

GENDER ACTION PLAN

Activity	Targets/Indicators	Responsibility	Timeframe
Output 1: Access to skills development increased			
Gender Objective: Both female and male TTI students benefit from investments in infrastructure and equipment			
1.1 Ensure that new physical infrastructure at Thimphu and Samthang TTIs are gender friendly and accessible for students with disabilities with 32% of dormitories assured for female students, with attached sanitation and hygiene facilities with proper lighting at the dormitories ensuring privacy and safety.	<ul style="list-style-type: none"> Gender and Inclusion sensitization conducted for the civil works contractors (pre-bid meetings) and incorporation in the TORs. At least 32% of boarding facilities are reserved for female students with attached sanitation and hygiene facilities (with adequate lighting and space for menstrual hygiene management). Provision for one crèche for female students who are mothers and for female teaching and non-teaching staff at TTI Thimphu. Ramps constructed for wheel chair users to access facilities 	PMU, MOLHR, TTI Thimphu and Samthang	Dec 2018 onwards
1.2 Increase share of female enrolment in TTIs to 32% by 2023, including their enrolment in non-traditional occupations through intensive community awareness-raising activities. ^a	<ul style="list-style-type: none"> Social marketing and awareness campaigns undertaken by the project during admission time in the TTIs, with support from gender specialist. Orientation of TTI Principals and trainers with regard to admission process to reach the target by 2023. 	PMU, MOLHR (Advocacy Division), TTIs	2019–2023
Output 2: Quality and relevance of skills development enhanced			
Gender Objective: Female and male trainees acquire soft skills that are relevant from a gender equality perspective and will help promote gender equality			
2.1 Ensure that training-of-trainer programs are delivered in a gender equitable and socially inclusive manner.	<ul style="list-style-type: none"> Modules on gender sensitization and gender equity developed to be added to training of trainer programs.^b At least 60% of trainers have undergone training of trainer programs, including themes on gender equity and social inclusion in skills development (30% female) 	PMU, MOLHR, TTIs	Feb 2019 onwards
2.2 Ensure that private sector and CSO involved in skills delivery target equal numbers of females and males in emerging occupations, include women-friendly courses (tourism, graphic design, fashion design, photography) and cater to youth with disabilities.	<ul style="list-style-type: none"> The private sector training institutions in the project deliver at least 3 female friendly courses. At least 32% of the students trained under the private sector partnership are female and 5% persons with disabilities Adequate facilities and protection for female students included in the MOU with private providers during training at the institution and at the work place for on-the-job training. 	PMU, MOLHR, private sector training partners	Feb 2019 onwards
2.3 Ensure improved teaching and learning resources, including teaching techniques are made gender sensitive.	<ul style="list-style-type: none"> At least 60% of the curriculum and learning materials developers undergo gender orientation and/or training. Females enrolled in TTIs have equal access to e-resources and hi-technology equipment as male students. 	PMU, MOLHR, TTIs	Feb 2019 onwards
Output 3: Vocational orientation of secondary school students improved			
Gender Objective: Female and male teachers acquire soft skills that are relevant from a gender equality perspective and will help promote gender equality.			
3.1 Increase opportunity to female and secondary school students in TVET electives.	<ul style="list-style-type: none"> At least 32% of the students that enroll in TVET courses and clubs are female. Gender sensitization training for junior instructors who will deliver school TVET. 	PMU, MOE, TVET Schools	2019 onwards

Activity	Targets/Indicators	Responsibility	Timeframe
	<ul style="list-style-type: none"> Gender sensitive materials will be introduced in the TVET curriculum and PVOP materials. 		
3.2 Career guidance services with exposure to the world of work, introduced in all secondary schools (grades 7–12)	<ul style="list-style-type: none"> Revised career guidance manuals and PVOP guidelines include gender sensitive language, and positive messaging on women and men entering non-traditional training and work. Teachers and counsellors receive training in gender sensitive teaching and counselling. At least 40% of female students in grades 7–12 benefit from career guidance services. 	PMU, MOE, REC, TVET Schools, DYS	Mar 2019 onwards
3.3 Implement ICT-enabled teaching and learning to improve foundational skills of grade 7–12 students in pilot schools for TVET premier schools	<ul style="list-style-type: none"> Female trainees enrolled in TTIs have equal access to e-learning and high technology equipment as male trainees. At least 40% of students in the TVET premier schools in grades 7–12 benefit from ICT-enabled teaching and learning. 	PMU, MOE, REC, TVET Schools, DYS	Mar 2019 onwards
Output 4: Governance and institutional capacity for TVET improved Gender Objective: Gender statistics in TVET become increasingly available and used for policy and decision-making.			
4.1 Develop the capacity of all implementing agencies in terms of designing and implementing TVET programs in a gender-responsive manner	<ul style="list-style-type: none"> All implementing agencies trained in mainstreaming gender in technical and vocational education and training programs. Technical support to preparation of training modules and orientation programs provided by gender consultant to PMU. 	PMU, MOLHR, MOE	Mar 2019 onwards
4.2 Revamped TVET MIS to incorporate gender-disaggregated data on training, job placements and other aspects 4.3 Conduct periodic M&E surveys and skill gap analysis with gender and social inclusion parameters.	<ul style="list-style-type: none"> TVET MIS to include provision for gender disaggregation on all related project targets. Data on women's work force participation and on skill gaps across project intervention areas periodically analyzed. GAP updated annually based on results of above periodic gender analysis. 	PMU, MOLHR, MOE	From Jan 2019
Project management/institutional gender related activities: <ul style="list-style-type: none"> TTIs and TVET pilot schools to appoint gender focal persons based on interest and commitment. Prepare annual work plans and budgets at PMU to implement the activities included in the GAP. Gender consultants (national and international) to be recruited on intermittent basis for supporting GAP implementation, monitoring and reporting; building capacity of the PMU, staff in charge of gender mainstreaming in TTIs and TVET pilot schools, gender focal persons from the MOLHR and MOE, in TVET institutes, in gender analysis and mainstreaming and gender requirements for the project and/or TA; and for accomplishing specific tasks as per the TOR included in the project administration manual. Ensure regular monitoring and reporting (at least semiannually to ADB) on the progress of GAP implementation. 			

ADB = Asian Development Bank, CSO = civil society organization, DYS = Department of Youth and Sports, GAP = gender action plan, ICT = information and communication technology, M&E = Monitoring and Evaluation, MIS = management information system, MOE = Ministry of Education, MOLHR = Ministry of Labour and Human Resources, PMU = Project Management Unit, PVOP = Pre-Vocational Orientation Program, REC = Royal Education Council, TA = technical assistance, TOR = terms of reference, TTIs = technical training institutes, TVET = technical and vocational education and training.

^a Working with the proposed Social Marketing Specialist- developing effective messages for social change

^b The trainings will include sessions on work place safety and protection, gender in the work place, female traits in business and entrepreneurship & increased awareness of employers on gender stereotypes that hinder female participation in the work place and how to overcome those.

Source: ADB.