

GENDER ACTION PLAN

| Project Outputs | Actions | Responsible Unit/ Person |
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| Output 1: Increased Access to TVET Programs | <ul style="list-style-type: none"> • Ensure that at least 20% of participants for the VSC pilot with nonformal TVET courses in agricultural skills development are female. • All capacity building and training to emphasize gender inclusive participation in RPL/RCC. • At least 20% of trainers/staff/assessors are women. • 20% of the 150 pilot assessments for RPL/RCC with participants of SBP are female. • 20% of the 200 target assessors to implement RPL/RCC are female. • 30% (1,200) of the 4,000 trainees who receive stipends for CQF levels 2–4 training are female. • 20% of female trainees receiving stipends for CQF levels 2–4 training are enrolled in non-traditional areas. • A total of 120 women enrolled in CQF levels 2–4 training and residing in dormitories attend career mentorship programs on a monthly basis. • Two female PTC staff from each of the 3 PTCs receiving dormitories/career mentorship programs trained to oversee implementation of the career mentorship program. • 20% of the 100 participants attending workshops for implementing TVET marketing campaign are women. • 100% of the total 100 roadshows for marketing TVET include a gender component to address female participation in TVET and employment opportunities. • 50% of electronic and print mass media messages produced by social marketing agency address female participation in TVET and employment opportunities. | <p>PCU, DGTVET</p> <p>DNCS</p> <p>RTC Social Marketing Coordinator</p> <p>National Employment Agency</p> <p>All public TVET institutions</p> <p>Local employers</p> <p>Social marketing agency</p> |
| Output 2: Improved Quality and Relevance of TVET System | <ul style="list-style-type: none"> • Quality standards for public TVET institutes include gender equity component. • Self-assessment tools to be used by public TVET institutes measure conditions promoting gender equity. • 30% of the 70 directors of public TVET institutes attending workshops on quality standards are female. • 30% of the 100 directors of public TVET institutes and other staff attending annual seminars on quality standards implementation are female. • 20% of DGTVET staff participating in study tours is women. • 20% of 250 staff introduced to competency assessment is female. • Women account for 20% of assessors accredited by MLVT. • 40% of 200 Cambodian youth participating in the pilot program for competency assessment is female. • At least 2 of the 10 NTTI master trainers trained to pilot delivery of competency-based pre- and in-service TVET instructor training and assessment are female. • 20% of RTC and PTC instructors trained on competency-based training are female. • Capacity building for Training and Employment Needs Assessment includes module on identifying skills needs and training programs for female trainees and ways to inform women about training and employment opportunities. • 50% of the 62 community development specialists trained to analyze skill needs based on revised Training and Employment Needs Assessment is female. • Ensure that curriculum and all learning materials for VSTP units of competency are gender inclusive. • At least 60% (21,000) of VSTP trainees are female. • Expand women's participation by 20% in non-traditional skills training under VSTP from baseline. | <p>DGTVET</p> <p>QA-ME</p> <p>NTTI</p> <p>All public TVET institutions</p> <p>Community Development Specialists</p> |

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| | <ul style="list-style-type: none"> At least 50% (3,200) of the enrollment in SBP is female. Develop gender inclusive learning module on career opportunities following TVET to be integrated into SBP curriculum. | |
| Output 3: Increased Involvement of Employers in TVET Delivery | <ul style="list-style-type: none"> 20% of staff of Industry Liaison Units trained to implement revised internship program is female. 20% (40) of 200 public TVET trainees who receive internship stipends are female. 20% of trainees at RTCs and PTCs participating in the piloting of CQF level 1 course in Basic Manufacturing Processes for Low Level Technicians are female. 20% of trainees participating in the piloting of the CQF levels 3–4 internship programs in construction, auto mechanics, electrical works, and manufacturing are female. Ensure multimedia training materials for sector-specific soft skills are gender inclusive. | DGTVET Host public TVET institutions Centers of Excellence RTCs/PTCs Sector Skills Councils |
| Output 4: Strengthened Governance and Management of the TVET System | <ul style="list-style-type: none"> 30% of the total RTC and PTC staff trained to deliver courses at CQF levels 1–4 are female. 30% of the total 9,700 students trained at CQF levels 1–4 by PTCs and RTCs are female. 30% of the total 100 DGTVET staff and staff of public TVET institutes trained to access and use expanded TVETMIS are female. | DGTVET RTCs/PTCs |
| Project Implementation Arrangements | <ul style="list-style-type: none"> Gender-related activities regularly reported in quarterly and annual reports. Sex-disaggregated data and gender responsive indicators used in all M&E activities, including in reporting progress against the DMF. The midterm review will review past updates, assess gender-related achievements and identify constraints in implementing the gender action plan. Adjustments, as required, will be recommended for improved implementation of gender action plan. | PMU PMU PMU |

DGTVET = Directorate General of Technical and Vocational Education and Training, DMF = design and monitoring framework, DNCS = Department of National Competency Standards, MLVT = Ministry of Labour and Vocational Training, NTTI = National Technical Training Institute, PCU = project coordination unit, PMU = project monitoring unit, PTC = provincial training centers, QA-ME = Quality Assurance–Monitoring and Evaluation Division, RCC = recognition of current competencies, RPL = recognition of prior learning, RTC = regional training centers, SBP = skills bridging program, TVET = technical and vocational education and training, VSC = vocational skills certification, VSTP = voucher skills training program.

Source: Asian Development Bank.

1. **Implementation Arrangements.** The Gender Committee of the DGTVET will be responsible for overseeing implementation of the Gender Action Plan (GAP). The project consultant team will include an international specialist in Equal Opportunity Employment and an international labour market analyst to guide the Gender Committee in implementing and monitoring the GAP.

2. The project coordination unit (PCU) will incorporate GAP monitoring in its quarterly progress reports to ADB. The PCU will invite the Ministry of Women's Affairs to send representatives to attend meetings to develop cooperative strategies where relevant. The monitoring and evaluation specialists will mainstream gender monitoring and evaluation within their activities, including disaggregation of performance indicators and progress reports by sex, development of a monitoring and evaluation system that captures gender and ethnicity disaggregated data, and conduct of baseline surveys with male and female recipients and ethnic minorities, and train relevant staff in integrating gender and ethnicity concerns in monitoring and evaluation.