

GENDER ACTION PLAN

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| Output 1: Quality and relevance of secondary education improved |
| <p>Policy: All new policies issued (model resource secondary school; standards of professional titles and ranks and grades of teachers; development of the science, technology, engineering and mathematics (STEM); and new Vocational Knowledge and Cognitive Skills Development Program) are gender responsive¹</p> <p>Project:</p> <ul style="list-style-type: none"> (i) equal numbers of females and males attend major workshops (ii) instructional materials are free of gender, ethnic and disability bias (iii) at least 30% of Management staff for training is female (iv) major studies, surveys, and reports include data disaggregated by sex, further by ethnicity and where appropriate disability (with reference to MOH/MOLISA disability identification criteria); (v) community discussions involve both male and female stakeholders and any changes in administrative practices respond to the needs and constraints of females and males (vi) materials on implementation of teacher and principal professional standards uploaded on the MOET website are free of gender bias and accessible to all education staff (vii) training to promote STEM implementation includes ways to encourage more female students to study science and technology subjects (viii) data collection on STEM implementation at nominated schools captures the needs, constraints and aspirations of both female and male students (ix) strategies are used which actively encourage female participation in science research and competitions at provincial/national level (x) all selected beneficiary schools have a gender balance of teachers and students (xi) the Vocational Knowledge and Cognitive Skills Development Program is geared to match the different needs and interests of female and male students (xii) there is no gender bias in career sector selection and essential skill categories needed for various careers (xiii) of the 65,000 secondary students who received market related vocational and career orientation at least 50% of beneficiary students are female |
| Output 2: Equity of access to secondary education enhanced |
| <p>Policy: New policies to promote the more equitable universal education and guiding promotion of more equitable access of students with a disability are issued which are gender responsive.</p> <p>Project:</p> <ul style="list-style-type: none"> (i) data is disaggregated and includes information on: sex, number, ethnic group, age group, leaving provinces, reasons for migration, family conditions, economic condition of households and migrant youth, educational needs and future plans, and activities to encourage and manage migrant youth, leading to recommendations for strategies to encourage more domestic migrant youth and youth with a disability to attend school; address gender constraints; and match the needs of both girls and boys (ii) the action plans to improve educational access of domestic migrant youth and youth with disabilities includes gender and ethnicity responsive indicators (iii) any awareness raising activities and materials target girls, their parents and communities to (a) increase understanding of the positive benefits of educational investment in girls; (b) publicize life skills curriculum, vocational counselling and guidance, localized school initiatives for drop-out-prevention; and (c) promote student achievement and completion for domestic migrant youth (including ethnic minority youth) |

¹ Examples of a gender responsive approach are: (i) equal numbers of females/males attend training; (ii) equal numbers of females/males are appointed as lead trainers; (iii) training is held at times and places that suit males and females; (iv) separate latrines for females and males are provided at all training venues; (v) language and images in all training materials are gender neutral and free of stereotyping; and (vi) females as well as males have opportunities to respond in question and answer sessions

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| <ul style="list-style-type: none"> (iv) there is an increase of 15% female and 20% male in the number of youth with a disability attending LSE or equivalent (v) teaching materials based on the new general curriculum for students with disability, are free of gender bias and equally accessible by disabled boys and girls (vi) training for school managers, teachers and counselors on integrating education for disabled children is gender, disability and ethnic minority- responsive and equal numbers of female and male teachers and guidance counselors attend the training which includes how to (a) make linkages with social support networks, (b) engage the community and parents, (c) encourage peer acceptance, and (d) use teaching methodologies that increase the number of boys and girls enrolled in LSE |
| Output 3: Educational governance and management strengthened |
| <p>Policy: New policies that support the phased introduction of site-based education planning and management at provincial, district, and school and levels guidance on strengthening educational institutions which have conducted external evaluation through accreditation activities are issued which are gender responsive.</p> <p>Project:</p> <ul style="list-style-type: none"> (i) when conducting the public expenditure and budgeting review ensure that the review includes assessing how funds are earmarked specifically for gender activities. (ii) when conducting study on site-based education planning, include case studies from other countries that indicate how to encourage female participation, and ensure that education management planning workshops seeking input from key experts are attended by MOET, DOET, university and education managers, (at least 30% female) (iii) for all PISA, TALIS and NAM related activities ensure that: (a) the methods for item development include strategies to ensure items are free of gender and ethnic bias, and the analysis of items includes checking for bias; (b) training for PISA and TALIS includes equal numbers of female and males; and (c) all assessment results are disaggregated by sex, further by ethnicity and where possible disability (iv) for all activities related to the development of accountability measures ensure that annual data collection; analysis planning and reporting on student achievement; dropout rates; high school completion rates; perception of teachers, parents, and students; and expenditure of funds are disaggregated by sex, and further by ethnicity and disability (v) for all activities related to the development of education quality accreditation ensure that training to develop expertise of accreditors includes at least 40% females |
| Project Management Activities |
| <ul style="list-style-type: none"> (i) for all project related implementation activities ensure that: (a) all types of training conducted by the program is delivered in a gender responsive way; (b) the development of surveys and questionnaires captures possible different impacts on females and males and the reasons behind these differences; (c) training attendance records are disaggregated by sex and ethnicity; (d) gender specific activities are integrated into all plans; and (e) 50% of male teachers/staff attend gender responsive training (ii) for CPMU staff capacity building activities ensure: (a) international and national gender specialists in the consultant services' contract; (b) distribution of the gender action plan and explanation of project gender policy to all CPMU staff and consultants; (c) there is a training on gender mainstreaming (how to integrate gender into policies, plans and staff work plans) for CPMU staff and consultants; and (d) 30% CPMU staff are female and the staffing gender ratio is documented <p>BOET=Bureau of Education and Training (District); CPMU=Central Program Management Unit; DOET=Department of Education and Training (Province); LSE=Lower Secondary Education; MOET=Ministry of Education and Training; MOH=Ministry of Health; MOLISA=Ministry of Labour, Invalids and Social Affairs; NAM=National Achievement Monitoring; PISA=Programme of International Student Achievement; STEM=science, technology, engineering and mathematics; TALIS=Teaching and Learning International Survey</p> |