

GENDER ACTION PLAN

Gender Activities/Actions (more details in the PAM version)	Performance Indicators/Targets
Output 1: Quality of teachers in upper secondary schools improved	
1.1 Ensure that gender analysis is fully integrated as part of the NIE organizational review	1.1.1 The NIE organizational review report includes sex-disaggregated data and gender information and clear recommendations to address identified gender gaps/issues for inclusion in action plan
1.2 Ensure that NIE facilities upgrade integrate gender physical design features with a clear maintenance plan	1.2.1 Upgrades include sex-separate WASH facilities and safety and security measures (e.g. adequate lighting, locks on doors) 1.2.2 Budget earmarked for maintenance of sanitation facilities
1.3 Ensure library materials procured under the Project include materials on/related to gender equality	1.3.1 5% of the budget allocated for procurement of library materials for NIE is used for procurement of gender related library materials
1.4 Ensure that participation in all Pro-D activities supported by the project under this output is equitable (i.e. not less than as per the existing proportion of Females/Males in target groups for Pro-D)	1.4.1 At least 25% female (overall) of 1,100 USS STEM teachers from 50 SRSs and 2,000 STEM teachers from 81 USS Network schools, and 40 NIE STEM lecturers with increased understanding of the new curriculum framework, content knowledge, instruction, and assessment 1.4.2 At least 4 females out of 7 NIE lecturers received scholarships for advanced education programs
1.5.1 Develop a Tool Kit on gender responsive ^a teaching and learning methods, especially for STEM. 1.5.2 Ensure that NIE instructors are trained on gender responsive teaching and learning methods	1.5.1 Tool Kit on gender responsive teaching and learning methods, especially for STEM, developed and 150 printed copies disseminated. ^b 1.5.2 Training in gender responsive teaching and learning methods based on developed Tool Kit integrated into the NIE instructors' Training of Trainers package to on-train teachers
1.6 Ensure database of teaching staff's prior learning and professional experience in the 50 SRS is sex-disaggregated	1.6.1 Database and generated reports of teaching staff profiles disaggregated by sex, teaching subject, prior experience and type of Pro-D course
1.7 Ensure the revised curriculum, instruction and assessment for USS, Inspector PRESET/INSET, School Director PRESET/INSET, and Masters in Educational Management is gender sensitive	1.7.1 The revised and updated curriculum, instruction and assessment in each program is gender sensitive
Output 2: Quality and labor market relevance of upper secondary education improved	
2.1 Ensure that the upgrading of SRS facilities (especially for those designated SRS with degraded water and sanitation systems) integrate gender physical design features with a clear maintenance plan	2.1.1 Upgrades include: (i) Separate latrines/WASH facilities for females and for males; (ii) Safety and security measures (e.g. adequate lighting, locks on doors) 2.1.2 Budget earmarked for maintenance of sanitation facilities
2.2 Ensure that Career Teachers (and school administration) in 50 SRS take a gender perspective in developing their action plan for linking with local businesses/industry partners including: - inviting female and male classroom speakers presenting successful female and male STEM related experiences - developing and integrating a code of conduct (to prevent and address unpleasant situations between trainees and employers e.g. sexual harassment) as part of USS-Industry partnership MOUs - ensuring equal participation and benefits for female and male students from USS-Industry partnerships - ensuring job information provided in school libraries and career counselling are gender sensitive - creating space for girls and boys to express views on career, employment, life skills, sexual and reproductive health issues, etc. in STEM school clubs	2.2.1 At least 40% of Career Teachers appointed are women 2.2.2 Proportion of female classroom speakers (as role models) presenting successful STEM related experiences (target: 50%) 2.2.3 Code of conduct (incl. clauses for prevention and response to sexual harassment) developed and integrated in all USS-Industry partnership MOUs 2.2.4 Number and proportion of USE students (target: 50% female) participating in (i) work experience programs, (ii) site visits 2.2.5 Job related displays and literature in the school library are free of gender stereotypes in career choices and jobs 2.2.6 Number and proportion of participants (target: 50% female) in STEM school clubs 2.2.7 Separate sessions for female and for male members of STEM school clubs are organized regularly (about 1 in 5 sessions) in which their specific concerns can be raised
2.3 Ensure US female and male students (especially those at risk of dropping out) equally take part in and benefit from Extra-Curricular STEM-Skills Program	2.3.1 Number of USE beneficiaries of the Extra-Curricular STEM-Skills Program (target: 50% female) by STEM area (e.g. coding, robotics) in pilot program, and subsequently rolled out program
Output 3: Institutional capacity for planning, management, and delivery of education strengthened	

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3.1 The GWG monitors and reports on gender mainstreaming in education, especially USE, e.g. at the Annual Review Meetings (held every February) of the CNCW, and it plays an active role in monitoring implementation of this project GAP	3.1.1 Yearly attendance and presentation by GWG on gender in education (including USE) at CNCW Review Meetings, with feedback provided to MoEYS planners 3.1.2 Annual Education Congress Report includes information on gender aspects and progress on implementation of this GAP from semi-annual reports
3.2 The Education Research Council to conduct an analysis on the under-representation of women in USS teaching (especially in rural areas) and in leadership and management positions.	3.2.1 Report on the under-representation of women in USS teaching and in leadership and management positions with concrete recommendations in terms of strategy and action points to address gender gaps.
3.3 Ensure that participation in all Pro-D activities supported by the project is equitable, i.e. not less than as per the existing proportion of Females/Males in target groups for Pro-D under this output	3.3.1 Number and proportion of female SRS Directors, Deputy Directors and administrators with increased knowledge of school-based management (target: same % as female staff in target groups) 3.3.2 Number and proportion of female administrators and finance staff from 81 SRS Network USS with increased knowledge of school-based finance procedures (target: same % as female staff in target groups) 3.3.3 25% female of 20 DEA personnel acquired increased knowledge of examination design and delivery 3.3.4 At least 30% female of 24 SRS Unit personnel acquired increased knowledge of SRS supervision 3.3.5 At least 7 female of 25 POEs acquired increased knowledge on new regional inspection system
3.4 Under training for school directors and management, develop and integrate a module on the importance of and methods for promoting mutual respect, gender equality and a violence-free environment in schools.	3.4.1 Module on why and how to promote mutual respect and gender equality in schools, including create a school environment free of violence, developed and integrated into the school leadership and school-based management training
3.5 Ensure showcasing improvement and success of the Project via multi-media presentations include stories on gender equality in USE and in STEM activities	3.5.1 At least 3 multimedia presentations showcasing improvements and successes in promoting gender equality in USE and particularly STEM.

Project management gender related activities

- PCU to recruit a national gender specialist for 24 months (intermittent) over the project duration of 6 years, to (i) build capacity of PCU and key stakeholders in gender analysis and mainstreaming in education, and the gender requirements for the Project, and (ii) work closely with the PCU and the GWG to support GAP implementation, monitoring and reporting. With support from the national gender specialist:
- Ensure integration of gender sensitive indicators(from the DMF and GAP) in the Project Performance Management System.
- Gather and analyze quantitative data (disaggregated by sex, other important factors, and where relevant, by STEM area) and qualitative information on gender impact of all interventions via success stories, case studies, and quality of life changes.
- Ensure regular monitoring of and reporting (at least semi-annually to ADB) on the progress of GAP implementation.
- Involve the GWG actively in monitoring of the GAP activities and targets.
- Ensure the Project annual operation plans include adequate budget allocation for implementation of GAP activities.
- The PCU translates the GAP into Khmer and distributes it to all target districts and key stakeholders such as the GWG during the first semester after project effectiveness.
- The PCU via GWG is involved in the Annual Review Meeting of the CNCW regarding advocacy and communication on gender equality in education.

ADB= Asian Development Bank; CNCW= Cambodian National Council for Women; DEA= Department of Examination Affairs; GAP= Gender Action Plan; GWG= Gender Working Group; INSET= In-Service Education Training; MoEYS= Ministry of Education, Youth and Sports; MOU = Memorandum of Understanding; NIE= National Institute of Education; PCU= Project Coordination Unit; POE= Provincial Office of Education; PRESET= Pre-Service Education Training; Pro-D= Professional Development; SRS= Secondary Resource School; STEM= Science, Technology, Engineering and Maths; USE= Upper Secondary Education; USS= Upper Secondary School.

^a 'Gender responsive/sensitive' here refers to among others: responding to the different needs of female and male students in the classroom and the school environment including clean water, separate latrine and hygiene facilities for girls; ensuring females and males have equal opportunity e.g. to respond in question and answer sessions or to present in front of the class; content and images of teaching and learning materials are free of gender bias and stereotypes; career counseling that encourages female and male students to study and work in non-traditional areas/occupations.

^b This would be the preferred measure. Alternatively, the International Bureau of Education/United Nations Educational, Scientific and Cultural Organization (2017). *Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education* can be translated into Khmer and printed copies disseminated to education staff, especially STEM teachers.