

GENDER ACTION PLAN^a

Activities	Performance Targets/Indicators	Responsibility	Time Frame
Output 1: Technical and Vocational Education and Training System Methodology Modernized			
1.1 Conduct gender sensitivity trainings for developers of the curriculum and learning materials, EPCD, CTMMEQ, industry working groups (IWGs), industry associations (IAs), and industry advisory committees (IACs) in all project-supported lyceums	At least 50% of members of each of the 17 groups of curriculum and learning materials developers have undergone the gender orientation/training All EPCD staff, CTMMEQ trainers, members of expert panels, 5 IWGs, IAs and IACs have undergone gender orientation and understand gender issues	PAG Gender and Education Specialist	2016–2017
1.2 Ensure the participation of women experts in the industry expert panels, and curriculum expert panels	At least 20% of members in curriculum expert panels are women At least 15% members in industry expert panels for non-traditional occupations are women (Baseline: 0 women in non-traditional occupations)	MOLME PAG	2016–2017
1.3 Engage with curriculum and learning materials developers to incorporate gender concerns in the CBT materials of the 17 occupations	Curriculum and learning materials developed are gender-inclusive At least 65% of graduates of the project's courses are certified as competent by independent competency assessors	MOLME PAG	2017–2018
1.4 Bring in women technical experts as competency assessors	At least 25% of technical experts accredited as competency assessors are women (Baseline: 0 female competency assessors)	PAG	2018
Output 2: Physical learning facilities upgraded			
2.1 Ensure that rehabilitated dormitories have a separate and secure section for females with appropriate equipment and facilities	Rehabilitated dormitories have a section for females with exclusive toilets and bathing facilities with hot and cold running water, and lighting and heating facilities	PAG	2017–2018
2.2 Ensure that workshops and classrooms rehabilitated include women-friendly facilities and equipment	Workshops and classrooms have women-friendly facilities, including separate female toilets with doors that ensure privacy and security	PAG	2017–2018
Output 3: Access to quality programs improved			
3.1 Ensure participation of women TVET teachers and masters in competency-based trainings	At least 35% of teachers and 25% of masters in project institutions trained on CBT methodology are women (Baseline will be gathered at the project start)	MOLME PAG	2018–2019
3.2 Increase female enrolment in non-traditional occupations through the project's intensive community awareness-raising activities	Social marketing program activities conducted in 29 districts: (i) community meetings (at least 1 per district), (ii) distribution of brochures and leaflets (at least 3 kinds of brochures/leaflets in Tajik), (iii) development and airing of at least 3 kinds of radio/TV public service advertisements and their publication in newspapers and other print media, (iv)	MOLME PAG	2017–2020

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	workshops on specific relevant topics, and (v) uploading relevant information in MOLME website. At least 30% of students enrolled in diploma and certificate courses in project lyceums are females At least 25% of students enrolled in 12 non-traditional occupations, are females (Baseline: 0 females enrolled in non-traditional courses)		
3.3 Provide technical advice and support in the implementation of the Gender Equity Model Program (GEMP)	2,230 women and girls, including poor and vulnerable, in selected lyceums are fully supported in the GEMP through stipends, good placements in private firms during internships, and priority placements in rehabilitated dormitories Average enrolment of females in 12 CBT non-traditional courses in 5 pilot institutions increased to 25% of total enrolment by Q3 2020 At least 50% of GEMP graduates are certified in non-traditional occupations	GEMP Coordinator, PAG Gender and Education Specialist	2018–2020
3.4 Work with the Industry Partnership Specialists in forging partnerships with industries and ensuring the employment of female graduates of non-traditional courses	At least 50% of the partner enterprises employ female graduates in non-traditional occupations	PAG	2017–2020
3.5 Ensure the significant participation of women in the project's MRITP that provides skills training beyond the 17 priority occupation skills, targeting youth in 29 districts	At least 40% of the 15,000 beneficiaries of the MRITP are women At least 40% of women who underwent skills training under the MRITP are employed and/or engaged in income generating activities, within 6 months of completing training.	PAG, MRITP Coordinator and MRITP implementation consulting firm	2017–2020
Output 4: Governance and management of TVET system strengthened			
4.1 Engage women in PAG technical positions	At least 30% of PAG staff are women	MOLME	2016
4.2 Ensure the participation of women teachers and masters in the Industry Advisory Committees	At least 20% female membership in each Industry Advisory Committee established in each lyceum receiving additional support from GEMP	PAG	2017–2018

CBT = competency-based training, CTMMEQ = Center for Training Methodology and Monitoring of Education Quality, EPCD = Engineering Pedagogical College of Dushanbe, GEMP = Gender Equity Model Program, MOLME = Ministry of Labor, Migration and Employment, MRITP = Market-Responsive and Inclusive Training Program, PAG = project administration group, TVET = technical and vocational education and training.

^aThe full version of this GAP is in Section VIII. Gender and Social Dimensions of the PAM

Source: Asian Development Bank.