

GENDER ACTION PLAN (TRANCHE 1)¹

Project Component	Proposed Actions	Targets/Indicators	Responsibility
Output 1 Market responsive inclusive skills training delivered	<ul style="list-style-type: none"> • Conduct a skills-gap analysis of each priority sector with attention to gender-related issues such as gender-tracking and limited female access in specific occupations • Ensure and track gradual increase in the number of women TVET entrants and graduates in all levels of the NTVQF in different occupations in 5 priority sectors. • Ensure that at least 40% of the 40,000 poor and disadvantaged students targeted for financial support through schemes, are females • Engage with industry partners to improve competency-based job placement of women graduates • Ensure and track employment of certified female graduates • Conduct social marketing and awareness raising programs on accessing TVET and showing women in non-traditional trades, involving media and communication channels accessible to poor women 	<p>By 2017, reports on the skills-gap analysis conducted in six priority sectors, completed SEIP targets are further aligned with the targets set by National Strategy for Gender when establishing baseline.</p> <p>By 2017, at least 78,000 women trainees are certified</p> <p>By 2017, at least 16,000 poor and disadvantaged female trainees are supported in tranche 1.</p> <p>At least 50% of identified industry partners employ women TVET graduates.</p> <p>By 2017, 54,600 women (30% of the targeted 182,000 trainees) placed in jobs in the 5 priority sectors with a sequential increase of their income (targets to be set following baseline).</p> <p>1 public service advertisement and 2 kinds of posters developed.</p> <p>At least 80% of all community members in the project areas reached by IEC.</p>	<p>SDCMU, SDIC and implementing agencies</p> <p>SDCMU to set the baseline in the first 6 months of SEIP implementation</p>
Output 2 Quality assurance system strengthened	<ul style="list-style-type: none"> • Ensure female participation in selection of trainers and assessors • Ensure that the Equity Advisory Committee of BTEB is functional • Increase number of women in the ISCs • Review training packages if any gender biases exist and correct as 	<p>At least 25% or 425 women trainers and assessors recruited/selected</p> <p>At least 15% of women participation in committee with 10% women in decision making roles</p>	<p>SDCMU in close coordination with BTEB, ISCs and implementing agencies</p>

¹ A baseline survey will be undertaken in year 1 to complete and firm up the baseline for all indicators and targets, and to (i) explore if it is possible to set higher targets for female trainees and female trainers, (ii) explore if it is possible to set higher share of females on industry skills councils, and (iii) set targets for female trainees and trainers by each priority sector.

Project Component	Proposed Actions	Targets/Indicators	Responsibility
	<p>necessary when aligning with NSDP requirement</p> <ul style="list-style-type: none"> • Install female-friendly facilities in training institutions 	<p>All training packages devoid of any gender bias Female-friendly facilities, (e.g., separate toilets, washroom, changing rooms, lounges, etc.) installed in all public training institutions within project period.</p>	
<p>Output 3</p> <p>Institutions strengthened</p>	<ul style="list-style-type: none"> • Develop (or incorporate in existing faculty and staff training programs) a gender orientation/training module for faculty and staff of TVET institutions • Conduct gender orientation / trainings to all faculty and staff of TVET institutions • Establish extensive gender-responsive support systems with counseling services. 	<p>Gender orientation modules developed /gender concepts incorporated in staff training modules All faculty and staff of TVET institutions recognize and ensure gender targets At least 13 of 50 job placement officers deployed are women All female TVET students access counseling and career services</p>	<p>PSC</p> <p>SDCMU in close coordination with implementing agencies and gender network</p>
<p>Output 4</p> <p>Effective program management</p>	<ul style="list-style-type: none"> • Ensure female participation in project steering committee, employers committee and implementation committee. • Conduct a baseline study to establish and maintain a TVET database that includes sex-disaggregated data on all key indicators and committees. • Regularly update TVET database with sex-disaggregated data. • GAD Specialist in SDCMU will conduct GAD orientation for the whole team. • Work with GAD Focal point in relevant government and nongovernment agencies. • Participate in SDC's Gender Forum. 	<ul style="list-style-type: none"> • 30% women participation ensured. • Annual gender audit conducted. • A database with gender disaggregated data established and regularly updated • All SDCMU staff knowledgeable on gender issues in TVET. • GAD focal points in relevant government and nongovernment entities cooperate in meeting project targets. 	<p>PSC</p> <p>SDCMU in close coordination with NSDC Secretariat and implementing agencies</p> <p>SDCMU M&E</p> <p>Gender Specialist of ADB's BRM and ADB review mission to monitor</p>

ADB = Asian Development Bank, BRM = Bangladesh Resident Mission, BTEB = Bangladesh Technical Education Board, GAD = gender and development, IEC = information, education and communication, ISC = industry skill council, M&E = monitoring and evaluation, NSDC = National Skill Development Council, NSDP = National Skill Development Policy, NTVQF = National Technical and Vocational Qualification Framework, PSC = program steering committee, SDCMU = skill development coordination and monitoring unit, SDIC = skill development implementation committee, SEIP = skills for employment investment program, TVET = technical and vocational education and training.

Source: Asian Development Bank.