

GENDER ACTION PLAN

A. Background

1. **Gender Action Plan (GAP).** The principles of the GAP for the proposed project are: (i) ensure equality of project benefits and opportunity sharing between women and men; (ii) ensure gender sensitive approaches to reduce gender inequalities at the project colleges; (iii) collect sex- disaggregated data including benefit monitoring and evaluation, and (iv) promote an increased representation of female teachers in training and workshops. The GAP takes into consideration lessons from Strengthening Technical and Vocational Education and Training Project¹ and incorporates targets to reduce gender and social cultural disparities, move toward equal enrollment in TVET colleges and ensure that male and female teachers and managers receive the same opportunities for training. Monitoring activities will include with sex disaggregate data, and quarterly reporting of progress towards achieving targets of the gender action plan. Currently about 16,335 students are enrolled in the 8 project colleges, 41% are women.

2. The general indicators for project management include (i) gender workshops will be conducted annually at all project colleges to introduce the GAP and report on progress; (ii) all data will be disaggregated by sex (iii) project’s monitoring and evaluation includes GAP indicators; (iv) GAP performance report to ADB includes a GAP monitoring table in the quarterly reports; and (v) all enrollment data by TVET trade/sector by sex in the 8 project-supported TVET colleges will be tracked and reported in the GAP

3. The project will engage a gender specialist to provide overall guidance on gender issues; terms of reference of consultants include responsibilities to promote gender awareness at Department of Education and Sports and the project colleges.

Table 1: GAP for Second Technical and Vocational Education Project

Project Outcome and Outputs	Actions	Responsibilities
<p>Outcome:</p> <ul style="list-style-type: none"> • TVET system expanded and aligned with evolving labor market needs • Enrollment in project colleges increases from about 16,300 in 2015 to about 25,500 in 2020; 45% of the students are girls. (2015 Baseline for women at project colleges = 41%) 	<p>By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)</p>	<p>MOES and project colleges will conduct tracer studies</p>
<p>Output 1: Teaching and learning environments at selected TVET colleges upgraded</p>	<ul style="list-style-type: none"> • 50% of new dormitory spaces are reserved for women • Dormitories have separate spaces and facilities for women and men. • All new and upgraded colleges will have separate 	<p>DTVE and project colleges with the support of the Gender consultant</p>

¹ ADB. 2010. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to Lao People's Democratic Republic for Strengthening Technical and Vocational Education and Training Project.* Manila.

Project Outcome and Outputs	Actions	Responsibilities
	<p>latrines and facilities for male and female teachers and students</p> <ul style="list-style-type: none"> • By 2018, at all project colleges conduct training on prevention of sexual harassment; a reporting (including grievances) mechanism for all students is established. • By 2018, all project colleges, a training on code of conduct to all dormitory management, security guards and all dormitory staff is conducted. 	
<p>Output 2: Quality and relevance of demand driven programs improved</p>	<ul style="list-style-type: none"> • All female managers and teachers at the project colleges will participate in pedagogy, technical and management training. • 35% of teachers of the academic upgrading program are women. (35% for Bachelor's and 35% for master's programs). • Skills standards manuals, new TVET curriculum and training programs developed under the project are gender sensitive and provide positive images of women. • 50% of students in short term training courses for out of school youth are women. (2015 baseline = 30%) • Ensure all counselling and guidance materials target women, in particular female students are targeted with information on range of employment opportunities in lucrative industry/ business sectors where female presence is low. • Ensure that 30% of those trained as career counsellors are women. (baseline 2015 = 20%) • Increased number of students in apprenticeship schemes in companies. 50% are women. (baseline 0) • 50% of students enrolled in short courses offered by the project colleges are women. 	<p>DTVE and management of project colleges</p> <p>Gender consultant will take the lead in preparing gender monitoring format and implementation plan</p>
<p>Output 3: Access to TVET for disadvantaged students increased</p>	<ul style="list-style-type: none"> • Criteria and mechanism for selecting poor students for stipends includes a quota of 50% female students; At least 50% of stipend assistance is provided to women. • The TVET promotion campaign: (i) promotes female participation in TVET in general and in non-traditional skills, in particular; (ii) publicizes the stipend program, dormitory facilities and training programs and strategies used by TVET institutions to promote female enrolment in non-traditional TVET areas; and (iii) mobilizes the private sector to hire more women in non-traditional trades. 	<p>Project colleges, MOES, stipend selection committee. The stipend team will support the selection process, draft the monitoring mechanism, update the stipend statistics and prepare progress reports. The TVET promotion firm will ensure that all awareness measures are gender sensitive</p>

DTVE = Department of Technical and Vocation Education, MOES = Ministry of Education and Sports, TVET= technical and vocational education and training.