

SOCIAL AND GENDER ACTION PLAN

Output	Action	Indicator	Budget	Responsible Institutions
Output 1: Technical and Vocational Education and Training Quality Improved and Capacity Developed				
1.1 Multilevel TVET strategic development	(i) Training on and development of the MLT system ensures participation of men, women, and ethnic minorities. (ii) Employment information management system, student tracer studies, and industry survey system collect and analyze disaggregated data on student enrollment, graduation, and employment per course. (iii) Outreach and public awareness programs designed to address potential social and gender bias in enrollment and selection of majors and social inclusion.	(i) 40% female participants and 50% ethnic minorities (baseline: female Baise University staff, 43%). (ii) Disaggregated data (sex, ethnicity, rural, and urban) collected and gender and social analysis conducted to identify constraints, needs, and priorities for women, ethnic minority, and vulnerable groups. (iii) 50% female participation in outreach programs. (iv) Information, education, and communication materials on choices of courses, occupations, and learning pathways promote student enrollment in non-traditional sectors. (v) Student enrollment database reviewed annually to measure changing profile of students ¹	Included in the project.	SDGE, Baise University, PMO, and Education Bureau of counties and/or districts.
1.2 Curriculum development	(i) Competency based curriculum integrates principles of gender equality and social inclusion; (ii) Training in CBA includes all teaching staff (male and female, ethnic minorities); (iii) New curriculum includes modules on ethnic minority cultures where possible.	(i) All materials reviewed by SDGE and resource persons and recommendations included in finalized materials. (ii) All female and ethnic minority staff participate in CBA training (baseline: 0). (iii) Ethnic minority cultures module developed and incorporated in the curriculum (e.g., tourism, preschool).	Included in the project.	Curriculum development group, SDGE, Baise University, and PMO.
1.3 Teacher training	Core teacher training system ensures participation of all teachers.	At least 40% female, 30% ethnic minorities.	Included in the project.	The reform group, SDGE, Baise University, and PMO.
1.4 Staff development	(i) Leadership training includes a module covering gender equality and social inclusion; (ii) Female and ethnic minority teachers and/or staff participate in all staff development training programs. ²	(i) A gender equality and social inclusion focused module developed and incorporated in leadership training curriculum. (ii) 40% female teachers and/or staff, 50% ethnic minorities participate in each of the planned trainings.	Included in the project.	Baise University and PMO.
Output 2: Chengbi Campus Constructed and Environmental Sustainability Promoted				
Civil works	(i) Consultation with teachers and students on the new campus design. (ii) New campus features gender sensitive living and working conditions. (iii) Female workers participate in jobs generated by the project (6,881 person-months during construction and 685 positions during operation); (iv) Specific measures for prevention, reporting and response to prevention of sexual harassment	(i) At least three consultation meetings: 40% female participants, 50% ethnic minorities. (ii) Separate dormitories for male and female students/teachers. (iii) Separate male and female latrines in campus facilities. (iv) Improved safety measures during night. (v) At least 20% of jobs targeted for local female during construction; and at least 35% of job positions during operation for female. (vi) All project institutions develop and implement specific	Included in the design budget and construction budget.	Baise University, design institute, PMO, contractors and SDGE.

¹ Changing profile of students with regard to students in non-traditional sectors and increase in students from rural areas.

² Staff development trainings include leadership training, oversees training, domestic study tours, and trainings in TVET institutions.

Output	Action	Indicator	Budget	Responsible Institutions
	in campus developed and adopted.	measures for prevention, reporting and response to sexual harassment.		
Output 3: Technical and Vocational Education and Training Innovation and Relevance Promoted				
3.1 School-industry partnerships	(i) All three leading groups ³ ensure female participation. (ii) Implementation guidelines for gender mainstreaming in Enterprise Education Facility and Entrepreneurship Incubation Program designed. (iii) Special speaker series introduced to facilitate identification of potential role models, particularly female, from different professional backgrounds. (iv) Career guidance and mentoring sessions link female students with female faculty/professional women. (v) Gender recognition award established to recognize industry partners who have reduced gender inequality in workplace or promoted women in non-traditional sectors.	(i) 30% female members in each group (baseline: 0). (ii) Implementation guidelines developed with participation of male and female teachers. (iii) Once every 2 months speaker series introduced; 50% of speakers are professional women from different professional backgrounds. (iv) Monthly mentoring sessions established, 100% female students paired with a mentor. (v) Guidelines for gender recognition award developed; annual gender recognition award granted.	Included in the project.	The partnership committee, SDGE, Baise Universtiy, and PMO.
3.2 Regional cooperation	(i) Ensure both male and female staff are included in the training of management team; (ii) Identification and expansion of ethnic minority culture regional cooperation activities.	(i) At least 30% female staff. (ii) Ethnic minority culture regional cooperation activities included in the regional cooperation expansion plan.	Included in the project.	Cooperation team, SDGE, Baise Universtiy, and PMO.
3.3 Research	(i) School-industry partnership regulation and policy include strategies to address gender stereotyping in majors/occupations. (ii) Gender analysis included in research on emerging labor market. (iii) Review bridging modules/courses to address rural/urban disparities for students.	(i) Strategies to address gender stereotyping of majors/occupations. Reports identify gender disparities (if any) in priority sectors and recommend actions to address them. (ii) Recommendations to address rural/urban disparities identified and submitted to Baise Universtiy. (iii) Data analysis of growth area conducted with specific emphasis on gender impact in new economy.	Included in the project.	SDGE, Baise Universtiy, and PMO.
Output 4: Project Implementation Management				
	(i) SDGE involved in development and implementation of activities for outputs 1, 2, and 3. (ii) Ensure female and the ethnic minority staff in the project management.	(i) At least one SDGE with 6 person-month input is included; (ii) At least 30% female staff, 50% ethnic minority staff. (iii) Semiannual reports on (a) ethnic minority actions (to be disclosed on the ADB website) and (b) social inclusion and gender actions in the SGAP.	Included in the project.	Baise Universtiy and PMO.

CBA = curriculum-based approach, MLT = multilevel TVET, PMO = project management office, SDGE = social development and gender expert, TVET = technical and vocational education and training.

³ The three leading groups identified in the project are school industry committee at Baise University management level, school-industry partnership group, and professional steering group at faculty level.