## GENDER ACTION PLAN

<table>
<thead>
<tr>
<th>Outputs and Activities</th>
<th>Proposed Gender Mainstreaming Activities (Target)</th>
<th>Primary Responsibility</th>
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<tr>
<td><strong>Output 1. Mid-Level Skills Provision</strong></td>
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| Develop mid-level skills standards and curricula in construction and automotive trades | • Ensure that all skills standards manuals and competency-based assessments are gender sensitive.  
• Ensure that all new TVET curricula provide positive images of women working in construction and automotive trades.  
• Provide regular briefings and sensitization training on female enrollment to industry subcommissions.  
• Encourage inclusion of female representation in industry subcommissions (not limited to project skill areas).  
• Provide training on prevention of sexual harassment and reporting mechanisms for all teachers and trainees in project-participating training centers.  
• Enroll at least 10% female trainees by 2014 and 20% overall by 2016 in project-supported skills areas.  
• Include the construction of separate sanitation facilities for females and males in all upgraded training facilities.  
• Ensure inclusion of female trainees during construction of training facilities if undertaken by trainees.  
• Ensure that 50% of newly constructed dormitory spaces at the Tibar Training Center are allocated to female trainees.  
• Ensure that all equipment provided to training centers is suitable for both female and male trainees. | CDS and SGDS  
CDS and SGDS  
PMU, CDS, and SGDS  
SEFOPE and PMU  
SGDS and training providers  
TVET providers  
CP and SGDS  
CP and SGDS  
CP and SGDS  
CP and SGDS |
| Upgrade training facility and equipment | | |

| **Output 2. Technical Teacher Training** | | |
| Enhance technical and pedagogic capacity of TVET teachers | • Provide training on gender awareness and prevention of sexual harassment to all participants in teacher training programs, including management staff at VTDC.  
• Develop strategies to increase female trainers in nontraditional technical trades as part of a long-term plan for improving TVET teaching workforce.  
• Recruit at least 3-5 eligible female trainees for teacher training programs by 2016. | SGDS and VTDC  
PMU and TTA  
VTDC and SGDS |

| **Output 3. Enhancing Labor Market Linkages of TVET** | | |
| TVET promotion | • Develop and implement TVET social marketing strategies promoting female participation in nontraditional skills areas.  
• Produce media campaign videos portraying female trainees and technicians in construction and automotive trades.  
• Ensure preparation of TVET information materials targeted at females featuring female employment in nontraditional business sectors.  
• Involve female representatives from the private sector in TVET promotional activities.  
• Organize career guidance workshops for female trainees with women representatives from nontraditional businesses, in collaboration with Working Women’s Center.  
• Provide special job placement services to female trainees in construction and automotive training from the project participating training centers.  
• Ensure that workplace training through employer | PMU, SMS, and SGDS  
SMS and SGDS  
SMS and SGDS  
SMS and SGDS  
CGS and SGDS  
CGS and SGDS  
PMU, ECS, SGDS |
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<td>Improved LMIS</td>
<td>contracting programs are provided to at least 80% of female trainees in construction and automotive skills training. <em>Develop and provide training on gender, TVET, and corporate social responsibility to private sector/employers.</em> <em>Prepare social marketing strategies for private sector/employers to increase gender balance in project skills areas.</em> <em>Develop an employer recognition program for employers who have increased female recruitment in nontraditional skills areas, in collaboration with the Chamber of Commerce and Industry.</em> <em>Ensure that the survey of employers on skills demands includes questions that are all sex-disaggregated.</em> <em>Ensure that all LMIS data coding and analyses are sex-disaggregated.</em></td>
<td>PMU, ECS, and SGDS  PMU, ECS, and SGDS  PMU, ECS, and SGDS  PMU and LMIS  PMU and LMIS</td>
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<td>Output 4. Strengthening SEFOPE Financing and Support for TVET</td>
<td>TVET policy, financing, and expansion of mid-level skills training <em>Develop strategies to encourage training providers to recruit more women in nontraditional skills areas based on the ongoing preference system given at the Tibar Training Center.</em> <em>Develop financing plans that can support female trainees in nontraditional skills areas, as well as those from disadvantaged groups.</em> <em>Ensure that additional training providers supported for mid-level skills training include specific plans to promote female participation or job placement.</em> <em>Ensure that the TVET information system reports sex-disaggregated information on enrollment, dropouts, graduates, and other TVET indicators.</em></td>
<td>PMU  PMU  PMU</td>
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<td>Output 5. Project Implementation and Management</td>
<td>Effective and efficient project implementation <em>Ensure provision of gender awareness training to TVET management in SEFOPE, all PMU staff, and management staff of all project training centers.</em> <em>Establish a monitoring and performance framework with all information disaggregated by sex.</em> <em>Include sex-disaggregated information in all progress and M&amp;E reports.</em> <em>Ensure that all progress and M&amp;E reports include reporting analysis against progress of the GAP.</em> <em>Recruit one international gender specialist to develop specific guidelines on GAP implementation and monitoring, and to supervise the national social and gender development specialist.</em></td>
<td>PMU and SGDS  PMU and SGDS  PMU  PMU  SEFOPE and PMU</td>
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**IMPLEMENTATION ARRANGEMENTS**

The GAP will be implemented by the PMU, which will include one national SGDS under the supervision of the international SGDS (intermittent). The specialists will be responsible for incorporating the GAP into project planning and implementation programs, including awareness training and establishment of gender-disaggregated indicators for project performance and monitoring. The progress of GAP activities will be included in regular progress reports on overall project activities submitted to ADB and the Government of Timor-Leste.

ADB = Asian Development Bank, CDS = curriculum development specialist, CGS = career guidance specialists, CP = civil works and procurement specialist, ECS = employer contracting specialist, GAP = gender action plan, LMIS = labor market information system, M&E = monitoring and evaluation, PMU = project management unit, SEFOPE = Secretariat of Vocational Training and Employment, SGDS = social and gender development specialist, SMS = social marketing specialist, TTA = teacher training advisor, TVET = technical and vocational education and training, VTDC = Vocational Training Development Center.