GENDER ACTION PLAN

Gender Objectives	Activities/Indicators/Targets	Responsibilities	Timeframe
Outcome 1: Effectiveness of USE improved			
Equitable access and participation of boys and girls in science stream courses is improved.	By 2029: a. At least 1.5 percentage increase in the proportion of female and male USE science stream students from 50 SRS schools passing Grade 12 national exam (SY2021/22 baseline: TBD)[a] (DMF a)	PIU, DGE, POE, DOE	2023–2029 with annual progress review
	b. At least three SRSs accredited as NGSs with at least 1,400 girls and at least 1,400 boys enrolled (SY2021 / 22 baseline: 0) (DMF c)	PIU, DGE	
Output 1: Equitable access to standards-based USE expanded			
1.1 MSS include gender-equitable and inclusive school facilities (e.g., science classrooms with science laboratories and equipment, ICT packages, multi-purpose classrooms, and libraries) for STEM learning.	1.1.1 117 USSs upgraded with standardized facilities of SRS, with gender-responsive, socially inclusive[b] and climate-adaptive design-features (SY2021/22 Baseline: 0)	PIU, DGE, USS targeted schools	2024–2028
	1.1.2. At least 50% of female students benefit from upgraded standardized facilities with gender responsive, socially inclusive[b] and climate-adaptive design in 117 USS (14 US NWS and 103 general secondary schools, (SY 2021/2022 baseline: 0)		
	1.1.3 Budget provisions for gender equality and social inclusion are included in the 5-year secondary Medium-Term Expenditure Framework[c]	MoEYS, MEF, DGE, DOF, PIU	2024
	1.1.4 Functional, safe, and separate water, sanitation, and hygiene facilities for male and female in target 18 SRS and 50 NWS regularly maintained.	PIU, DGE, USS targeted schools	2024–2028
Output 2: Quality of STEM teaching and learning strengthened			
2.1 GESI principles 4 are integrated in the content and pedagogical process of target USS	2.1.1. 775 USE STEM teachers from 50 SRS, 101 NWS, and 4 GTHS (at least 40% women) report overall increased pedagogical content knowledge, understanding of innovative teaching strategies and integration of technology into STEM teaching, and are engaged in professional learning communities (SY2021/22 baseline: 0) (DMF 2a)	PIU, DGE, USS targeted schools	2023–2028
	2.1.2. 25 NIE lecturers of STEM subjects (including at least 80 % of available female NIE STEM lecturers) report overall increased knowledge and understanding of effective and innovative teaching strategies, integration of technology into STEM teaching, and increased pedagogical content knowledge (baseline: 0) (DMF 2b)	NIE, PIU	2025–2028
	2.1.3 A 1-day basic orientation on GESI principles in STEM as part of the required introduction course for all newly recruited STEM subject teachers conducted	PIU; NIE, GMAG	2024–2026
	2.1.4 A 3-day training on GESI-responsive content and pedagogy in STEM courses as part of the continuing professional development of teachers and STEM subject specialists in 155 USS schools conducted		
	2.1.5 Annual workshop series with all STEM teachers in target schools that integrates gender sessions on the use of available STEM resources in classroom teaching and co-curricular activities in target schools conducted	PIU; USS targeted school leaders; GMAG	2023–2028
2.2 Female and male students have access to STEM-oriented co-curricular activities outside the classroom.	2.2.1 At least 50% of participants among USS students in STEM-oriented co-curricular activities in 155 USS schools (50 SRS, 101 NWS, 4 GTHS) are female. (SY 2020/21 baseline: 0)	PIU, USS targeted school teachers and leaders	2023–2028
	2.2.2 CSTC established, fully equipped, staffed, and operational with gender-responsive, climate-smart features and socially inclusive aspects. (SY2021/22 Baseline: 0)[d] (DMF 2c)	PIU, ITC, DGE	
	2.2.3 GESI-responsive and inclusive social media materials are developed as part of a public awareness campaign on STEM.	MoEYS, PIU, ITC, DGE	2024–2028
Output 3: Institutional capacity for planning, management and delivery of education strengthened.			

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3.1. Levels of engagement of schools, community leaders and private sector in gender-responsive transformation of schools towards NGS level are enhanced.	3.1.1 155 school leaders (at least 80% of available female school leaders) report overall increased knowledge of understanding of instructional leadership, partnership building, resource mobilization, and stakeholder engagement (SY2021/22 baseline: 0) (DMF 3a)	PIU; NGS and school leaders of 50 SRS, 101 NWS, 4 GTHS	2023–2028
	3.1.2 At least 50% SRSs operationalize partnerships for joint delivery programs for USS students with gender-responsive professional safety guidelines.[e] (SY2021/22 baseline: 0) (DMF 3c)	PIU; NGS, Development Curriculum Department; VOD	2024–2028
	3.1.3 At least one research study including lessons learned and recommendations on STEM/ EdTech interventions in target USS focusing on gender-responsive and socially inclusive aspects is conducted, published and disseminated to MoEYS' management and staff.	PIU; MoEYS	2024–2028
	3.1.4 Two dialogues per year conducted with the participation of both parents and community leaders in each of the 155 USS schools (50 SRS and 101 NWS and 4 GTHS) project schools to promote STEM course choices among girls and boys, preventing early school leaving, address issues of adolescent sexuality and reproductive health; prevent gender-based violence.	School principals, school guidance counselors, student associations, parents, village leaders	2023–2028 Bi-annual dialogue
	3.1.5 At least 50 technical and education specialists, teachers, provincial and district offices education staff, and school managers (at least 40% female) report improved capacity on project implementation, gender-based analysis, and results-based monitoring and evaluation. (SY2021/22 baseline: 0) (DMF 3d)	PIU; school leaders, GMAG; POEs, DOEs	2023–2028
Project Management and Gender-Specific Activities:			
1. National social development and gender specialist will be recruited as part of the PMU team to support GAP implementation, quarterly reporting, monitoring, and reporting of the project GAP. 2. Orient the PMU and partners on the GESI framework and GAP for the Science and Technology Project in Upper Secondary Education Project. 3. At least 40% of the women staff among PMU and relevant MoEYS departments (ITC, NIE, DGE, and IU-3-TU1: DGE, DGSE, VOD, Department of Planning) participate in project training opportunities. 4. Collect and analyze data disaggregated by sex where relevant and integrate gender performance indicators (from the DMF and the GAP) in the project performance monitoring system.			

CSTC = Cambodia Science and Technology Center; DGE = Directorate General of Education; DGSE = Department of General Secondary Education; DIT = Department for International Trade; DMF = design and monitoring framework; DOE = Department of Education; Edtech = education technology; EQAD = Education Quality Assurance Department; GAP = gender action plan; GESI = gender equality and social inclusion; GMAG = Gender Mainstreaming Action Group; GTHS = general technical high school; ICT = information and communications technology; ITC = Institute of Technology Cambodia; IU = implementing unit; MoEYS = Ministry of Education, Youth and Sport; MSS = minimum service standard; NGS = new generation school; NIE = National Institute of Education; NWS = network school; OP = operational priority; PIU = project implementation unit; POE = provincial offices of education; Q = quarter; SRS = secondary resource school; STEM = science, technology, engineering and mathematics; SY = school year; TTD = Teacher Training Department; TU = technical unit; USE = upper secondary education; USS = upper secondary school; VOD = Vocational Orientation Department.

[a] The baseline will be determined in December 2022, once the SY 2021/22 grade 12 assessment data is available.

[b] Gender-responsive features include separate toilets for boys and girls and people with disabilities with MHM facilities, and adequate water supply. Safety features include adequate lighting and proper lockable doors.

[c] The 5-year MTEF provides the budget framework for gender equality and social inclusion (GESI) activities, e.g., capacity building for school administrators and STEM teachers on GESI framework and community dialogue with students, parents and village leaders to increase the participation of boys and girls in STEM activities.

[d] The gender-responsive features of CSTC include gender-fair content, images, and language in interactive materials, and showcasing modules on equal gender roles in STEM.

[e] The gender responsive professional safety guidelines will include a code of conduct to prevent sexual harassment and gender-based violence.

Source: Asian Development Bank.