

GENDER ACTION PLAN

Outputs and Activities	Proposed Gender Mainstreaming Activities (Target)	Primary Responsibility
Output 1. Mid-Level Skills Provision		
Develop mid-level skills standards and curricula in construction and automotive trades	<ul style="list-style-type: none"> • 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
Upgrade training facility and equipment		SGDS and training providers
		TVET providers
		CP and SGDS
Output 2. Technical Teacher Training		
Enhance technical and pedagogic capacity of TVET teachers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Career guidance services		CGS and SGDS
		CGS and SGDS
Increased involvement of employers in TVET		CGS and SGDS
		CGS and SGDS
		PMU, ECS, SGDS

Outputs and Activities	Proposed Gender Mainstreaming Activities (Target)	Primary Responsibility
Improved LMIS	contracting programs are provided to at least 80% of female trainees in construction and automotive skills training. <ul style="list-style-type: none"> • Develop and provide training on gender, TVET, and corporate social responsibility to private sector/employers. • Prepare social marketing strategies for private sector/employers to increase gender balance in project skills areas. • 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. • Ensure that the survey of employers on skills demands includes questions that are all sex-disaggregated. • Ensure that all LMIS data coding and analyses are sex-disaggregated. 	PMU, ECS, and SGDS PMU, ECS, and SGDS PMU, ECS, and SGDS PMU and LMIS PMU and LMIS
Output 4. Strengthening SEFOPE Financing and Support for TVET		
TVET policy, financing, and expansion of mid-level skills training	<ul style="list-style-type: none"> • 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. • Develop financing plans that can support female trainees in nontraditional skills areas, as well as those from disadvantaged groups. • Ensure that additional training providers supported for mid-level skills training include specific plans to promote female participation or job placement. • Ensure that the TVET information system reports sex-disaggregated information on enrollment, dropouts, graduates, and other TVET indicators. 	PMU PMU PMU PMU
Output 5. Project Implementation and Management		
Effective and efficient project implementation	<ul style="list-style-type: none"> • Ensure provision of gender awareness training to TVET management in SEFOPE, all PMU staff, and management staff of all project training centers. • Establish a monitoring and performance framework with all information disaggregated by sex. • Include sex-disaggregated information in all progress and M&E reports. • Ensure that all progress and M&E reports include reporting analysis against progress of the GAP. • Recruit one international gender specialist to develop specific guidelines on GAP implementation and monitoring, and to supervise the national social and gender development specialist. 	PMU and SGDS PMU and SGDS PMU PMU SEFOPE and PMU
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.