

GENDER ACTION PLAN

Gender activities/actions	Performance indicators/targets
Output 1: Teaching and learning environments at 16 TVET institutions improved	
1. Lists of equipment approved include equipment and tools that, and operation trainings provided, ensure occupational safety and a productive working environment especially for female students in male-dominated training programs. ^a	1.1 Procurement lists from TVET institutions include equipment and tools that ensure occupational safety and a productive working environment especially for female students (specify types of such equipment and tools).
Output 2: Skills training opportunities for disadvantaged communities and soft skills of students in selected TVET institutions enhanced	
1. Assess and identify areas for short-term trainings (i) for which there is a demand for skills and/or products, and (ii) that are attractive to women, and (iii) that have the potential to provide decent employment and/or decent income to girls and young women in the target disadvantaged communities/villages.	1.1 Women represent 50% of the people consulted for the selection of training areas for short-term courses. 1.2 Number and areas of short-term trainings provided (target: areas are selected and short-term trainings provided that have the potential to attract a good number of females and at the same time add real value and have the potential to provide a decent income to women). 1.3 Number and % of female beneficiaries of the short-term trainings provided (target: at least 50% are women). 1.4 Increase of income for beneficiaries of short-term trainings by training area and by sex (baseline: to be collected by training area and by sex and ethnicity at the time of each course).
2. Ensure materials developed for upgrading existing and/or developing new short-term training courses in the selected TVET institutes are gender sensitive and culturally appropriate. ^b	2.1 Materials revised and/or developed for short-term trainings are free of gender bias and portray positive images of women/girls and positive relationships between women and men.
3. Conduct information workshop in the local/disadvantaged communities/villages/communes, which encourage particularly girls and young women to participate in the short-term trainings.	3.1 At least two information workshops per year targeted at girls and young women in the local/disadvantaged communities/villages/communes (use of local languages and culturally appropriate)
4. As part of the needs assessment in the selected institutes, conduct an analysis of (i) the enrolment and completion data disaggregated by sex in each institute, and (ii) the gender sensitivity and inclusiveness, and effectiveness in female targeting for their regular training programs of the following: (a) TVET information materials provided by the TVET institutes to secondary institutes/schools, parents, students, communities/villages/communes; (b) Online information and communication targeted at potential students and their parents; (c) Student application and recruitment process and materials; (d) Financial support programs including scholarships (government, TVET institutes and companies); and (e) monitoring of enrolment, completion and support.	4.1 Report completed with a summary of the findings on gender issues in enrolment and completion in the selected TVET institutes and gender sensitivity of career education and recruitment approach and support at the institutes, illustrations of best practices in this area, and concrete recommendations. 4.2 One knowledge product (guidelines or tip sheet or video) on gender sensitive career education and recruitment support prepared.
5. Select at least five TVET institutions to pilot activities through community support program aimed at increasing female enrolment in regular training programs that target high skills jobs and are currently male-dominated: i) Design and implement a pilot career education, mentor and recruitment support program aimed at increasing the number of girls enrolled in training programs that target high skill jobs or alternative jobs in high skills male-dominated sectors. ^c ii) Develop and implement an innovative social marketing campaign for Private Public Partnership priority and support for female enrolment and employment in high skill jobs or alternative jobs in male-dominated sectors.	5.1 Pilot career education, mentor and recruitment support program concept and implementation guidelines developed. 5.2 Implementation of pilot program started in at least five TVET institutions. 5.3 (i) number and type of activities and materials implemented/developed as part of the social marketing campaign, and (ii) at least one video produced. 5.4 Increase in the number and proportion of female students enrolled in regular training programs targeting high skill jobs or for

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	alternative jobs in male-dominated sectors in the (at least) 5 pilot TVET institutes. ^d
6. As part of the assessment of TVET soft skills and community support programs, assess gender sensitivity of TVET soft skills and community support programs and in-service training and the inclusion of soft skills that are relevant to gender equality.	6.1 Report completed with a summary of the findings and set of concrete recommendations.
7. Ensure revisions and/or additional inputs in TVET curricula and in in-service training program (including teaching techniques) aimed at improving soft skills of students in selected TVET institutes are gender-sensitive.	7.1 All revisions and/or additions that are made in TVET curricula and/or in in-service training program (including teaching techniques) are gender-sensitive.
8. Develop two specific modules on soft skills that are relevant to gender equality (for both female and male students): (i) to raise awareness on gender and diversity, understanding and embracing differences; (ii) On how and why to create positive relationships, ensure mutual respect with others, including preventing and dealing with sexual harassment in the workplace and educational settings	8.1 The TVET curricula and/or the in-service training program in the selected TVET institutes include modules and materials on (i) gender and diversity awareness; and (ii) positive relationships, including preventing and dealing with sexual harassment at the workplace and in educational settings
9. As part of the community support programs, develop one specific module on 'Entrepreneurship skills for women' (with a special focus on entrepreneurship in male-dominated sectors and in alternative jobs for women in such male-dominated sectors) in collaboration with local companies, which will be piloted with a mentorship agreement for female students. This module is meant to be targeted at female students only.	9.1 One specific module on 'Entrepreneurship skills for women' developed and piloted with female students in the selected TVET institutes, together with a mentorship agreement.
<p>Project management/institutional gender-related activities:</p> <ul style="list-style-type: none"> • Appoint gender focal at each TVET institution. MOLISA PMU appoints one gender focal who will liaise with the gender focals at the TVET institutions and other gender stakeholders in the TVET sector. Involve the Department of Gender Equality, the Committee for the Advancement of Women and Viet Nam Women's Union actively in the GAP implementation and monitoring. • Ensure Government counterpart funds include adequate budget allocation for implementation of GAP. • MOLISA PMU to translate the GAP into Vietnamese and distribute it to key stakeholders involved in project/grant implementation during the first semester after project effectiveness. • ADB to recruit under the grant a national gender and ethnic minority consultant for 14 months (intermittent), an international gender and ethnic minority consultants for 6 months (intermittent) over the grant duration, for (i) supporting GAP implementation, monitoring and reporting; (ii) building capacity of the PMU and other stakeholders (staff in charge of gender mainstreaming in TVET in MOLISA and MOIT, gender focals in TVET institutes) in gender analysis and mainstreaming in TVET and gender requirements for the project/grant; and (iii) accomplishing specific tasks as per the TOR included in the PAM. • MOLISA PMU to collect and analyze data disaggregated by sex and ethnicity wherever relevant and integrate gender-sensitive indicators (from DMF and GAP) in the project monitoring system. Impact evaluation consultants will also be recruited under the grant; they will also collect, analyse and report baseline and impact data disaggregated by sex and ethnicity as a part of impact evaluation (e.g. impact of short-term trainings). • Gather qualitative information on gender impacts of all interventions, via success stories, case studies. • Ensure regular monitoring and reporting (at least semi-annually to ADB) on GAP implementation. 	

ADB=Asian Development Bank; DMF=design and monitoring framework; GAP=gender action plan; MOIT=Ministry of Industry and Trade; MOLISA=Ministry of Labour, Invalids and Social Affairs; PAM=Project administration Manual; PMU=project management unit; TOR=terms of reference; TVET=technical and vocational education and training.

^a E.g. lifts to move heavy workloads; lighter versions of heavy equipment; safety equipment of a size that also fits women; 2-piece overalls/uniforms.

^b Gender-sensitive means that the materials are free of gender bias and do not contain any images and/or content that reinforce gender stereotypes.

^c Examples of alternative jobs for women in male-dominated areas include construction procurement and administration, construction management, consultancy firm, ICT, high skills jobs within textile manufacturing, laboratory jobs within waste water treatment.

^d Overall female enrolment in TVET is estimated to be about 30%. Due diligence showed however that there are large variations between training areas, with female enrollment in the 29 TVET institutes surveyed ranging from 3% (industry) to 70% (tourism). The estimated average female enrolment in the selected TVET institutes is about 15%. Annual increase in enrolment rate will be monitored for boys and girls separately during project implementation.

Source: ADB.