

GENDER ACTION PLAN

1. The gender action plan (GAP) supports the purpose and overall objective of the Third Primary Education Development Project by explicit integration of gender concerns within the program outputs and results areas. The Directorate of Primary Education will implement and monitor the GAP through its respective division/unit in collaboration with other divisions/units. The annual education management information system will monitor enrollment, repetition, drop-outs, school survival, and terminal exam score by sex; and all analysis and report will include gender perspectives. Implementation arrangements including staff, consultant provision, facilitators, and estimated costs of GAP implementation have been integrated into the overall arrangements and total budget of the program. The specific activities of the GAP are:

Outputs	Activities, Targets, and Indicators
Output 1: Improved teaching and learning for all	
Each child learns	Promote active learning methods to give equal attention to girls and boys. Teachers are using appropriate techniques to ensure all students are learning as per PEDP3 standards and all are included in the learning process.
School and classroom-based assessment	School and classroom-based assessments are gender responsive. All schools conduct own assessment so boys and girls improve learning equally. Ensure all students participate in assessments and target improvements.
Curriculum and textbook strengthened	Review curriculum with gender perspectives and integrate gender equality focused elements. Teachers' guides and curriculum are gender responsive and gender equity mainstreamed in all teachers' education.
ICT in education	Encourage both boy and girl students to learn ICT in school. Ensure both boys and girls have equal access to ICT equipment in schools.
Teachers' education and development	Review teachers' guides and curriculum to ensure they are gender responsive. Integrate the gender training curriculum in Diploma-in-Education, Primary Teacher Training Institute training, and other teacher training Organize gender and inclusive education induction training for all new teachers Include sub-cluster-based model building and monitor progress in performance for boys and girls in completion exam.
Output 2: Reduced disparities (universal access and participation)	
Second chance education	Survey out-of-school children, identify both boys and girls (both dropouts and those who have never attended), and encourage them to go to school. Developed implementation guidelines for second chance education ensuring full participation of all targeted girls and boys of the selected catchments areas. Collect data on children (boys and girls) receiving non-formal education.
PPE	PPE-unit with % of female teachers recruited and trained adequately. PPE curriculum has been developed where gender, ethnic minorities disabled, and other disadvantaged groups are addressed.
Mainstreaming inclusive education	Review inclusive education action plans (tribal, minorities, disabled) from the gender perspectives, and issue required guidelines for implementation. Ensure teachers' orientation to work with children of differential needs, background and abilities considering gender equality dimension.
Education in emergencies	Gender perspective used in strategy and action plan to integrate all groups Ensure special support addressing the needs of girl students more specifically to continue education in emergency/disaster.
Communication and social mobilization	Include messages on inclusiveness and gender equality in awareness programs. Include information on entitlements and government programs, and security needs of girls, etc. in awareness-raising programs.
School health and school feeding	Ensure all boys and girls show up for health check-up, inform on follow-up care. Ensure all students access school feeding programs.
Need-based school environment	Provide safe drinking water and sufficient number of separate toilets for boys and girls with water in schools.
Across all	Women constitute at least 30% of participants in consultations held with the

Outputs	Activities, Targets, and Indicators
infrastructure: resettlement, compensation, and construction	community on infrastructure planning, implementation, and monitoring. Include clause in the bid document for employing women (30% unskilled laborer), equal wage for work of equal value for women and men, water and sanitation and other facilities as per labor standard. Orient field level staff/contractors on gender aspects of resettlement, labor standard (water supply, sanitation services, equal wages, OHS).
Output 3: Decentralized and effective organization	
Field level office strengthened	Ensure deployment and training of female staff at field level. Orient all field staff on gender and inclusive education objectives and activities.
Decentralized school management and governance	The field level capacity building plan includes needs and perspectives of female teachers and managers and ensures their participation. AOPs include actions to promote women's participation in decentralized management and governance. Review SMC function to include gender responsiveness and ensure that SLIPs, UPEPs, and District Primary Education Programs address gender needs. Build capacity of all SMC members to effectively address gender aspects. Ensure compliance with SMC and other committees male/female composition guidelines
School-level leadership and development	Clarify the role of head teachers as a leader to ensure education for all, gender equality, and inclusion. Train head teachers on administration, management with gender perspective to enable them to address gender-based needs of teachers and students.
Organizational review and strengthening	Use gender perspective to review and adjust recommendations of the institutional review. Develop institutional capacity on gender and inclusive education.
Grade 5 terminal exam	Encourage all students (boys and girls) to complete their education by participating in terminal exams.
Teacher recruitment, promotion, and deployment	Ensure need-based deployment of teachers. Fill female teachers' quota (if needed with recruitment of only women teachers). Teacher performance management system to include measures to assess student performance, addressing gender based needs and inclusiveness.
ASC	All data will be collected in a sex-disaggregated manner to the extent possible. Analysis and report will include gender perspectives.
National Student Assessment	National assessment results will be compiled in a sex-disaggregated manner.
Output 4: Improved program planning and management	
PEDP3 Planning and management	
PEDP3 management	All action plans of PEDP3 will consider gender perspectives.
PEDP3 financial management	Advocate for women involvement in financial management.
Strengthen monitoring functions	ASC and other assessments collect and use sex-disaggregated data. KPIs and DLIs to include relevant gender-responsive indicators. Gender-based indicators and analysis are available for management decisions.
Human resource development	Ensure training needs assessment includes all male and female staff at all levels. Include the promotion of women's participation in decision making positions in the human resources development and management plan. Take specific actions to recruit and train women teachers and managers.
PPP	Ensure gender perspectives are integrated into PPP guidelines.

AOP = annual operation plan, ASC = Annual School Census, DLI = disbursement-linked indicator, ICT = information and communication technology, KPI = key performance indicator, OHS = occupational health and safety, PPE = pre-primary education, PPP = public-private partnership, PEDP3 = Third Primary Education Development Project, SLIP = school level improvement plan, SMC = school management committee, UPEP = upazila primary education plan.

Source: Asian Development Bank.