

GENDER ACTION PLAN

Project Outputs	Actions Proposed
<p>Output 1: Access to upper secondary education improved</p>	<ul style="list-style-type: none"> • Ensure that data on high math and science achievers is disaggregated by sex, poverty and disadvantaged area, in line with the approved selection criteria • Provide 6,000 2-year scholarships (60% to female students) for the highest achieving science stream students from Grades 11 and 12 beginning SY2017/18, 60% of whom come from 7 disadvantaged provinces, including ethnic minority areas, and 40% from Secondary Resource Schools (SRS) in non-disadvantaged provinces, by Q4/2021 • Scholarship enrolment, completion and teacher placement figures from NIE are disaggregated by sex, place of origin and place of deployment • Ensure that 938 USE teachers (all female teachers in the target areas provided) posted in 7 disadvantaged provinces, including ethnic minority areas, receive additional hardship allowance for 4 years by Q4/2021 • Undertake a gender assessment of the impact of student and teacher scholarships; pilot of additional hardship allowance and share lessons learned with NIE, the GWG and other stakeholders • The facility survey will ensure that data collected is disaggregated by sex using the facility, location, and that security issues, especially for female teachers are considered • Ensure that 44 teacher housing units (with priority for female teachers and married couples) are provided in schools by Q4/2019, of which 70% are in 7 disadvantaged provinces and 30% are in high teacher shortage areas • Ensure that identification of school sites for the upgrading of LSS to USS classrooms prioritizes disadvantaged areas with classroom shortages and female enrolments : • Upgrade 5 LSSs in 7 disadvantaged provinces to USSs by Q4/2019, ensuring the provision of a safe school environment for female and male teachers and students (e.g., security and separate toilets and private washing facilities) • Develop a gender responsive communications strategy and ensure community awareness campaigns enhance communities' knowledge and understanding about the value and benefits of investing in girls' and boys' education at USE, the Project's gender equity interventions (e.g. student and teacher scholarships and teacher incentives), and the provision of upgraded facilities such as science laboratories
<p>Output 2: Quality and relevance of upper secondary education improved</p>	<ul style="list-style-type: none"> • Review USE curriculum in science and math subjects and check for gender bias, upgrade to regional/international standards and make changes to remove gender stereotyping by Q1/2018 • Review and upgrade curriculum for USE pre-service and in-service Teacher Training as above, by Q4/2017 • Ensure that 100% of female and male USE students and teachers have access to 3,000 teacher guides for all Grade 12 subjects by SY2017/18 • The NGS will liaise with the NIE and TTD to ensure that all equipment and laboratory facilities to be provided are relevant and safe for use by female and male teachers at training institutions and schools, and by female and male students • Ensure female participation in training courses on the management, use and maintenance of equipment, and provide professional development for 250 USE teacher educators (217 science and math, and 33 ICT) of whom 40% are female • 13,300 (40% women) US teachers received in-service training in math, science, ICT, and career counseling. • Ensure that 40% of 500 NIE fellowships are provided to female teacher candidates and/or qualified teacher training providers by Q4/2021
<p>Output 3: Institutional capacity for planning, management, and delivery of education strengthened</p>	<ul style="list-style-type: none"> • Integrate aspects of the MoEYS Gender Mainstreaming Policy 2016-2020 into the leadership training program for USE directors and vice directors and DOE and POE officials • Ensure that EMIS training conducted by Q4/2019 includes instruction in how to explain in narrative form the sex-disaggregated data collection, analysis, planning and reporting along with the tables of statistics, so that readers can obtain meaningful information • Provide 288 USS management staff (Directors, Vice Directors, senior staff) with management training, by Q4/2021 with all females currently in these positions trained. • Ensure the guidelines on the management and use of school resources include strategies to encourage participation of female education managers • Updated guidelines on the promotion of STEM and use of these resources (e.g. science laboratories) includes ways to encourage more girls and boys to study science and

Project Outputs	Actions Proposed
	technology subjects <ul style="list-style-type: none"> • Ensure that all M&E training includes instruction on how to measure management and resource use against gender responsive indicators which capture qualitative as well as quantitative outcomes • Train 450 staff on comprehensive M&E giving ensuring maximum female participation, by Q4/2019

ASEAN=Association of South East Asian Nations; EMIS=Education Management Information System; DOE=District Office of Education; GWG=Gender Working Group; M&E=monitoring and evaluation; MoEYS=Ministry of Education Youth and Sports; NGS=National Gender Specialist; NIE=National Institute of Education; POE=Provincial Office of Education; SRS=Secondary Resource Schools; STEM=Science and Technology Engineering and Math; TTD=Teacher Training Department; USE=Upper Secondary Education

Implementation arrangement and budget

1. Implementation arrangements and estimated costs of the Gender Action Plan (GAP) are integrated into the overall arrangements and total budget of the project. The implementation schedule of the GAP will be in line with the USESDP implementation and overseen by the project director who will report on gender activities in quarterly and annual reports.

2. A national gender specialist (NGS) will be recruited to work with the MoEYS gender working group (GWG) and project implementation team to support gender and equitable access initiatives through the scope of the project. The NGS will (i) advise the GWG about the project's GAP and assist the project consultants with its implementation and monitoring of activities; (ii) work with the international monitoring and evaluation consultant to design and carry out a simple sex-disaggregated baseline survey and yearly follow-up sample surveys—using both qualitative and quantitative questionnaires—to track performance (based on school assessments) of meritorious science and math recipients from disadvantaged areas, monitor scholarship disbursement, and evaluate the impact of scholarships on recipients; (iii) assist the communications specialist to develop gender responsive messages for community awareness campaigns encouraging parents to invest in upper secondary education for boys and girls, and for teacher hardship allowance information packages for pre- and in-service teachers and the community's information; and link with the MoEYS Information and ASEAN Affairs Department and NEP and/or other development partners with experience in behavior change campaigns; (iv) provide input to the math, science, and information and communication technology curriculum review process to ensure the updated curriculum is gender sensitive; (v) link with the civil works team to ensure gender responsive, safe and secure measures/facilities are being addressed in upgraded lower secondary schools and teacher housing units; and (vi) report to the team leader as required.