

GENDER ACTION PLAN

Project Outputs	Actions
<p>Output 1: Enhancing Quality of USE to the International Standards</p>	<ul style="list-style-type: none"> • 35% of core specialists/ participants in short term training courses on curriculum and text book drafting skills are female. • Ensure 40% female participants (of total 18,750) in in-country INSETT training to improve professional skills. • Ensure that a module on gender issues is included in the training courses for core specialists on curriculum and textbook development. • Ensure that all new curriculum, textbooks, teachers guides and instructional materials as well as self-study guidelines for students are gender sensitive and include positive images and role models of females. • 55% of core English teachers on improving foreign language education and training are female. • Ensure 40% female participation in all trainings provided for CEC, and Centers for Pedagogical Excellence staff. • Ensure 40% female core teachers for Literature, History, Geography, Math, and Science subjects are trained in in-country training and 30% of participants in overseas training for science are female (Core lecturers from TTU).
<p>Output 2: Increased Access and Retention to USE</p>	<ul style="list-style-type: none"> • Ensure site selection for support to schools prioritizes schools with large female and ethnic group students. • Ensure that all civil works to construct new classrooms and/or to upgrade existing classrooms, includes an assessment of sanitary needs of students and teaching staff and provides for appropriate numbers of separate latrines for girls and boys in separate locations. • Civil works will use labor-based technology and employment of women as unskilled laborers will be encouraged. Men and women will receive equal pay for equal work. (These will be stipulated in contractor Terms of References) • Develop Code of Conduct briefing and brief (integrated in training programs) DOET, school managers, teachers, parent associations, dormitory management/ staff, and surrounding communities. (For community briefings, VYU and VWU will be engaged.) • Provide briefing on safety and protection and reporting mechanisms to all students in project-supported schools in the 33 disadvantaged provinces. • Ensure that teacher training materials for sustainable development support for disadvantaged groups component integrates strategies to reduce gender gaps in student attendance and achievement. • Ensure all teacher training materials on life skills includes key gender issues related to ethnic female students and provides support and life skills to address their vulnerabilities. • 60% of teachers trained on in-country life skills for disadvantaged students curricula are female. • All sign language tools and instructional materials for deaf students are gender-sensitive and include positive role models of females. • 60% of teachers trained in inclusive education centres are female.

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Output 3: Strengthening of Planning and Management of USE	<ul style="list-style-type: none"> • Ensure 100% female USS principals, Directors of CECs and principals of complementary education schools are trained in in-country training and 30% female participants in overseas training for MOET USE managers • Ensure that all training provided to USS Principals, CEC Directors and USE managers include modules on gender issues in education, including strategies to promote female and ethnic group access to and completion of USE as well as increasing female ethnic teaching staff and female teachers for science subjects • Ensure provincial and district level human resource development plans integrate strategies to promote female teachers to take on management roles in order to increase females in management level positions (e.g. principals and vice-principals) • Include gender and ethnic group criteria in school network mapping procedures and data analyses • Ensure guidelines for provision of block grants to support planning and initiatives based on local needs addresses gender and equity issues related to USE • Ensure 20% of provincial block grants is earmarked for addressing access and equity issues related to female students, e.g., localized IEC interventions amongst parents and community to highlight positive benefits of USE for females, especially from ethnic areas; engagement of community to address safety issues related to travel and boarding for girls, career counseling for female students, etc. • Ensure that all research and studies related to the development of life skills education, school counseling in USE, teacher development initiatives include gender and equity dimensions • 20% of NIEM staff trained in-country on research is female.
Output 4: Support for Project Implementation and Monitoring	<ul style="list-style-type: none"> • The project M&E framework will incorporate M&E for GAP. • Train key central and provincial PMU staff on gender/ethnicity issues, including gender analysis. • All M&E reports include sex and ethnicity disaggregated data related to access, learning outcomes and other USE indicators.

CEC = continuing education centre, DOET = department of education and training (provincial), GAP = gender action plan, IEC = inclusive education center, INSETT = in-service teacher training, MOET = Ministry of Education and Training, M&E = monitoring and evaluation, NIEM = National Institute for Educational Management, PMU = project management unit, TTU = teacher training university, USE = upper secondary education, USS = upper secondary school.

Source: Asian Development Bank.

1. **Implementation Arrangement.** The Ministry of Education and Training and the Project Director of the central project management unit (CPMU) will be responsible for the implementation of the gender action plan (GAP). The Deputy Director (CPMU) will be designated as the gender and ethnic minority focal point for the project and will be responsible for developing a detailed implementation plan and coordinating with the responsible bodies for each of the above deliverables. International and national gender specialists will be employed for 4 months and 6 months respectively, to provide overall guidance and support the Deputy Director (CPMU) in GAP implementation. Key CPMU reports to be submitted to the ADB will report progress against GAP.