

Gender Action Plan

Project Number: 44213-018
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People's Republic of Bangladesh: Secondary Education Sector Investment Program – Tranche 3

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GENDER ACTION PLAN

Project Component	Tasks	Targets/ Indicators	Responsibility
Output Quality and relevance of secondary education enhanced	Ensure the gender components and apply gender-responsive approach in development of NCPF and curriculum	By 2018, the NCPF implementation plan developed to make curriculum and teaching materials more market-relevant, gender-responsive, and inclusive	MOE, DSHE, and PSU Gender specialist of BRM and ADB review mission to monitor
	Include gender components in all the training programs (continuous professional development, curriculum delivery, practical science teaching, and life skills-based education) by DSHE	By 2023, revised curriculum following NCPF in all schools and madrasahs delivering improved content and teaching methodology with gender-responsive approach implemented	
	Teachers in all schools and madrasahs trained in practical science teaching	By 2023, all 357,000 teachers trained on continuous professional development, curriculum delivery, and practical science teaching and life skills-based education) (female: 25%) and all the female science teachers)	
	Teachers trained in implementing e-learning at 640 schools and madrasahs	By 2023, 55,000 teachers trained for practical science teaching (female: 10%; all the female teachers) All the female teachers will have training in e-learning	
	Develop criteria of selection and sample size of NASS, 2019 to present sex-disaggregated results	By 2019, NASS results with good sampling size of sex-disaggregated data (45% girls and 55% boys)	
	Develop the TORs for national campaign on science education with strong gender focus	By 2023, gender-focused national campaign on science teaching conducted	
	Secondary teacher development policy prepared/amended to include strong focus on gender responsiveness	Secondary teacher development policy formulated with gender responsiveness integrated	

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Output Equitable access and retention increased	<p>Implement harmonized stipend program with targeted approach to improve retention rate</p> <p>Ensure minimum standard of school infrastructure to include safe and gender-friendly environment including separate toilets for girls and boys in the maintenance policy</p> <p>Conduct gender assessment to develop a pilot on water and sanitation program for adolescent girls</p> <p>Ensure strong gender responsiveness approach in recommendations to develop incentive program for female teachers in disadvantaged areas</p>	<p>By 2022, grade 10 retention rate of poverty targeted stipend recipients including girls reached 70% (N/A)</p> <p>By 2018, maintenance policy for school facilities developed for improvement of learning environment with gender responsiveness approach</p> <p>By 2018, adolescent girls' program plan and water and sanitation plan approved</p> <p>By 2023, incentive mechanism for female teachers in 400 schools and 100 madrasahs in disadvantaged areas piloted</p>	<p>MOE, DSHE, EED, and PSU</p> <p>Gender specialist of BRM and ADB review mission to monitor</p>
Output Education management and governance strengthened	<p>Upgrade EMIS including school grants monitoring and performance indicators by sex and collect them regularly</p> <p>Ensure all female DDOs participation in IBAS++ implementation training</p> <p>Establish project performance indicators that measure the implementation and progress of the GAP, and ensure reporting them in all progress and evaluation reports</p> <p>Ensure the PSU staff provide regular reporting to the gender mainstreaming committee on the progress of the GAP</p>	<p>By 2023, EMIS annual report with sex-disaggregated data will be published</p> <p>By 2023, 90% of 700 DDOs (including all 100 females) for IBAS++ implementation trained</p> <p>By 2023, all databases in secondary education sector included in updated EMIS developed and approved (sex-disaggregated) to monitor GAP progress</p> <p>Training for PSU staff on GAP implementation provided</p> <p>Regular QPR of GAP implementation submitted</p>	<p>MOE, DSHE, and PSU</p> <p>Gender specialist of BRM and ADB review mission to monitor</p>

ADB = Asian Development Bank, BRM = Bangladesh Resident Mission, DDO = drawing and disbursement officer, DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, EMIS = education management information system, GAP = gender action plan, IBAS = Integrated Budget and Accounting System, MOE = Ministry of Education, NASS = National Assessment of Secondary Students, NCPF = National Curriculum Policy Framework, PSU = program support unit, QPR = quarterly progress report, TOR = terms of reference.

Source: Asian Development Bank.