women state that they have **difficulties balancing work and family** – 48% of men (N=13) and 46% of women (N=22) (Annex A: Graph 34). This is potentially a result of men spending more time in the field than women – a trend that is not identified in the surveys, but which is reiterated in conversations with people working in the sector.

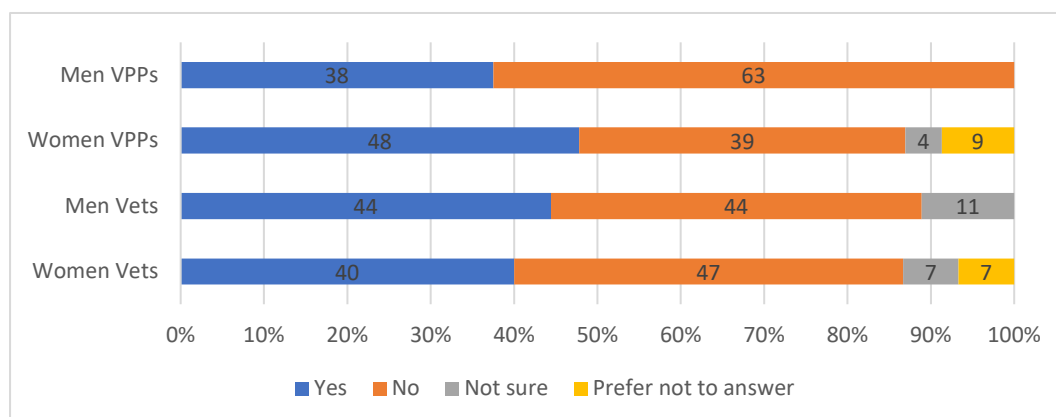
***People have more confidence in a man's veterinary diagnosis than a woman's.***  
 Comment from woman respondent in the Pacific

A comparison in job satisfaction between veterinarians and veterinary paraprofessionals (VPPs) shows mixed results. Overall, men veterinarians appear to have varied experiences in the workplace, resulting in a wide range of attitudes to the culture of the organisation (Graph 15 below), while women veterinarians are the highest proportion of respondents saying that they have thought of quitting their jobs (Graph 16 below).

**Graph 15 Percentage of respondents by profession that agree that their organisation provides a welcoming environment for all**



**Graph 16 Percentage of respondents by profession that have thought of quitting their jobs**



There was **little difference between women and men in the time taken to get a job after graduation**: 77% of women (N=36) and 74% of men (N=20) got jobs in less than six months (Annex A: Graph 36).

### Pre-service surveys

***There's a significant amount of bullying and belittling.*** Comment from women respondent in the Pacific.

The Pacific pre-service surveys did not reveal stand-out differences between genders however the sample size was small (9 women, 6 men). Only one respondent - a woman - believed that they had been treated differently during their education because of their gender. Women expressed slightly less confidence in finding their dream job within 12 months of graduation, with 6 women saying that they are not confident, compared with only 2 men. They are equally likely to seek work in rural or remote areas. More men than women wish to continue their education after graduation: 4 men and 3 women.

## 6. GEDSI at WOA

In 2021, WOA established a Gender Task Force (GTF) to better understand and integrate gender equality in the organisation. The Gender Task Force has been active in building awareness amongst staff and partners of gender, supporting or leading gender analyses in different areas of work, and advocating for increased attention and investments around gender. At this time, WOA has secured a grant to recruit two staff members to help drive gender mainstreaming across the organisation.

WOA also published a [Gender Equity Plan \(GEP\)](#) in 2022, with the stated objectives of raising awareness, improving work-life balance, supporting gender balance in management roles, supporting gender equality in recruitment and career progression, and preventing abusive or sexist behaviour. The GEP's objectives specifically target gender equality and don't extend to disability or social inclusion. However, the policy refers to WOA's values of 'recognising value in diversity: encouraging different points of view and seeking opportunities to leverage geographical, generational, cultural, gender and professional diversity.' The GEP focusses primarily on the organisation itself but also extends to the implementation of programs.<sup>45</sup> A review of the GEP's fitness for purpose and implementation should be done within the coming year.

WOA has undertaken awareness raising activities including publication of leadership interviews, regional and thematic analyses of gender and the veterinary workforce, the 2023 World Café on Gender at the General Session<sup>46</sup> and has participated in International Women's Day.<sup>47</sup>

In late 2023, WOA undertook a diagnostic study of gender equality in its Performance of Veterinary Services (PVS) Pathway. The PVS Pathway is a core part of WOA's capacity building activities with Members globally and will be utilised in implementation of the *Australia-WOA One Health Partnership* to support capacity building efforts. Among its findings, the draft report noted that the PVS process is not yet gender-sensitive - its manuals and tools do not mention gender and they lack gender-disaggregated statistics, and the teams of experts that conduct missions comprise more than 50% men. The report proposes a list of actions to remedy this finding and it is anticipated that these recommendations will be adopted by WOA.<sup>48</sup>

<sup>45</sup> WOA, Gender Equity Plan, [gep-woah.pdf](#)

<sup>46</sup> [world-cafe-on-gender-report-vf.pdf \(woah.org\)](#)

<sup>47</sup> [International Women's Day 2024: Imagining a gender equal future - WOA - Asia](#)

<sup>48</sup> WOA, *Diagnostic report on gender mainstreaming in the PVS Pathway*, still in draft form

## 7. Conclusions and Recommendations

The SEA and Pacific regions have comprehensive legal and institutional frameworks in place to support and promote the advancement of GEDSI. These include global and regional commitments as well as national legislation and policies. Nevertheless, economic, social and institutional factors impede the equal participation of women, people with disabilities and people from minority groups. This impacts the performance of all sectors, including Veterinary Services.

Veterinary services and animal health organisations in SEA appear to be providing positive workplace cultures with around 80% of respondents agreeing that their organisation actively provides a welcoming environment for all. Nevertheless, there are perceptions that women, people with disabilities and people from different backgrounds are not treated equally.

In the Pacific, over 70% of respondents agree that their organisation actively provides a welcoming environment for all, yet this view does not come out in the detailed responses which show that there are perceptions of unequal treatment of some groups, and over one-third of respondents had considered quitting their jobs. Women in the Pacific report discriminatory behaviour such as bullying, undermining, lack of respect, and fewer professional development opportunities.

In the Pacific, the sector appears to be dominated by women, with most respondents believing that there are more women in the sector. Women and men are equally mobile and are working across all areas of the sector. Women are securing senior level positions but more rarely executive ones potentially underlining a glass ceiling. Only a small majority (57%) believe that they have similar opportunities to men.

Given that, globally, around 16% of people live with disabilities, the data suggest that in both regions people with disabilities are under-represented or under-reporting. In SEA the data suggest that there is a decline between pre-service and in-service in the proportion of people with disabilities. This could suggest that people with disabilities are undertaking studies in the sector but are not securing employment in the sector. Or it may be workplace cultures or generational attitudes mean that people in the workforce are less willing to self-identify as having a disability. In the Pacific, it appears that people with disabilities are under-represented in pre-service and this trend continues into in-service. In both regions the data indicate that the people with disabilities that are working in the sector experience disadvantage in the workplace with most respondents agreeing that people with disabilities are not treated equally.

Pre-service respondents are largely positive in terms of their experience with GEDSI. Institutions have mostly provided adjustments for people with disabilities where needed and people with disabilities are confident in their future employment prospects. In the Pacific, most pre-service respondents do not believe that they have been treated differently because of their gender.

Critically, the data indicate that many organisations in both regions do not have GEDSI policies in place: only 68% of SEA respondents and 32% of Pacific respondents believe that their organisation has a GEDSI policy or similar. Furthermore, where policies are in place, they are not necessarily implemented to a high standard. Nor do there appear to be many other measures to promote GEDSI.

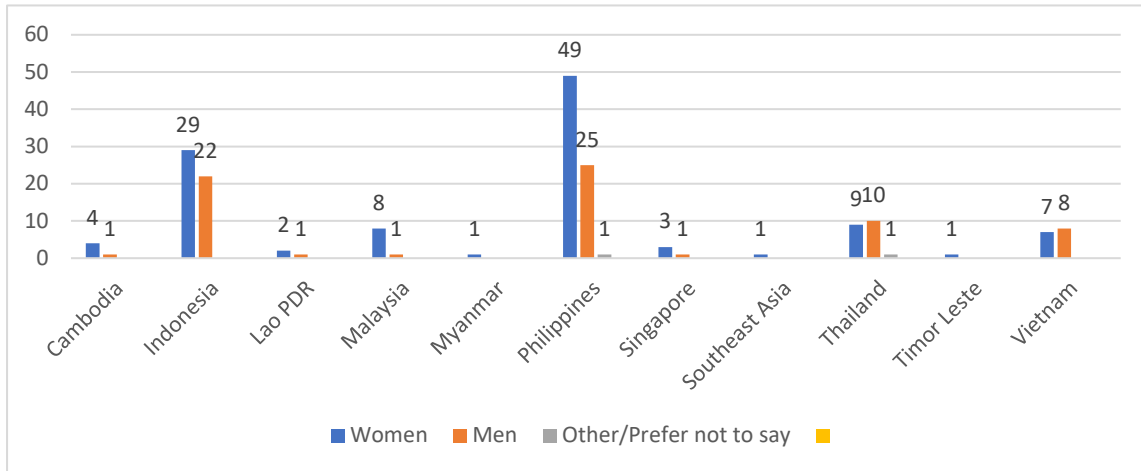
In view of these findings, it is recommended that the forthcoming Analysis and Action Plan for the *Australia-WOAH One Health Partnership* consider the following:

- Advocate for and, where possible, support the development of GEDSI policies for WOAHP Members in SEA and the Pacific.

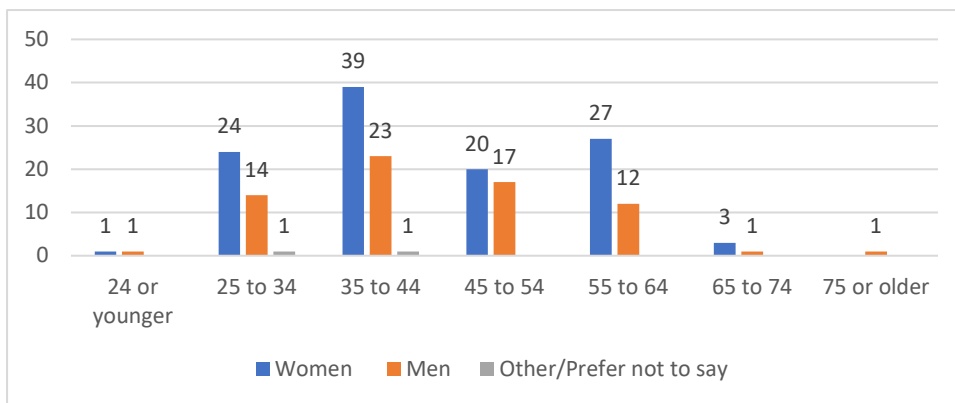
- For Members that already have GEDSI policies, undertake an appreciative inquiry of their implementation. Share with other Members the lessons learnt on the benefits of the policy for the organisation and its employees.
- Contribute to the adaption of WOAAH's PVS manuals and tools in line with the recommendations of the *Diagnostic report on gender mainstreaming in the PVS Pathway*, for example by piloting gender inclusive PVS missions in the region.
- Explore ways to integrate and support GEDSI in networking and collaboration between WOAAH Members. This could include measures such as: ensuring that online networking mechanisms are appropriately targeted to and accessible for people of all genders and people with disabilities; establishing a networking group for women country representatives; establishing a mechanism for sharing learnings on GEDSI responsive policies that are relevant to Veterinary Services and animal health.
- Raise awareness of GEDSI among WOAAH members in SEA and the Pacific and beyond.
- Introduce/continue requirements that guarantee equal opportunities for women and people with disabilities to participate in and lead training, workshops and professional development initiatives.
- Continue to model and promote GEDSI in communication materials. This includes, for example: ensuring that photos depict women, people with disabilities and people of diverse backgrounds in ways that are empowering and that avoid perpetuating negative gender stereotypes; and ensuring that materials are prepared in accessible formats.
- Continue to model and promote GEDSI in WOAAH's corporate processes associated with the *One Health Partnership*. This includes measures such as: inclusive recruitment of programme staff; implementation of WOAAH's GEP; celebration of International Women's Day, International Day of People with Disabilities, International Day of Women and Girls in Science; equal representation of women and men in WOAAH events.
- Explore ways to strengthen GEDSI in the policymaking of WOAAH Members eg policies on rabies response.
- Ensure that GEDSI is integrated into any research and analysis undertaken or supported by the *One Health Partnership*.
- Integrate GEDSI in the MEL framework, including through the collection and analysis of sex, age and disability disaggregated data. Encourage Members to collect sex and age disaggregated data.
- Consider ways in which the *One Health Partnership* can provide a mechanism through which WOAAH can expand its approach to, and treatment of, negative or discriminatory behaviours in the workplaces of WOAAH Members. For example, GEDSI learnings from the *One Health Partnership* may be useful for informing further iterations of the WOAAH GEP, especially in relation to its application to WOAAH's international programmes.

## Annex A: Data from surveys

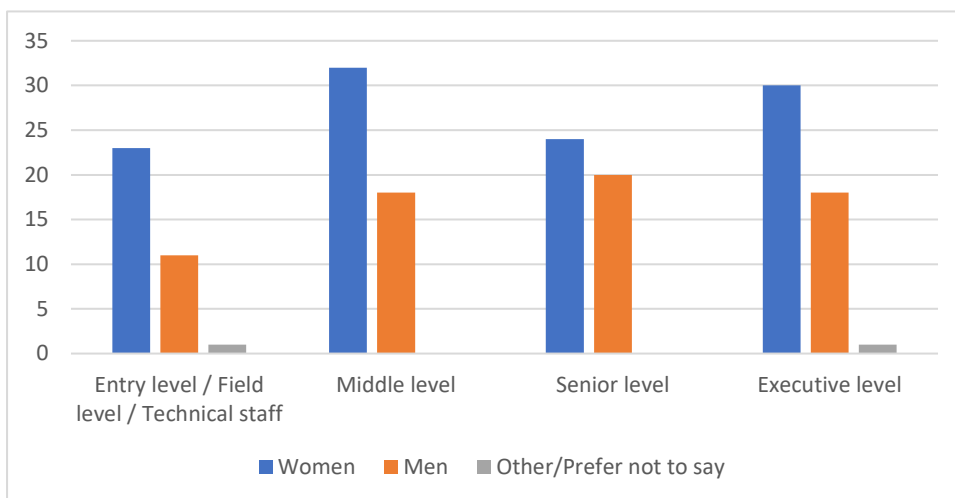
**Graph 17 SEA in-service country where working (number of respondents)**



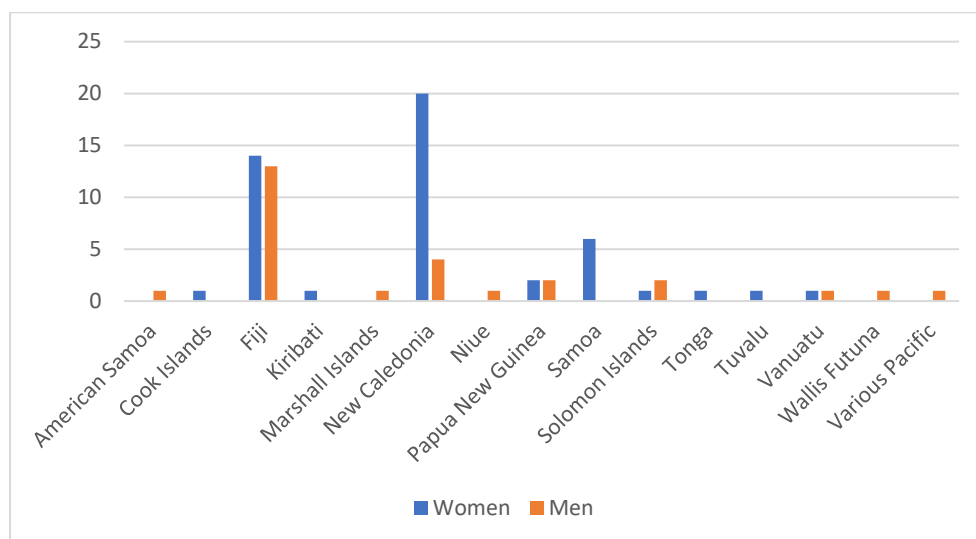
**Graph 18 SEA in-service age (number of respondents)**



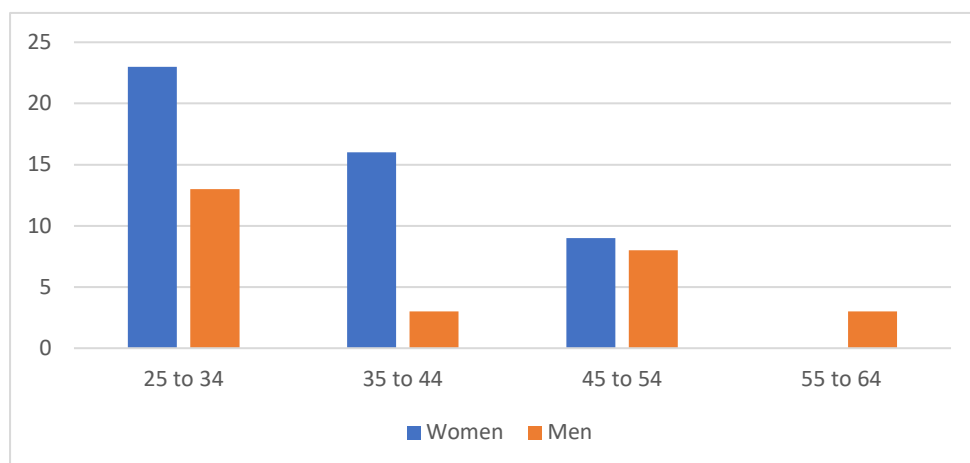
**Graph 19 SEA in-service professional level (number of respondents)**



**Graph 20 Pacific in-service country where working (number of respondents)**



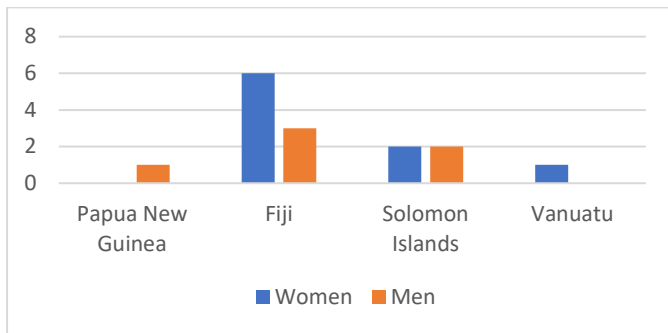
**Graph 21 Pacific in-service age (number of respondents)**



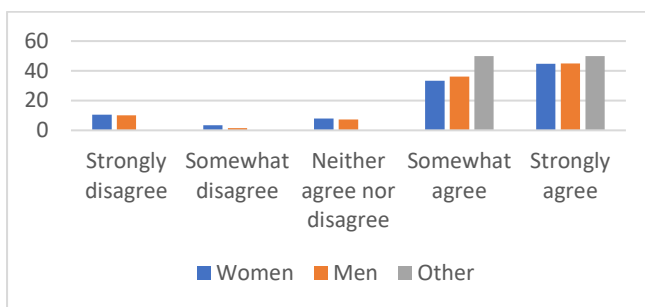
**Table 1 SEA pre-service country of origin (number of respondents)**

	Women	Men	Other/Prefer not to answer
Brunei	16	7	1
Cambodia	20	19	2
Indonesia	20	6	
Lao PDR	32	18	1
Malaysia	5	2	
Philippines	7	7	
Singapore	3	1	
Thailand	22	6	3
Timor Leste	2		
Vietnam	515	387	20
Other/Unspecified	4	2	2

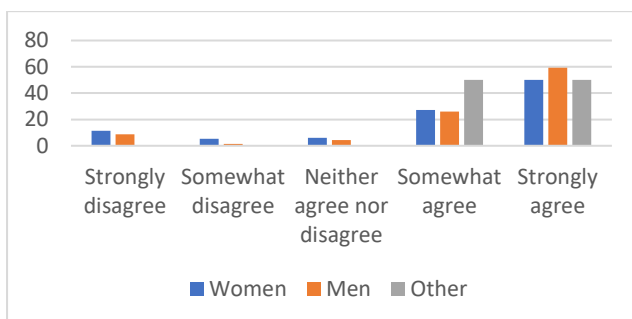
**Graph 22 Pacific pre-service country of origin (number of respondents)**



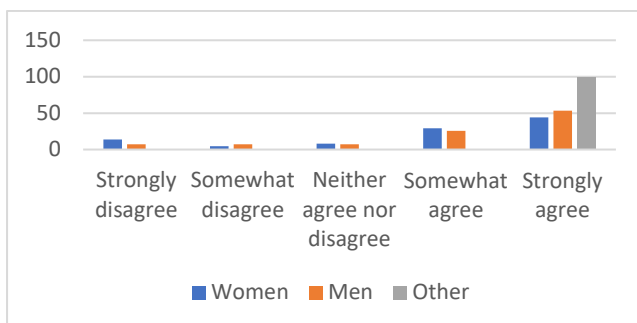
**Graph 23 Percentage of each gender of respondent that agree that their organisation actively provides a welcoming environment for all: SEA**



**Graph 24 Percentage of each gender of respondent that agree that their organisation treats employees of all genders equally: SEA**

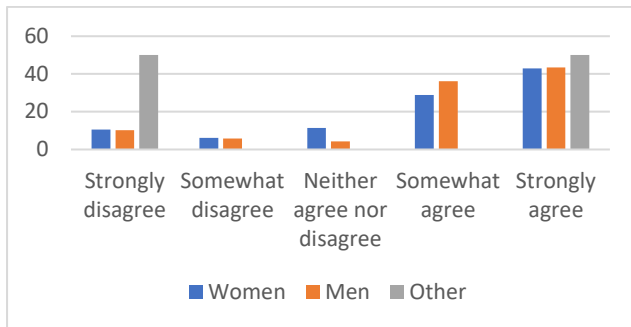


**Graph 25 Percentage of each gender of respondent that agree that their organisation treats employees with disabilities equally (in organisations where there are people known to have disabilities): SEA**

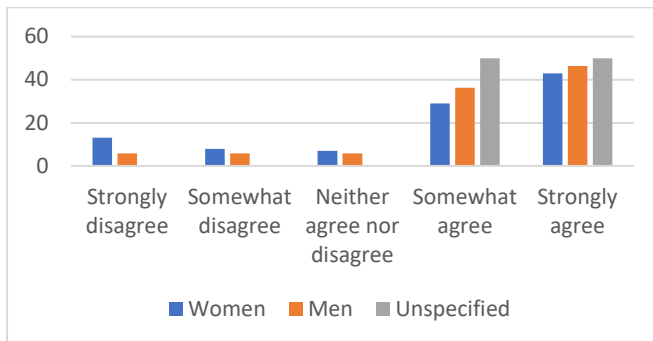




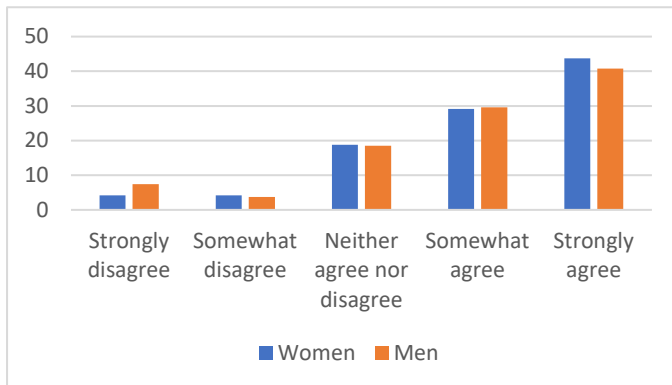
**Graph 26 Percentage of each gender of respondent that agree that their organisation treats people from all backgrounds equally: SEA**



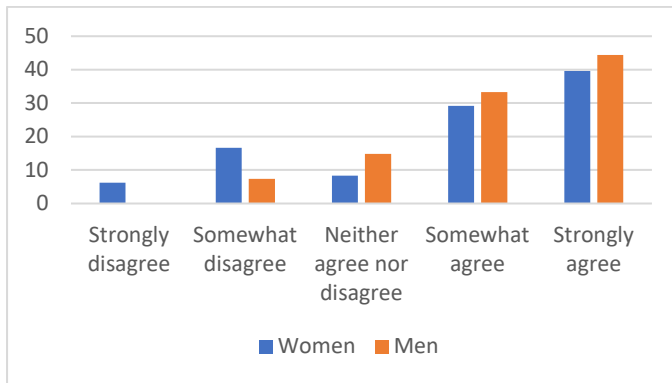
**Graph 27 Percentage of each gender of respondent that agree that their organisation treats employees of all ages equally: SEA**



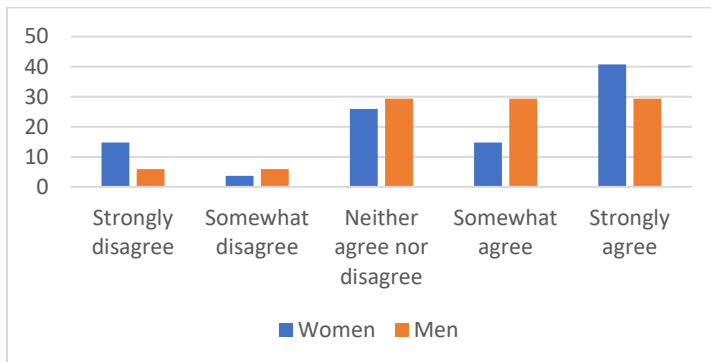
**Graph 28 Percentage of women and men respondents that agree that their organisation actively provides a welcoming environment for all: Pacific**



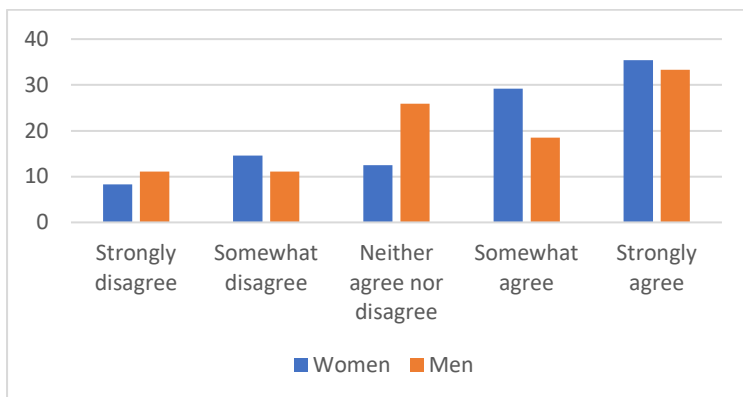
**Graph 29: Percentage of women and men respondents that agree that their organisation treats employees of all genders equally: Pacific**



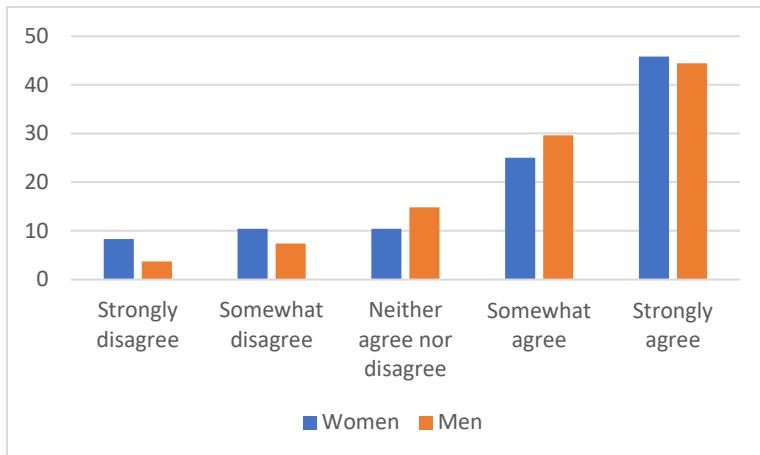
**Graph 30 Percentage of women and men respondents that agree that their organisation treats employees with disabilities equally (in organisations where there are people known to have disabilities): Pacific**



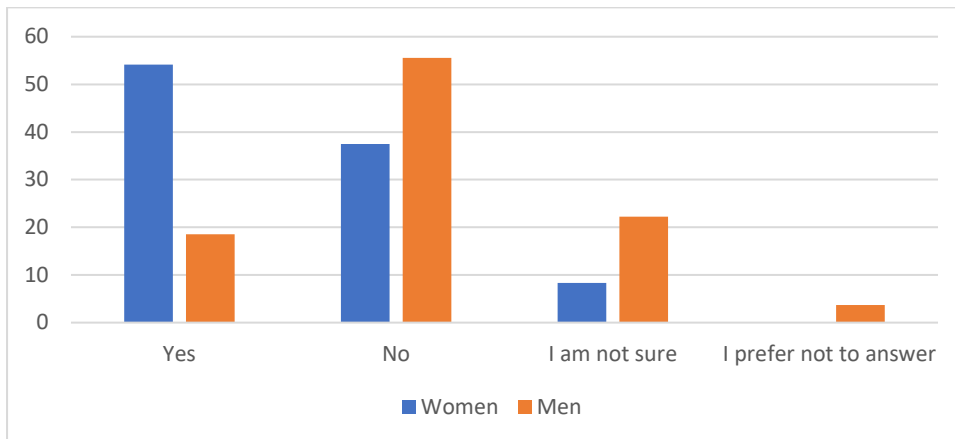
**Graph 31 Percentage of women and men respondents that agree that their organisation treats people from all backgrounds equally: Pacific**



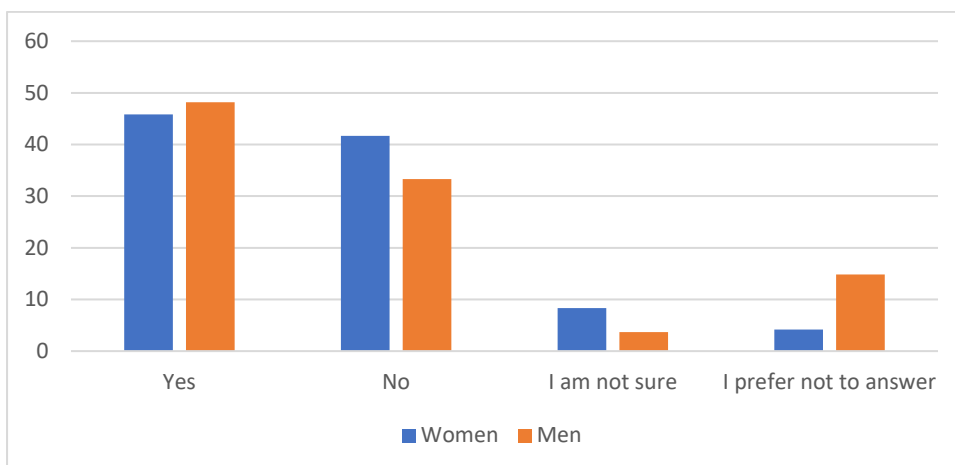
**Graph 32 Percentage of women and men respondents that agree that their organisation treats employees of all ages equally: Pacific**



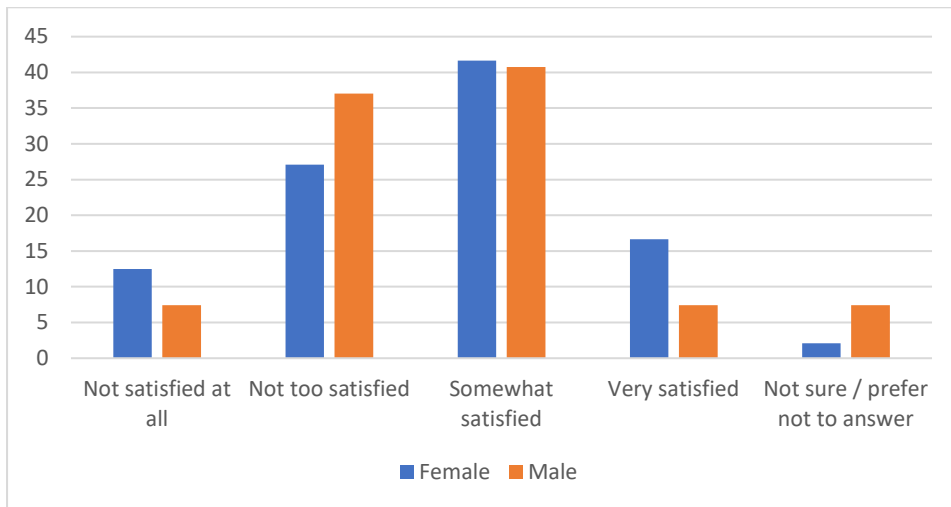
**Graph 33 Percentage of women and men respondents who believe that they have been treated differently at work because of their gender**



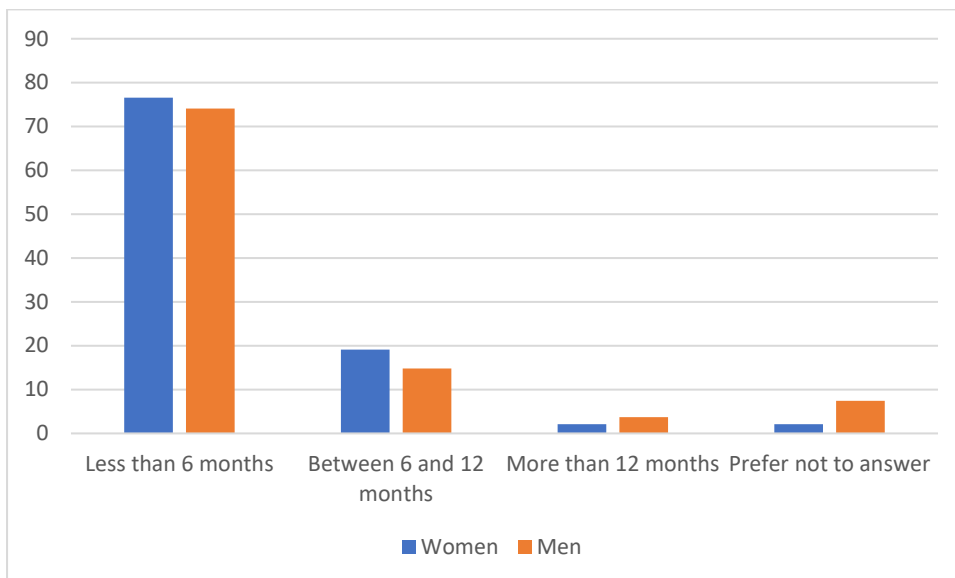
**Graph 34 Percentage of women and men respondents who have difficulties balancing work and family/personal life: Pacific**



**Graph 35 Percentage of women and men respondents who are satisfied with their current salary (Pacific)**



**Graph 36 Time taken to secure a job after graduation (percentage of women and men respondents): Pacific**



## Annex B: Data from other sources

**Table 2 United Nations Conventions that countries and territories are party to**

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CERD	International Convention on the Elimination of All Forms of Racial Discrimination
CRPD	Convention on the Rights of Persons with Disabilities
ISECR	International Covenant on Economic, Social and Cultural Rights
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples

	Country	CEDAW (year signed) <sup>49</sup>	CEDAW (year ratified)	CERD (year signed) <sup>50</sup>	CERD (year ratified)	CRPD (year signed) <sup>51</sup>	CRPD (year ratified)	ICESCR (year signed) <sup>52</sup>	ICESCR (year ratified)	UNDRIP Ratified yes/no <sup>53</sup>	UDHR Ratified yes/no <sup>54</sup>
	<b>Pacific</b>										
1.	Fiji		1995(a)*	-	1973	2010	2017	-	2018(a)	Yes	Yes
2.	Kiribati	-	2004(a)	-	-	-	2013(a)	-	-	Yes	Yes
3.	Micronesia, Federated States	-	2004(a)	-	-	2011	2016	-	-	Yes	Yes
4.	Marshall Islands	-	2006(a)	-	2019(a)	-	2015(a)	-	2018(a)	Yes	Yes
5.	Nauru	-	2011(a)	2001	-	-	2012(a)	-	-	Yes	Yes
6.	New Caledonia (France)	1980	1983	-	1971(a)	2007	2010	-	1980(a)	Yes	Yes
7.	Niue	n/a	n/a	-	-	n/a	n/a	n/a	n/a	No	No

<sup>49</sup> [tbinternet.ohchr.org/\\_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en](http://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en)

<sup>50</sup> [UNTIC](http://untc.un.org/)

<sup>51</sup> [tbinternet.ohchr.org/\\_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en](http://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?Treaty=CEDAW&Lang=en)

<sup>52</sup> [UNTIC](http://untc.un.org/)

<sup>53</sup> [Signatories for United Nations Declaration on the Rights of Indigenous Peoples | The Human Rights Guide to the Sustainable Development Goals](#)

<sup>54</sup> [Signatories for Universal Declaration of Human Rights | The Human Rights Guide to the Sustainable Development Goals](#)

8.	Palau	2011	n/a	2011	-	2011	2013	2011	-	Yes	Yes
9.	PNG	-	1995(a)	-	1982(a)	2011	2013	-	2008(a)	Yes	Yes
10.	Samoa	-	1992(a)	-	-	2014	2016	-	-	Yes	Yes
11.	Solomon Islands	-	2002(a)	-	1982	2008	2023	-	1982(d)	Yes	Yes
12.	Tonga	-	-	-	1972(a)	2007	n/a	-	-	Yes	Yes
13.	Tuvalu	-	1999(a)	-	-	-	2013(a)	-	-	Yes	Yes
14.	Vanuatu	-	1995(a)	-	-	2007	2008	-	-	Yes	Yes
<b>South-East Asia</b>											
15.	Brunei Darussalam	-	2006(a)	-	-	2007	2016	-	-	Yes	Yes
16.	Cambodia	1980	1992	1996	1983	2007	2012	1980	1992(a)	Yes	Yes
17.	Indonesia	1980	1993	-	1991(a)	2007	2011	-	2006(a)	Yes	Yes
18.	Lao PDR	1980	1981	-	1974(a)	2008	2009	2000	2007	Yes	Yes
19.	Malaysia	-	1995(a)	-	-	2008	2010	-	-	Yes	Yes
20.	Myanmar	-	1997(a)	-	-	-	2011(a)	2015	2017	Yes	Yes
21.	Philippines	1980	1981	1966	1967	2007	2008	1966	1974	Yes	Yes
22.	Singapore	-	1995(a)	2015	2017	2012	2013	-	-	Yes	Yes
23.	Thailand	-	1985(a)	-	2003(a)	2007	2008	-	1999(a)	Yes	Yes
24.	Timor-Leste	-	2003(a)	-	2003(a)	-	2023(a)	-	2003(a)	Yes	Yes
25.	Vietnam	1980	1982	-	1982(a)	2007	2015	-	1982(a)	Yes	Yes

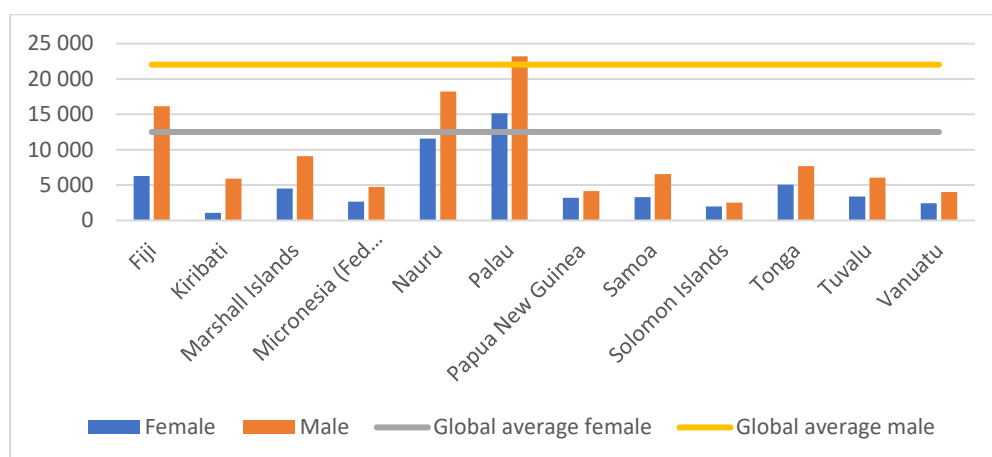
\* Accession (a) is a one-step procedure, not preceded by an act of signature. Niue is not a member of the United Nations.

**Table 3 Countries that outlaw same-sex relations and forms of gender expression**

Same-sex relations outlawed	Forms of gender expression outlawed
<b>Country: Pacific</b>	
Fiji	-
Kiribati	
Marshall Islands	-
Micronesia (Federated States)	-
Nauru	-
New Caledonia (France)	-
Niue	Male illegal Female legal
Palau	-
Papua New Guinea	
Samoa	
Solomon Islands	
Tonga	
Tuvalu	
Vanuatu	-
<b>Country: South-East Asia</b>	
Brunei Darussalam	
Cambodia	-
Indonesia	-
Laos	-
Malaysia	
Myanmar	
Philippines	-
Singapore	-
Thailand	-
Timor-Leste	-
Vietnam	-

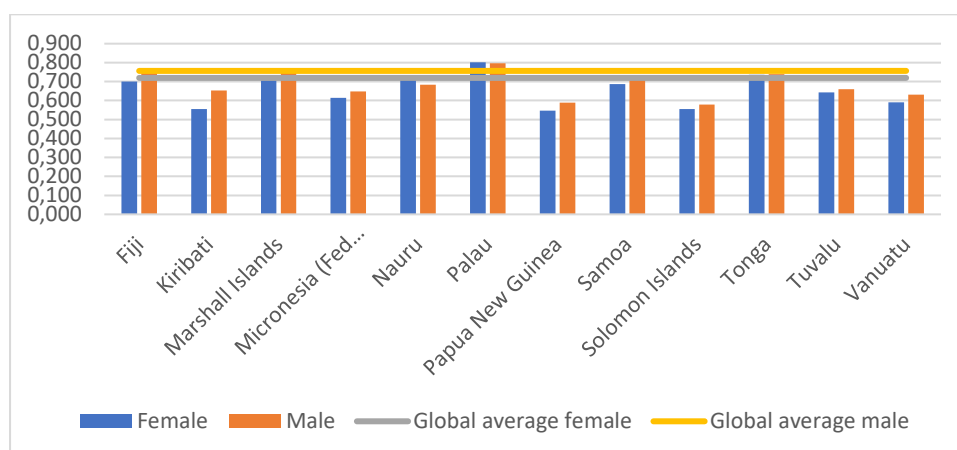
Source: [Maps of anti-LGBT Laws Country by Country | Human Rights Watch \(hrw.org\)](#); Niue and Palau sourced from [LGBT Rights by Country & Travel Guide | Equaldex](#)

**Graph 37 Gross National Income per capita (2017 PPP\$)**



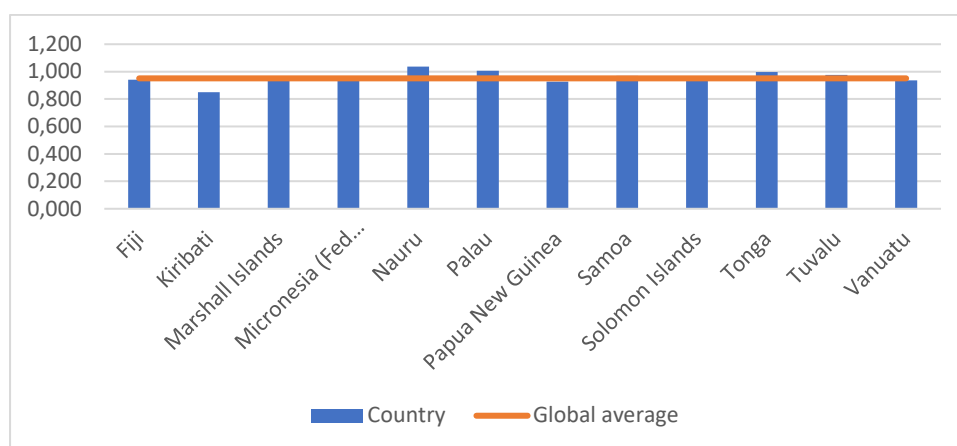
Source: [Gender Development Index | Human Development Reports \(undp.org\)](#)

**Graph 38 Human Development Index 2022**



Source: [Gender Development Index | Human Development Reports \(undp.org\)](https://data.undp.org/gender-development-index/)

**Graph 39 Gender Development Index 2022**



Source: [Gender Development Index | Human Development Reports \(undp.org\)](https://data.undp.org/gender-development-index/)

**Table 4 The law prohibits discrimination in employment based on gender (yes/no)**

Country: Pacific	Yes/No
Fiji	Yes
Kiribati	Yes
Marshall Islands	Yes
Micronesia (Federated States)	No
Nauru	No
New Caledonia	Yes
Niue	No
Palau	No
Papua New Guinea	Yes
Samoa	Yes
Solomon Islands	No
Tonga	Yes
Tuvalu	No
Vanuatu	No

Source: [Gender Statistics | DataBank \(worldbank.org\)](https://data.worldbank.org/); [TUVALU 2022 HUMAN RIGHTS REPORT \(state.gov\)](https://www.state.gov/reports/tuvalu-2022-human-rights-report/); [NAURU 2022 HUMAN RIGHTS REPORT \(state.gov\)](https://www.state.gov/reports/nauru-2022-human-rights-report/); [New Caledonia 415610 FRANCE-2022-HUMAN-RIGHTS-REPORT.pdf](https://www.state.gov/reports/new-caledonia-415610-france-2022-human-rights-report.pdf)



**Table 5 There is legislation on sexual harassment in employment (yes/no)**

Country: Pacific	Yes/No
Fiji	Yes
Kiribati	Yes
Marshall Islands	No
Micronesia (Federated States)	No
Nauru	No
New Caledonia	Yes
Niue	No
Palau	No
Papua New Guinea	No
Samoa	Yes
Solomon Islands	No
Tonga	No
Tuvalu	No
Vanuatu	No

Source: [Gender Statistics | DataBank \(worldbank.org\)](#); [TUVAlU 2022 HUMAN RIGHTS REPORT \(state.gov\)](#); [NAURU 2022 HUMAN RIGHTS REPORT \(state.gov\)](#); [New Caledonia 415610 FRANCE-2022-HUMAN-RIGHTS-REPORT.pdf](#); Niue [UN WOMEN NIUE.pdf](#)

## Annex C: Written comments from surveys

The following is a selection of comments from the surveys, demonstrating a range of views and experiences. The text is as written except for the purposes of improving clarity, translating to English, or de-identifying the respondent.

	Comment	Respondent
1.	As far as I know, gender inequality mainly comes from culture, social activities, prejudices and from the family when women do not have time (to give birth, take care of children) and the opportunity to access resources. compared to men. Although resources in the workplace may seem equal when everyone has access, the lack of a program that only prioritizes women is inequitable. The way to measure gender equality in the workplace is how many programs truly prioritize and provide opportunities specifically for women.	SEA woman
2.	Women have the opportunity to participate in all activities, both inside and outside countries. Men and woman have the same rights as long as they are capable, as well as promoted.	SEA woman
3.	1. Women have equal opportunities in career paths 2. Women get the same salary as men 3. Women can determine decisions in work teams.	SEA woman
4.	No discrimination for gender so far.	SEA woman
5.	Women have same access to get opportunities be a leader.	SEA woman
6.	Both men or women can express opinions at meeting, serve as chief, and get maternity leave.	SEA woman
7.	Expecting different reflections from different fields of work. Also, the proportion of man/woman in the government sector has been slightly changed through decades. During these 10 years, still very few women could reach the top level of executives.	SEA woman
8.	The office provides equal opportunities to all clientele, whether for technical and non-technical concerns.	SEA woman
9.	The access to resources and opportunities is more or less depended on job position.	SEA woman
10.	More women than man in my workplace, including in the managerial level.	SEA man
11.	Fairness is our policy.	SEA man
12.	Both were given equal opportunities as well as resources.	SEA man
13.	Gender is not problem in my institute, the University supports diverse genders and LGBTQ+ right.	SEA man
14.	The opportunities for women and men in my University is the same, even the women have more opportunities to get the scholarships or promotion.	SEA man
15.	For field work, many female veterinarians have many obstacles, as well as office work, they are often constrained by family matters such as taking care of children, husbands and the house.	SEA man
16.	The disability people are more likely to shy and set up barrier by themselves.	SEA man
17.	Man more prone to hard labour than woman in my workplace.	SEA man
18.	Gender equality for men must exist.	SEA man
19.	Everyone has equal access to the resources that what they need.	SEA other/prefer not to say

20.	Men at leadership roles seeing ambitious and fearless women a threat in work places.	Pacific woman
21.	I can guarantee that in my 20th years of services I have never encountered anything that makes us women been treated unfairly or poorly in our work environment, we also have the same access to resources and opportunities offer for us.	Pacific woman
22.	Men got the most opportunity of the Ministry training than women	Pacific woman
23.	Opportunities to go study vet science preferred for males as compared to a female who is also a mum.	Pacific woman
24.	There's a significant amount of bullying and belittling.	Pacific woman
25.	People have more confidence in a man's veterinary diagnosis than in a woman's	Pacific woman
26.	Regardless of my qualifications and achievements in 3 years in an executive role in a male dominated field, I am being pushed out, not given another contract to lead the division regardless of also being the first female ACEO for the Ministry. I have also seen a female ACEO Colleague who once lead another Division pushed out of her role due to CEO perceiving her as difficult like he does with me too. Several unfair decisions made CEO discredits my position and giving important meeting to a male colleague to attend when in fact contributed nothing to presentations and relevant reporting.	Pacific woman
27.	I find that some male clients will have difficulty with me being in a position with more knowledge than them. If I have a male coworker around they will often talk more with him than me, even if I am the more experienced person.	Pacific woman
28.	Most women and men are access to all the things, so I don't see any differentiation in anything.	Pacific woman
29.	Because of my gender I was always considered to as listen to the man first before I could have my opinions being heads, and when it comes to traveling to other countries or islands for training or work man have always take the lead.	Pacific woman
30.	Animal health and/or agriculture is a male dominated sector. When I first joined, it was a bit difficult to make recommendations or offer technical advise. I gained more confidence but this type of work environment and mentality needs to change.	Pacific woman
31.	Some client are not always respectful of young women who are doctor of veterinary medicine and think we don't have the level... but that is just a minority of them.	Pacific woman
32.	Bullied because of being a fat woman	Pacific woman
33.	I believe I have seen some client treating my female staff and myself differently especially based on our gender. Some men specifically prefer to be served by men rather women. This is a mentality that will need changing.	Pacific woman
34.	Some people (old or men) don't accreditate women in veterinary practice and want a "doctor", means "a man" to treat their pet.	Pacific woman
35.	My wage band is different from a male who's on the same position as I am.	Pacific woman
36.	Misogyny is common place.	Pacific woman
37.	The arrival of women in my organisation 23 years ago was not well received.	Pacific woman

38.	Men and women are equal when it comes to work and work resources.	Pacific woman
39.	We don't look at the gender but at the qualities of the person to promote her/him.	Pacific woman
40.	Everyone has the same access to resources and opportunities.	Pacific woman
41.	[The member of my team who has a disability] is not taken seriously, some colleagues speak badly to him.	Pacific woman
42.	I don't think gender base question should be relevant to any survey.	Pacific man
43.	Male and female have equal opportunities.	Pacific man
44.	Females are given more free rein to do whatever they want whereas males are suppose to do what they should do and will be held accountable for mistakes.	Pacific man
45.	I would say is that 1-2 female officers undergoing very close maternity leave with other leaves that contributes to the less effort and low productivity at work place maybe the contributing factor that may less likely promote those type of female officers. The other is the lack of restructure and lack of creating new higher positions and responsibilities within the organisation.	Pacific man
46.	Women are vulnerable to gender bias than male counterpart.	Pacific man
47.	We treat our women with respect as if they were our sister, its the island way.	Pacific man

## Annex D: Survey questions

The following questions are those for the Pacific in-service and Pacific pre-service surveys. The SEA surveys were sub-sets of these.

### 1. Pacific in-service survey

#### Introduction

Dear Respondent,

This survey is being undertaken by the World Organisation for Animal Health (WOAH) and is being conducted in countries in South-East Asia and the Pacific.

Your responses will help us better understand the needs of people working in veterinary services and animal health and production with regards to gender equality<sup>1</sup>, disability<sup>2</sup> and social inclusion<sup>3</sup>. This will enable WOAH to share best practices and, where needed, recommend improvements.

The survey will take around 20 minutes to complete. You may return to previous answers and pause the survey as needed.

Your responses will be confidential. The data collected by this survey will be used in a summary report. No individuals will be identified in the report.

Please only provide additional information where you are comfortable doing so.

We thank you for your time and input.

<sup>1</sup> Gender equality refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. ([Gender Equality Glossary \(unwomen.org\)](#))

<sup>2</sup> A disability can be understood as an episodic or long-term physical, mental, intellectual or sensory impairment which hinders the full and effective participation in society on an equal basis with others. (Based on the characterisation in the Convention on the Rights of Persons with Disabilities and adapted in line with DFAT's *Development for All*, p7)

<sup>3</sup> Social inclusion can be understood as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. ([full-report.pdf \(un.org\)](#))

## Questions

1. What country do you work in?
  - a. Federated States of Micronesia
  - b. Fiji
  - c. Kiribati
  - d. Marshall Islands
  - e. Nauru
  - f. New Caledonia
  - g. Niue
  - h. Palau
  - i. Papua New Guinea
  - j. Samoa
  - k. Solomon Islands
  - l. Tonga
  - m. Tuvalu
  - n. Vanuatu
  - o. Other, please specify
  
2. In what type of organisation do you currently work?
  - a. Governmental agency – national level
  - b. Governmental agency – province/local level
  - c. Private animal health facility – for companion pets
  - d. Private animal health facility – for farm animals
  - e. Private company - Agroveter/Veterinary pharmacies
  - f. Private laboratory
  - g. Public laboratory
  - h. Feed industry
  - i. Educational/Academic institution
  - j. Non-governmental organisation (NGO) or civil society association
  - k. International organisation
  - l. Other, please specify
  
3. What best describes the nature of your work?
  - a. Veterinarian
  - b. Veterinary paraprofessional (this includes, for example, animal health technicians, animal health assistants, meat inspectors, laboratory technicians, veterinary nurses)
  - c. Corporate support (this includes, for example, human resources, financial management, communications, and administrative roles)
  - d. Other, please describe
  
4. What is your current professional level?
  - a. Executive level
  - b. Senior level
  - c. Middle level
  - d. Entry level / Field level / Technical staff
  - e. Other, please specify
  
5. What is your gender?

- a. Woman
  - b. Man
  - c. Other / prefer not to answer
6. What is your age group?
- a. 24 or younger
  - b. 25 to 34
  - c. 35 to 44
  - d. 45 to 54
  - e. 55 to 64
  - f. 65 to 74
  - g. 75 or older
7. What is your marital status
- a. Single (never married)
  - b. Married, or in a domestic partnership
  - c. Widowed
  - d. Divorced or separated
  - e. I prefer not to answer
8. What is the type of place where you currently work?
- a. National capital
  - b. Provincial capital or other town
  - c. Mainland village or small mainland community
  - d. Island village or small island community
  - e. Other, please describe
9. What is the type of place where you were born?
- a. National capital
  - b. Provincial capital or other town
  - c. Mainland village or small mainland community
  - d. Island village or small island community
  - e. Other, please describe
10. Why did you decide to work in veterinary services / the animal health and production sector?
11. What is your highest education obtained?
- a. Primary school
  - b. Secondary / High school
  - c. Vocational school / technical certificate or diploma
  - d. Bachelor's degree
  - e. Master's degree
  - f. Doctor of veterinary medicine (DMV or equivalent)
  - g. Doctor of Philosophy (PhD)
  - h. Other, please specify

12. Where did you undertake your highest level of education?
  - a. Home country
  - b. Another country, please specify
  
13. After graduation, how long did it take you to find your first job?
  - a. Less than 6 months
  - b. Between 6 and 12 months
  - c. More than 12 months
  - d. Prefer not to answer
  - e. Other, please specify
  
14. How did you find your first job after graduation? (Select all that apply.)
  - a. I applied for an opening and was selected through a competitive process
  - b. My friends or relatives helped me get a job
  - c. My educational institution offered a placement after graduation
  - d. I started my own business/practice
  - e. Other, please describe
  
15. In how many organisations did you work before your current working place?
  - a. This is my first working place
  - b. 1
  - c. 2
  - d. 3 or more
  - e. Don't know/prefer not to answer
  
16. What made you choose your current workplace?
  
17. How many times have you been promoted in your current organisation?
  - a. 1 time
  - b. 2 times
  - c. 3 times or more
  - d. I have never been promoted
  - e. I prefer not to answer
  
18. How many times has your salary been increased in your current organisation?
  - a. 1 time
  - b. 2 times
  - c. 3 or more times
  - d. My salary has never been increased
  - e. I prefer not to answer
  
19. How satisfied are you with your current salary?
  - a. Very satisfied
  - b. Somewhat satisfied
  - c. Not too satisfied
  - d. Not satisfied at all
  - e. Not sure/prefer not to answer
  
20. What do you enjoy about your current work?



21. What are the main difficulties/challenges of your current work?
22. Do you have any difficulties/challenges in balancing work and family/personal life?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer
23. Have you ever thought of quitting the veterinary /animal health and production profession?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer
24. Have you ever been treated differently at work because of your gender (by colleagues, managers, clients)?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer
25. Do you know someone who has been treated differently at work because of their gender (by colleagues, managers, clients)?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer
26. If you have any comments or examples, related to the previous question, please share them here.
27. Please tell us to what extent do you agree or disagree with the following statements:
- In my organisation (department), there are more men than women
    - Strongly disagree
    - Somewhat disagree
    - Neither agree nor disagree
    - Somewhat agree
    - Strongly agree
  - In my organisation (department) there are more women than men
    - Strongly disagree
    - Somewhat disagree
    - Neither agree nor disagree
    - Somewhat agree
    - Strongly agree
  - In my organisation (department), there are approximately same number of men as women
    - Strongly disagree
    - Somewhat disagree

- iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree
- d. In my organisation (department), there are more men in high-level positions than women
- i. Strongly disagree
  - ii. Somewhat disagree
  - iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree
- e. In my organisation (department), there are approximately same number of men and women in high-level positions
- i. Strongly disagree
  - ii. Somewhat disagree
  - iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree
- f. Women are leaving my organisation more often than men
- i. Strongly disagree
  - ii. Somewhat disagree
  - iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree
- g. In my organisation (department) it is more difficult for women to be promoted to a higher position than for men
- i. Strongly disagree
  - ii. Somewhat disagree
  - iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree
- h. In my organisation (department) it is more difficult for women to access resources/opportunities that improve career development (e.g., training)
- i. Strongly disagree
  - ii. Somewhat disagree
  - iii. Neither agree nor disagree
  - iv. Somewhat agree
  - v. Strongly agree

28. Does your organisation/institution have a policy on gender equality and/or social inclusion (may also include disability)? (A policy is a formal document adopted by your organisation that aims to ensure equal opportunities and participation of people with disabilities, and people of all ages, genders and from different language and socio-economic groups.)
- a. Yes (go to next question)
  - b. No (go to Q31)
  - c. I am not sure (go to Q31)
  - d. I prefer not to answer (go to Q31)

29. Which statement best describes your view on the standard of the policy's implementation?

- a. High standard: Most people in the organisation are familiar with the policy, it can be accessed easily, and it is mostly adhered to.
- b. Medium standard: Only a few people in the organisation are familiar with the policy, it cannot be accessed easily, and it is adhered to only sometimes.
- c. Low standard: Most people are unaware of the policy, and it is not adhered to.
- d. I am not sure
- e. I prefer not to answer

30. Do you have any additional comments about the policy or its implementation?

31. What other measures are you aware of in your workplace to ensure that women and men have the same access to resources and opportunities?

32. Please tell us to what extent you agree with the following statements.

- a. My organisation actively provides a welcoming environment for all.
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
- b. My organisation treats employees of all genders equally.
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
- c. My organisation treats employees of all ages equally.
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
- d. My organisation treats employees with disabilities equally. If you are unsure whether there are employees with disabilities, please tick not applicable.
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
  - Not applicable
- e. My organisation treats people from all backgrounds equally (consider, for example, ethnicity, language, education, place of birth, family's financial situation etc.)
  - Strongly disagree

- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

33. Do you have a disability? (A disability can be an episodic or long-term physical, mental, intellectual or sensory impairment which hinders the full and effective participation in society on an equal basis with others.) (Tick all that apply)
- a. Yes, I have a disability (go to next question)
  - b. No, I do not have a disability (Go to Q42)
  - c. I prefer not to answer (go to Q42)
34. How would you describe your disability?
- a. I have difficulty seeing, even if wearing glasses?
  - b. I have difficulty hearing, even if using a hearing aid?
  - c. I have difficulty walking or climbing steps?
  - d. I have difficulty remembering or concentrating?
  - e. I have difficulty communicating such as understanding or being understood by others even when using my usual language
  - f. Other
35. Did your disability impact your ability to get a job in the animal health and production sector?
- a. Yes, please describe
  - b. No
  - c. I am not sure
  - d. I prefer not to answer
36. Do you require workplace adjustments due to your disability (for example, flexible work hours, environmental changes, additional technology)?
- a. Yes, please describe
  - b. No
  - c. I prefer not to answer
37. Has your organisation provided these adjustments?
- a. Yes, in full
  - b. Yes, in part
  - c. No
38. Have you ever been treated differently at work because of your disability (by colleagues, managers, clients)?
- a. Yes
  - b. No
  - c. I am not sure
  - d. I prefer not to answer
39. How satisfied are you with your organisation's approach to disability in the workplace?
- a. Very satisfied
  - b. Somewhat satisfied

- c. Neither satisfied nor unsatisfied
  - d. Somewhat unsatisfied
  - e. Very unsatisfied
40. Does your disability have any impact on your salary? That is, do you receive the same salary as you would if you were in your current position but did not have a disability?
- a. Yes, my salary is *higher* because of my disability
  - b. Yes, my salary is *lower* because of my disability
  - c. No, my disability does not impact my salary
  - d. I am not sure
  - e. I prefer not to answer
  - f. Other
41. If you have any additional comments or examples related to how your disability affects your work, professional development, or salary, please share them here. Consider also how risks - real or perceived - impact you in the workplace.
42. Does someone in your team have a disability?
- a. Yes (Go to next question)
  - b. No (Go to Q46)
  - c. I am not sure (Go to Q46)
  - d. I prefer not to answer (Go to Q46)
43. How would you describe the disability of your team member? (Tick all that apply)
- f. They have difficulty seeing, even if wearing glasses
  - g. They have difficulty hearing, even if using a hearing aid
  - h. They have difficulty walking or climbing steps
  - i. They have difficulty remembering or concentrating
  - j. They have difficulty communicating such as understanding or being understood by others, even when using their usual language
  - k. Other, please describe
44. What is the gender of the person in your team with a disability?
- a. Woman
  - b. Man
  - c. Other / I prefer not to answer
45. Do you believe that the team member is treated differently at work because of their disability (by colleagues, managers, clients)?
- a. Yes, please describe
  - b. No
  - c. I am not sure
  - d. I prefer not to answer
46. Do you identify yourself as belonging to a minority group? That is, do you belong to a group that is distinct from the majority of the population due to religion, race, ethnicity, cultural practices, sexual orientation, or other factors?
- a. Yes. If you feel comfortable doing so, please describe

- b. No (go to end of survey)
- c. I prefer not to answer (go to end of survey)

47. Did your minority status impact your ability to get a job in veterinary services/ the animal health and production sector?

- a. Yes, please describe
- b. No
- c. I am not sure
- d. I prefer not to answer

48. Have you ever been treated differently at work because of your minority status (by colleagues, managers, clients)?

- e. Yes
- f. No
- g. I am not sure
- h. I prefer not to answer

49. If you have any additional comments or examples related to how your minority status affects your work, professional development, or salary, please share them here.

Thank you for participating in the survey. If you have any additional comments, please share them here.

## 2. Pacific pre-service survey

### Pre-service questionnaire: PICs

#### SURVEY

##### Introduction

Dear Respondent,

This survey is being undertaken by the World Organisation for Animal Health (WOAH) to inform their work in South-East Asia and the Pacific.

Your responses will help us better understand the needs of people working in veterinary services and animal health and production with regards to gender equality<sup>1</sup>, disability<sup>2</sup> and social inclusion<sup>3</sup>. This will enable WOAH to share best practices and, where needed, recommend improvements.

The survey will take around 10 minutes to complete. You may return to previous answers and pause the survey as needed.

Your responses will be confidential. The data collected in this survey will be used in a summary report. No individuals will be identified in the report.

Please only provide additional information where you are comfortable doing so.

We thank you for your time and input.

<sup>1</sup> Gender equality refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. ([Gender Equality Glossary \(unwomen.org\)](#))

<sup>2</sup> A disability can be understood as an episodic or long-term physical, mental, intellectual or sensory impairment which hinders the full and effective participation in society on an equal basis with others. (Based on the characterisation in the Convention on the Rights of Persons with Disabilities and adapted in line with DFAT's *Development for All*, p7)

<sup>3</sup> Social inclusion can be understood as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. ([full-report.pdf \(un.org\)](#))

## Questions

50. What is your country of citizenship?

- a. Federated States of Micronesia
- b. Fiji
- c. Kiribati
- d. Marshall Islands
- e. Nauru
- f. New Caledonia
- g. Niue
- h. Palau
- i. Papua New Guinea
- j. Samoa
- k. Solomon Islands
- l. Tonga
- m. Tuvalu
- n. Vanuatu
- o. Other, please specify

51. What is your gender?

- d. Woman
- e. Man
- f. Other / prefer not to answer

52. What is your age group?

- h. 24 or younger
- i. 25 to 34
- j. 35 to 44
- k. 45 to 54
- l. 55 to 64
- m. 65 or older

53. What is your marital status

- a. Single (never married)
- b. Married, or in a domestic partnership

- c. Widowed
  - d. Divorced or separated
  - e. I prefer not to answer
54. Towards what degree are you currently studying?
- a. Veterinary Doctor (DVM or equivalent, typically 6 years program)
  - b. Bachelor of Veterinary Medicine (typically 5 years program)
  - c. Technical certificate or diploma
  - d. Bachelor of Science
  - e. Bachelor of Arts
  - f. Master of Science
  - g. Doctor of Philosophy (PhD)
  - h. Other, please specify
55. What year of studies are you in right now?
- a. First
  - b. Second
  - c. Third
  - d. Forth
  - e. Fifth
  - f. Sixth
  - g. Other, please specify
56. Are you studying in your home country or overseas?
- a. Home country
  - b. Overseas, please specify
57. What would be your **ideal** plan after graduation? \*
- a. Start a job in government agency
  - b. Start a job in a private animal health facility working with companion pets
  - c. Start a job in a private animal health facility working with farm animals
  - d. Start a job in an agrovet/ vet pharmacy
  - e. Start a job in a laboratory
  - f. Start a job in non-governmental organisation (NGO) or civil society association
  - g. Start a job in an international organisation
  - h. Start my own business
  - i. I want to continue education that is related to veterinary science
  - j. I want to get another education, not related to veterinary science
  - k. I don't want to work in a veterinary profession
58. What attracts you in the choice that you indicated in the previous question?
59. How confident are you that you will be able to find your "dream job" within 6-12 months after graduation?
- a. Very confident
  - b. Somewhat confident
  - c. Not very confident
  - d. Not confident at all
  - e. Not sure/Prefer not to answer



60. How do you plan to look for your first job after graduation? (Please tick all that apply.)
- I will be applying for openings to be selected through a competitive process
  - My friends or relatives will help me get a job
  - My educational institution is helping with job placements
  - I will start my own business/practice
  - I am not going to look for a job after graduation
  - Other, please specify
61. How likely are you to apply to a job in a rural or remote area after graduation?
- Very likely
  - Somewhat likely
  - Not very likely
  - Not likely at all
  - I am not sure / I prefer not to answer
  - Other, please specify
62. Have you ever been treated differently during education or field placements because of your gender (by professors, other students, supervisors, clients)?
- Yes
  - No
  - I am not sure
  - I prefer not to answer
63. Do you have a disability? (A disability can be an episodic or long-term physical, mental, intellectual or sensory impairment which hinders the full and effective participation in society on an equal basis with others.)
- Yes, I have a disability (go to next question)
  - No, I do not have a disability (go to Q20)
  - I prefer not to answer (go to Q20)
64. How would you describe your disability?
- I have difficulty seeing, even if wearing glasses?
  - I have difficulty hearing, even if using a hearing aid?
  - I have difficulty walking or climbing steps?
  - I have difficulty remembering or concentrating?
  - I have difficulty communicating such as understanding or being understood by others even when using my usual language
  - Other
65. Did your disability impact your ability to secure a place at your chosen educational institution?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer

66. Do you require workplace/classroom adjustments due to your disability (for example, flexible study hours, environmental changes, additional technology)?
- Yes, please describe
  - No
  - I prefer not to answer
67. Has your educational institution provided these adjustments?
- Yes, in full
  - Yes, in part
  - No
68. Have you ever been treated differently during education or field placements because of your disability (by professors, other students, supervisors, clients)?
- Yes, please describe
  - No
  - I am not sure
  - Prefer not to answer
69. Do you identify yourself as belonging to a minority group in your home country? That is, do you belong to a group that is distinct from the majority of the population due to religion, race, ethnicity, cultural practices, sexual orientation, or other factors?
- Yes. If you feel comfortable doing so, please describe
  - No (go to Q23)
  - I prefer not to answer (go to Q23)
70. Did your minority group status impact your ability to secure a place at your chosen educational institution?
5. Yes, please describe
  6. No
  7. I am not sure
  8. I prefer not to answer
71. Has your minority group status impacted your studies in any way?
- Yes, please describe
  - No
  - I am not sure
  - I prefer not to answer
72. Does your educational institution have a policy on gender equality and/or social inclusion (may also include disability)? (A policy is a formal document adopted by your organisation that aims to ensure equal opportunities and participation of people with disabilities, and people of all ages, genders and from different language and socio-economic groups.)
- Yes
  - No
  - I am not sure

Thank you for participating in the survey. If you have any additional comments, please share them here.