

GENDER ACTION PLAN

Activities	Performance Targets/Indicators	Responsibility	Timeframe
Outcome: Market Relevant and Inclusive Skills Development System Improved			
Monitor female participation in TVET programs and employment of female COE graduates in priority economic sectors	a. At least 65% of TVET project COE graduates in priority economic sectors, ^a of whom at least 30% (women) are employed or self-employed one year after graduation (2022 baseline: No project COE graduates)	PSDA, TEVTA, PVTC, and PIU gender specialist and M&E	2027
	b. At least 20% women are enrolled in non traditional priority economic sectors ^b courses	PSDA, TEVTA, PVTC, and PIU gender specialist and M&E	2027
Output 1: Quality and relevance of TVET improved			
1.1 Equip the COEs with design features responsive to gender differentiated needs of students and staff	1.1.1 4 COEs established in female TEVTA institutes ^c have dormitories for female students (2020: no female dormitories in COEs established in female TEVTA institutes)	TEVTA, and PIU gender specialist and M&E	2024
	1.1.2 100% of renovated COEs incorporate gender-inclusive design features (2022 baseline: No COEs with gender-inclusive design features) ^d	TEVTA, PVTC and PIU gender specialist and M&E	2024
1.2 Implement gender inclusive CBTA-based TVET programs in COEs	1.2.1 At least 30% of the total graduates of CBTA programs offered by COEs are female (2022 baseline: No graduates of CBTA programs in in COEs)	TEVTA, PVTC, and PIU gender specialist and M&E	2024
	1.2.2 All COEs undertake innovative outreach programs aimed at increasing female participation in TVET programs (2022 baseline: none)	TEVTA, PVTC, and PIU gender specialist and M&E	2023
	1.2.3 95% of students, teachers, and COE management and staff participate in at least one gender related training [e.g., on existing social and gender protection laws, violence against women, anti-sexual harassment laws, female labor laws] (2022 baseline: no gender related training)	TEVTA, PVTC, and PIU gender specialist and M&E	2023
Output 2: Equitable Access to TVET Increased			
2.1 Implement strategies that promote female participation in TVET	2.1.1 Innovative TVET social marketing plan promoting increase of women participation in priority economic sectors prepared and implemented (2020 baseline: no TVET social marketing plan in place)	PSDA, TEVTA, PVTC, and PIU gender specialist and M&E	2023

	2.1.2. At least 55% of ICISDD trainees, of whom at least 25% are women, are employed or self-employed 6 months after graduation by 2027 (2022 baseline: no training by ICISDD) ^e	PSDA, TEVTA, PVTC, and PIU gender specialist and M&E	2027
Output 3: TVET Sector Institutional Framework Strengthened			
3.1 Develop a comprehensive TVET strategy with gender lens supported by research and gender assessment	3.1.1 Comprehensive assessment of workplace practices, and women's status in the workplace and nontraditional occupations (2022 baseline: none)	PSDA, PCSW, and PIU gender specialist and M&E	2023
	3.1.2 Gender gap analysis of existing and emerging skills sectors undertaken with gender disaggregated data to inform TVET policies and strategies (2022 baseline: no consolidated study) ^d	PSDA, PCSW, and PIU gender specialist and M&E	2023
	3.1.3 (JFPR) TVET sector strategy, action plan, medium-term expenditure framework, and gender strategy developed, by Q3 2023 (2022 baseline: none)	JFPR, PIU and PSDA gender specialist and M&E	2024
3.2 Strengthen collection and dissemination of gender disaggregated TVET and labor market data	3.2.1 Sex-disaggregated TVET MIS and LMIS, including (i) sex-disaggregated student tracking system, and (ii) online service platforms that provide gender differentiated information, products and services developed and linked with similar online initiatives (2022 baseline: none)	PIU gender specialist and M&E	2027
3.3 Establish gender sensitive student services	3.3.1 All 19 COEs with fully operational gender sensitive counselling services and career guidance by 2027 (2022 baseline: none)	PIU gender specialist and M&E, TEVTA, PVTC	2027

CBTA = competency-based training and assessment; COE = center of excellence; ICISDD = Industries, Commerce, Investment, and Skills Development Department; JFPR = Japan Fund for Poverty Reduction; LMIS = labor market information system; MIS = management information system; PCSW = Punjab Commission on the Status of Women; PIU = project implementation unit; PSDA = Punjab Skills Development Authority; PVTC = Punjab Vocational Training Council; Q = quarter; TEVTA = Technical Education and Vocational Training Authority; TVET = technical and vocational education and training.

^a Automobile assembly parts and repairs, textiles and garments, food processing (including agriculture, dairy and livestock products), construction, information and communications technology, light engineering (renewable energy, surgical instruments, farm machinery), and tourism and hospitality, health

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- ^b Automobile assembly parts and repairs, , construction, information and communications technology , light engineering (renewable energy, surgical instruments, farm machinery), and tourism and hospitality
- ^c (i) Government College of Technology (Women) Lytton Road, (ii) Government Technical Training Institute (Women) Murree, (iii) Government Vocational Training Institute, (Women), Kartarpura, and (iv) Government College of Technology (Women) Faisalabad
- ^d All renovated centers of excellence will have (i) separate toilets for men and women, (ii) adequate lighting, (iii) closed-circuit television facilities, (iv) day care centers with separate rooms for nursing mothers, (v) common rooms for staff, (vi) features for differently-abled persons, including workshop design, equipment and ramps (2020 baseline: No COEs with gender-responsive design features).
- ^e Based on random sampling tracer survey to be funded from the attached technical assistance.
- Source: Asian Development Bank.